

Minutes for DePauw University Faculty Meeting

Monday, September 11th, 2006

1. Call to Order – 4:03 pm; Ballroom of the Union Building
2. Statement of Quorum and Verification of Quorum

Ken Kirkpatrick announced that the quorum for the fall semester is 84. Attendance at the beginning of the meeting was in excess of 95 voting members.

3. Remembrance of Professor Fred Nelson –Read by Joe Heithaus

The following is a eulogy for Fred Nelson who taught in our department for thirty-eight years. My favorite memory of Fred happened in this very room when he startled us all by announcing his own retirement at the faculty appreciation dinner. He claimed that he was bored by all the speeches for retirees, so he just stood up and in his own dramatic way effectively joined them. President Bottoms without skipping a beat offered an impromptu speech on the spot. Fred loved such improvisation.

What I'll read now was written by David Field, a good friend to Fred, and another retired member of our department who has never particularly loved the retirement dinner. He was given some ideas for this eulogy by our department secretary Bobbi Kelly who remained Fred's friend, his confidant, and secretary to the end.

Eulogy for Fred Nelson

Fred Nelson hated technology, and he regarded a manual typewriter as technology. He never touched a computer keyboard. The only aspect of computers he ever enjoyed was a particular site on the internet: a virtual voodoo doll. Fred – of course, visiting someone else's office – would get his assistant (I repeat: he never touched a keyboard) to place the animated pins into the doll, which would scream in pain with each pin. The site would allow the user to employ a fiery pin, to make the doll shriek with an even greater sense of urgency, and Fred would save the extra punishment for his very real colleagues, the ones whom he regarded as his enemies. Once he even bought copies of *Final Exit: The Practicalities of Self Deliverance and Assisted Suicide for the Dying* by Derek Humphrey and delivered them to a list of those who had voted a particular way in a department meeting. His mordant wit could wither anyone's skin, no matter how thick.

Yet Fred was also compassionate: he called his friends daily, laughing and crying with them. He would send something resembling a birthday greeting – he would call and record messages on his friends' voice mail – booming out in his pleasant voice, “Anything Goes,” or “In the Cool, Cool, Cool of the Evening.” Sometimes he would play music over the phone, laughing at the poor musically ignorant friend who couldn't identify the particular work he played.

Fred made great sacrifices for those he loved: he visited his father every day and fed him meals when his father's dementia prevented him from feeding himself. He loved his parents, his sisters, and his nephew. He also loved his students, many of whom traveled across the country to visit him.

He loved the theater and directed spectacular productions of plays at DePauw: the banner for his production of *Equus* hung in his study even after his death. He hated certain productions of plays – even acclaimed productions in New York – and treated acting and direction no better than he treated the voodoo doll. However, he also attended high-school productions of his former student, Vicky Parker, who now teaches theater and directs plays at Greencastle High School. At these plays, Fred bellowed out guffaws at, say, a student's portrayal of Bottom in *A Midsummer Night's Dream*. He would attend backyard productions put on by children of friends, and glowed with pleasure at these unpretentious events.

He also loved music, especially operas of Verdi and Wagner. He loved the symphonies of Tchaikovsky and Mozart and some contemporary music. Once, he fell to his knees at the feet of David Ott, former professor and composer at DePauw, whose symphony had just been premiered by the Indianapolis Symphony Orchestra. David and another friend spent quite a few anxious minutes lifting Fred from his position on the floor. "My kneeling at the feet of giants may soon be over," Fred groaned.

For all his venom, Fred was a loving person, and he will glow in the memories of his friends, enemies, family, and former students. He has left an enduring legacy at DePauw with his unique multi-faceted personality.

4. Procedures for Faculty Meeting (David Harvey)

The faculty conducts its meetings following Robert's Rules of Order. A faculty member wishing to speak for or against a motion is asked to raise his or her hand and wait to be called upon. When addressing the assembly, the speaker should stand and state his or her name. During debate, a faculty member is not entitled to speak to a question twice if other faculty members are still waiting to speak for the first time. Debate is limited to the immediately pending question and, to the extent possible, will alternate between those speaking in favor of and those speaking against the motion.

All voting is by a show of hands; however, any faculty member can request a secret ballot on any vote.

The By-Laws define voting privileges as follows: "Full-time faculty members holding positions with academic rank or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. The President, Vice-President for Academic Affairs and the Registrar also have voting privileges. Senior (Emeriti) Professors are able to vote during any semester in which they are teaching at least one course."

Should the faculty enter executive session, only voting members may remain in attendance.

5. Approval of Minutes from the May 2006 Faculty Meeting

There were no corrections or additions to the minutes from the May 2006 faculty meeting, which were approved by faculty consent.

6. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

The Committee on Academic Policy and Planning, or CAPP, studies institutional issues, both immediate and long-range, relating to academic policy and planning, including Winter Term, workload credit for lab courses, graduation requirements, the review of majors and minors, and academic departments and interdisciplinary programs. CAPP brings recommendations to the faculty for its consideration and approval.

The committee has a full agenda for this year. Two issues on which CAPP currently is working are:

(1) developing strategies for strengthening the environment for interdisciplinary programs, both existing and those that might be proposed, that will allow such programs to flourish without adversely affecting the structure of academic departments, particularly given that there will be no growth in the size of the faculty; and

(2) reviewing the governance structure for interdisciplinary programs, competency programs and honors programs.

Faculty members are encouraged to keep abreast of the committee's work by reading the committee's minutes, which are posted on the faculty governance web-site, and to send ideas and/or concerns to the committee.

Committee on Faculty (Jim Mills)

The Committee on Faculty, or COF, makes recommendations to the President on personnel matters, including interim reviews, term reviews, tenure reviews, promotion reviews and the review of librarians. In addition, COF considers procedures and policies that involve the personnel process. COF has been working on search procedures and policies, which the Vice-President for Academic Affairs will communicate to departments. In addition, COF is beginning a review of the student opinion forms. COF will begin its review of decision files beginning in late October.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Announcements

The Committee on Management of Academic Operations, or MAO, is responsible for the policies and actions of the faculty relating to the daily operation of academic programs. MAO also oversees the activities of several committees, including the Advising Committee, the Teacher Education Committee, the Library Advisory Committee and the Academic Technology Advisory Committee.

The members of MAO this year are: Rebecca Bordt (chair), Jonathan Nichols-Pethick, Jason Fuller, Alexander Komives, Pat Sellers, Rich Martoglio, President Bottoms, Kelley Hall, John Schomburg (student), Bryce Lynn (student), Ken Kirkpatrick and Caroline Jetton.

Two important agenda items on which MAO will be working this year are the course registration system and timebanks.

B. Motion (to be voted on) that the faculty approve the following new courses:

- EDUC 280 Contexts of Schooling in the U.S.; 1 credit
- EDUC 322 Thinking, Learning and Ways of Knowing in Education;
1 credit; Group 2
- EDUC 325 History of American Education; 1 credit; Group 2
- EDUC 381 The Political Economy of Schools; 1 credit; Group 2
- EDUC 415 American Public School Law; 1 credit; Group 2

Question: Why isn't EDUC 280, which is the lowest numbered course on this list, being offered as a group course?

Answer: This was an oversight on the part of the department when it submitted the forms.

Question: Can the motion be amended to include the group credit?

Answer: Not at this time. MAO will have to review a proposal before bringing it to the faculty.

The motion to approve the new courses passed on a show of hands.

C. Announcement of change in title:

- EDUC 222 Developmental Theories in Education (changed from Educational Psychology with Field Research)

Student Life and Academic Atmosphere Committee (Janet Vaglia)

A. Announcements

The Student Life and Academic Atmosphere Committee, or SLAAC, is responsible for policies relating to student life, including academic integrity, the student judicial process, and harassment. SLAAC also is responsible for policies on the campus-wide academic atmosphere.

This members of SLAAC this year are: Janet Vaglia (chair), Jennifer Adams, Greg Schwipps, Angela Castañeda, Jinyu Liu, Matt Hertenstein, President Bottoms, Marnie McInnes, James Lincoln, Kevin McEvoy (student), Lindsay Bartlett (student), Kyle Hawkins (student), Katie Osterhage (student), Cindy Babington and Cleveland Johnson.

SLAAC's major on-going agenda item is the AQIP project on wellness.

Students in first-year seminars are receiving the book *Doing Honest Work in College*, which has proven to be an efficient way to communicate to students the importance of academic integrity.

B. Report from Denise Hayes – Director of Counseling and Health Services

Counseling and Health Services is part of the Wellness Center and is located on the first floor of Hogate Hall. For many students the transition to college is the first time in which they are responsible for their healthcare. Any faculty member who is concerned about a student is encouraged to contact Counseling Services. Faculty members were reminded that neither Counseling or Health Services provide routine notes for excused absences. In certain situations a student can sign a release that allows Counseling or Health Services staff members to provide information about a student's wellbeing. In those situations, after a student has signed a release, faculty are asked to call the Wellness Center and speak to the appropriate person.

7. Reports from Other Committees

Faculty Development Committee (Mary Dixon)

A. Announcements

The Faculty Development Committee, or FDC, reviews proposals from faculty for a variety of competitive and non-competitive awards. This summer FDC approved 23 applications to the Professional Development Fund.

The following deadlines for the Fall semester were announced:

- applications for Faculty Fellowships are due on Wednesday, September 13th
- applications for sabbatical and pre-tenure leaves are due on Wednesday, October 25th
- applications for the Fisher Fellowship and Fisher Time-Outs are due on Wednesday, October 4th
- preliminary applications for the Mellon Inter-Institutional Initiatives Fund are due to Neal Abraham in Academic Affairs by October 2nd

Faculty members were reminded that reports for faculty development awards from last spring and summer are due Wednesday, October 25th. If a faculty member's report is six months overdue, he or she is ineligible to receive any further funding from FDC until the report has been submitted and reviewed.

B. Report from the Faculty Development Coordinator (Meryl Altman)

Faculty members were reminded that the guidelines and forms for FDC are available in the Faculty Development Handbook. A web page is available with details about upcoming Faculty Research Colloquia, Faculty Forums, Workshops and Teaching Roundtables. Also available are links to resources on teaching and grants. Current access to the page is through [Meryl Altman's home page](#).

Meryl Altman called upon Sherry Mou to describe a half-day workshop co-sponsored by FITS and the S- and W-programs to be held Saturday, September 16th. The workshop includes round-table discussions on using instructional technology in the classroom.

Library Advisory Committee (Carrie Van Brunt)

A draft of the guidelines for deselecting library materials has been updated and is posted on the [Library Advisory Committee web site](#). Please send comments to Carrie Van Brunt or to your divisional representative to the committee.

The major item on the committee's agenda is the redesign of space in the library.

8. Remarks from the Vice-President for Academic Affairs

There was no report this month from the Vice-President for Academic Affairs.

9. Remarks from the President

The President announced that he would like to create an advisory committee for the Janet Prindle Ethics Institute and the he is seeking suggestions on how to organize such a committee.

The fall meeting of the Board of Trustees will be October 5th and 6th. The major item on their agenda will be the report from the Greek Fact-Finding Commission. When

the commission's report is submitted the President will reflect on it and send it to the Board of Trustees. The report and its appendices also will be available on the University's website. The President will be seeking to hold conversations with the faculty about the report.

10. Old Business

There was no old business to come before the faculty.

11. New Business

Motion (to be voted on) that the faculty approve the following results of elections to fill vacancies on committees:

Division I COF Representative (three-year term): Tim Good
Division I IEC Representative (one-year replacement): Lori Miles
Division I MAO Representative (spring replacement): Catherine Fruhan
Division III COF Representative (fall replacement): Bridget Gourley
At-Large member of FDC (three-year term): Jason Fuller
At-Large member of Pub Board (two-year term): Matthew Oware

The motion was moved and seconded. The motion was approved by a show of hands.

Steve Timm expressed his concern about plans for the development of a Reflection Center at the Nature Park, noting that several years ago Judson Green, former Chair of the Board of Trustees, had made assurances that the University would maintain the visual integrity of the quarry's rim. Steve Timm offered the following motion (to be tabled):

The Faculty recommends to the university administration that construction on the proposed Reflection Center be suspended until such time as concerned faculty and staff can organize, meet, and present their concerns to President Bottoms and Executive Vice-President Abraham.

The motion to table was seconded and passed by a show of hands.

12. Announcements

DePauw Colloquium on Liberal Education (Jim Benedix)

This year's colloquium, which is entitled the "Crucial Role of Science Education in the Liberal Arts," will be held from Thursday, November 9th to Saturday, November 11th. The colloquium will begin on Thursday evening with a lecture by Dr. Michael Shermer, who is the founding publisher of *Skeptic* magazine and the Director of the Skeptics Society. Sessions on Friday and Saturday will include panel discussions and teaching roundtables; further details on these events will be

available at a later date. The day before the colloquium begins, the distinguished biologist E. O. Wilson will be presenting an Ubben lecture.

Question: Is there a website with information about the colloquium?

Answer: There is a [web site](#) that is partially assembled and will evolve as further details are available. The website can be reached through the Academic Affairs home page.

Question: Is there any possibility of canceling classes to encourage students to attend the colloquium?

Answer: Other than a Friday morning panel, the colloquium's events will mostly occur during times when classes are not in session.

Faculty Governance Web Site (David Harvey)

The faculty governance web site has undergone a total reorganization and redesign. The home page now contains a table showing the dates, times and locations of faculty meeting and links to PDF files containing the current agenda and most recent minutes.

Links on the home page provide access to an archive of the minutes of faculty meetings, to an index of faculty committees and to the Academic Handbook.

Each elected committee now has (or will soon have) a web page that provides a brief description of the committee's charge and a list of its current members. Space is available for committees to create links to minutes or other documents, and for posting announcements.

Thanks are due to Myrna Gray in Information Services and Cody Glover, an ITAP summer intern, for the development of the site's templates, and to Terry Bruner in Academic Affairs for entering information into the web pages.

Change in Location for October Faculty Meeting (David Harvey)

The next faculty meeting is scheduled for October 9th and will be held in the Walden Inn Social Center instead of its usual location.

13. The meeting adjourned at 5:03 pm.

Minutes for the DePauw University Faculty Meeting
Monday, October 9, 2006

1. Call to Order – 4:05 PM; Walden Inn Social Center
2. Verification of Quorum

Attendance at the beginning of the meeting exceed the quorum of 84 voting members of the faculty.

3. Approval of Minutes from the September 2006 Faculty Meeting

There were no corrections or additions to the minutes from the September 2006 faculty meeting, which were approved by faculty consent.

4. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

CAPP has initiated a dialog with the directors of those Interdisciplinary Programs that offer a major and/or a minor. The committee is interested in learning about the resources these programs will need, other than faculty members, to achieve their goals, and the criteria that directors use to assess the vitality of their programs. CAPP also is examining the governance structure for interdisciplinary programs and plans to create a working document to share with program directors.

There have been a number of atypical requests for a course to include a lab that counts toward Group 1 credit with lab and/or to increase the course's teaching load credit. CAPP and MAO believe that there is a need to review the question of what constitutes a lab course. CAPP will be contacting Division Chairs, after fall break, asking them to hold division-wide discussions and to create position papers to forward to CAPP.

CAPP has recommended to the VPAA, after consultation with RAS, that RAS serve as the committee that reviews opportunity hires. The VPAA has accepted this recommendation and will call them into session as needed.

Question – Which RAS is serving in this role? Is it the committee that met last summer or the committee that will meet this summer?

Answer – The committee appointed last summer continues to serves as RAS until a new committee is appointed in the spring. Last summer's RAS, therefore, will serve in this role for the remainder of the academic year.

Committee on Faculty (Jim Mills)

COF is continuing its discussion of student opinion forms and is looking into the possibility of eventually shifting to an on-line form. COF plans to develop several different types of opinion forms and to test them with faculty and student focus groups.

The committee will begin its review of personnel files at the end of the month.

The candidates for promotion were announced; they are:

For full professor: Jim Benedix, Melanie Finney, Jeff Kenney, Mitch Merback, Jim Mills, Craig Paré and Pam Propsom

For associate professor: Aaron Dziubinskyj and Jamie Stockton

For with rank of associate professor: Caroline Gilson

The deadline for submitting a letter to a candidate's decision file is November 13th, not January 29th as reported in *The DePauw*.

There is one spring tenure review, which is for Henning Schneider. The deadline for submitting a letter to his tenure file is January 29th.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Motion (to be voted on) that the faculty approve the following new courses:

EDUC 223 Deconstructing Difference: Education and Society, 1 credit, Group 2
MUS 395 Topics, 1 credit

Question: Can you provide a description of MUS 395?

Answer: This is a topics course. The School of Music already has a topics course, but it covers both music history and general topics. This new course will allow the School of Music to offer two topics courses, each with a different focus. The description for this course is:

Investigation of specialized topics in areas such as music theory, literature, musical cultures and performance issues. Recent offerings have included Jazz Styles and Analysis, Psychology of Music, Mind, Body & Wellness, and String Quartet Literature.

The motion was approved by a show of hands.

B. Motion (to be voted on) that the faculty approve the following permanent group designation:

EDUC 280 Contexts of Schooling in the U. S., Group 2

The motion was approved by a show of hands.

C. Motion (to be tabled) that the faculty approve the following changes to the Physics major and minor (additions in **bold**, deletions in ~~strikethrough~~):

Physics major (only those portions of the requirements with changes are shown):

Core courses:

PHYS 120, PHYS 130, **PHYS 220**, PHYS 270, PHYS 280 (1/2 course), PHYS 480 (1/2 course)

Other required courses:

- ~~Three~~ **Two** of the following, one of which must be either PHYS 370 or PHYS 380; PHYS 240, PHYS 250, PHYS 300, PHYS 370, PHYS 380
- Two of the following: PHYS 410, PHYS 420, PHYS 430, PHYS 440

Physics minor:

Total courses required: five
Core courses: PHYS 120, PHYS 130
Other courses: ~~PHYS 370 or PHYS 380~~
300- and 400-level courses: One

The motion to table was approved by a show of hands.

- D. Motion (to be voted on) that the faculty approve the following change to the Sociology & Anthropology minors (additions in **bold**, deletions in ~~striketrough~~):

Sociology:

Total courses required: ~~Four~~ **Five**
Core courses: SOC 100
300- and 400-level courses: One

Anthropology:

Total courses required: ~~Four~~ **Five**
Core courses: ANTH 151 or 153
300- and 400-level courses: One

The motion was approved by a show of hands.

- E. Announcements

MAO has approved a change in title for MUS 390, Music History Topics (change from Topics).

MAO is continuing its work on timebanks and is researching the timebanks at other liberal arts institutions. MAO will continue to report back to the faculty as it continues with this issue.

- F. Report from the Library Advisory Committee (Carrie Van Brunt)

The Library Advisory Committee is continuing with its work on the redesign of library space. The committee has asked for a list of future needs from the following: the Library, the competency programs (Q, W and S), the Faculty Development Committee, the ARC, Instructional and Learning Services, and the Honors Scholars program. The committee will be taking a tour of the library to look at available space and will generate several

plans for how to use this space. The plans will be sent to the architects who will then present several options to the committee.

Question – Doesn't the library need some of the space that might go to these other programs?

Answer – The library's needs also are being considered.

Question – Is there any discussion of including a retrofitting of the existing building with environmental features for energy efficiency, or of making it LEED compliant?

Answer – The VPAA stated that this isn't likely at this time because the revisions are relatively modest and will not affect the heating and air conditioning system. Steps will be taken, however, to ensure that any work done now will not preclude seeking LEED certification in the future for a more comprehensive project.

G. Report from the Academic Technology Advisory Committee (Harry Brown)

The current membership of ATAC is Bruce Sanders, Harry Brown, Jeff Hansen, Ophelia Goma, Carla Edwards, Sherry Mou, Dan Pfeifer, Carol Smith and Ken Kirkpatrick. The Handbook defines the committee's purpose as: "seek[ing] input from the University community...on all matters related to technology and associated support services that impact, or have the potential to impact, teaching, learning, research academic advising, and academic professional activities." The committee works to ensure that the University community is thoughtful and deliberate in the way it uses technology on campus.

The committee has been investigating possibilities for upgrading or changing the University's current course management system, Blackboard. Recent increases in Blackboard's annual support fees, as well as growing faculty demand for different kinds of functionality in the course management system have prompted the committee to consider following the lead of other institutions and moving to a cheaper and more flexible open-source course management system. This does not mean, however, the end of Blackboard. At this point the committee is simply investigating options and gathering information from other institutions as a supplement to data collected from the faculty survey completed last spring.

At the request of the Registrar and student government, the committee has been working on ways to make the enrollment process more transparent to students and advisors, particularly as it relates to the function of the computer program that interprets student course requests. At present, the committee is revising the handout, "Making Effective Course Requests," to explain more clearly the way this program processes requests.

Finally, the committee has been considering ways to address vulnerabilities in the university's electronic security system, specifically those protecting student academic records. The committee is considering implementing a registration system on new machines, which would allow the university to track users and to determine who is accessing confidential information. This would be a simple process that would offer considerably more protection than we have now.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

The committee announced that the following faculty had accepted invitations from SLAAC to serve on the Community Conduct Council: Lynn Bedard, Rich Cameron, John Caraher, Dan Gurnon, Ann Jennings, Carrie Klaus and Jonathan Nichols-Pethick.

SLAAC is considering minor revisions to the current policy on Religious Holy Days (Article VII in the Academic Policies section of the Handbook), which outlines accommodations for students who wish to fulfill religious obligations. The current language specifies holy days for Judeo-Christian religions, with minor reference to Islamic faiths. Given the current profile of international students and DePauw's commitment to building an international community, the committee believes that it appropriate to adopt a more inclusive policy.

SLAAC is in the process of establishing a subcommittee on Wellness. Since the beginning of the AQIP wellness initiative, very little has happened. While some progress has been made by individual offices, programs or organizations to identify and incorporate some wellness-related activities, there has been no strong integration or coordination amongst these efforts. SLAAC's goal is to have a subcommittee that will identify the types of changes that students, faculty and staff would like to see in the areas of food, fitness and facilities, and to draft a proposal that prioritizes and describes possible projects. The committee is planning for a committee consisting of two administrators, one staff member from the wellness center, two faculty members, two students and one individual from athletics. SLAAC welcomes nominations from the faculty for this subcommittee. The committee expects that this will entail a commitment of approximately 1 – 1.5 years.

Question: Are there any plans to review our relationship with Sodexo as part of this?

Answer: SLAAC has not included this as a specific agenda item.

5. Reports from Other Committees

Committee on Administration (Jackie Roberts)

The Committee on Administration's function is to advise the President on matters of administration. The current members of COA are Nancy Davis, Marcia McKelligan, Fred Soster, Beth Benedix, Susan Anthony and Jackie Roberts.

The committee has met twice this year. At the first meeting the committee discussed its agenda for the year and at the second meeting the committee met with Dr. Bottoms. During the year COA will be looking at several issues.

The first, and biggest, item on COA's agenda is insurance. This year the University might receive bids from more than one insurance company. The committee is working with Paul Schmitt to establish a timeline that will allow faculty to have sufficient time to review different plans before choosing an insurance carrier. The current hope is that we will have two months during the spring semester (February and March) to review the bids and choose a carrier. Paul Schmitt will be meeting with COA at the end of the month to get ideas for what the faculty and staff would like in terms of an insurance carrier. COA will solicit ideas from faculty via email.

COA also is working with Paul Schmitt on a review of the Emeriti Program. Two meetings have been scheduled for interested faculty members: Tuesday, October 31st at 4:00 p.m. in the Peeler Art Center auditorium and Wednesday, November 1st at 9:30 a.m. in Watson Forum. An additional meeting will be scheduled for retirees.

Other agenda items for the year include: a continued review of the UP/DP awards, the possibility of moving to a 3-2 or a 3-3-3-2 workload, salary and benefits, and faculty attitudes about faculty governance. For the later item, COA is working on a survey.

Question – Will there be a parallel process for staff to review insurance options?

Answer – Yes.

6. Remarks from the Vice-President for Academic Affairs

The VPAA apologized for his absence at the September faculty meeting and explained that he was attending a symposium in honor of Percy Julian at the American Chemical Society's national meeting. After reviewing the life and career of Percy Julian, the VPAA reported that the two-hour NOVA special on Percy Julian is complete and that it is scheduled to be broadcast on February 6, 2007. A 20-minute clip was shown at the ACS meeting and DePauw has a 30-minute clip that is available for use on campus.

The VPAA reported that the University is involved in discussions involving energy conservation and sustainability. DePauw hosted a GLCA workshop on Environmental Studies curricula, which included discussions on sustainability. During a recent chairs meeting there was a discussion of conservation and recycling. Finally, the President has appointed an administrative committee to review issues of energy conservation, recycling, and overall sustainability for the University.

The VPAA distributed a handout providing demographic data on tenure-track faculty (see Appendix One). There has been a steady increase in the number of total full-time faculty of color and of tenure-track faculty of color. This growth has outpaced the growth of the faculty. Although there has been an increase in the number of women faculty, the overall growth has slowed due to the low rate of retirement of male full professors. Of the 30 most senior faculty members at the professorial rank, five are women; however, of the 30 least senior faculty members at the professorial rank, 15 are women. Since the 1996-97 academic year a total of 35 tenure-track faculty have left DePauw. Of these, 18 were women and 12 were faculty of color (eight of which were women). The loss of tenure-track women faculty members is roughly proportional to their representation in the ranks of the less senior faculty from which they have left. The loss of tenure-track faculty members of color is disproportionate by about 2.5 times. The loss of tenure-track Hispanic/Latino/Latina faculty members has been particularly severe: we had two and now have three, but lost four over the intervening years. The loss of African/African American tenure-track faculty members also has been severe: we had five and now have 10, but lost six over the intervening 11 years. The VPAA asked Mac Dixon-Fyle, Joe Heithaus, Dana Dudle, Matthew Oware and Angela Castañeda to meet with the Academic Affairs Committee of the Board of Trustees to discuss possible causes and possible interventions for these losses. Two questions that need to be addressed are: How many tenure-track faculty members do we expect to lose? and What is disproportionate loss and how can that be reduced? Discussions of these points will continue.

The following additional demographic information was shared: 26 (33%) of the 80 professors are women and there are seven professors of color; 34 (46%) of the 74 associate professors are women and there are 11 associate professors of color; 33 (47%) of the 70 assistant professors are women and there are 13 assistant professors of color; and seven (54%) of the 13 instructors are women and there are five instructors of color.

7. Remarks from the President

The President announced that bell hooks will spend next September at DePauw.

During the recent Board of Trustees meeting, the trustees focused on three main issues: internationalization, the report from the Greek Fact Finding Commission, and the Reflection Center.

The Board of Trustees heard a report from Becky Konowicz of the Admissions Office about exchange possibilities in India. Cummins of India has agreed to help DePauw recruit students and to host internships for ITAP students. The Symbiosis Institute will send several faculty members to DePauw in the spring and there is a possibility of arranging exchange opportunities for DePauw faculty members.

Bob Hershberger is developing a program with a major emphasis in Segovia, Spain. Bob also is developing an immersion program for newly admitted students. The program will involve intensive immersion in language classes and a service trip during the summer before the students enter DePauw. The University is in contact with a donor with the goal of increasing scholarships that will increase the number of students who can take advantage of study abroad opportunities.

The University also is establishing contacts in China, but this is progressing slowly at present.

The Board also discussed the report from the Greek Fact-Finding Commission. Lisa Hollander currently is making presentations to the various stakeholders, a process that will be completed by October 18th. The President will then meet with the same groups to consider possible responses to the report. The Board appointed a trustee committee to work with the President; the members of the committee are R. Lee Wilson, Jonathan C. Coffin, Alison E. Frost, R. David Hoover, and James G. Stewart. An interim report will be presented to the Board in January with possible actions at the spring meeting of the Board of Trustees.

The President reviewed actions involving the Reflection Center. The Board of Trustees made the decision in August to build the Reflection Center, allowing a cost savings of \$150,000 by completing this work along with construction on the Ethics Center. Following the motion at the September faculty meeting, the President suspended construction until the Board of Trustees had a chance to meet. The President also met once each with the Nature Park Steering Committee and the student Biology club, and twice with faculty and twice with students.

Steve Timm wrote a letter to the VPAA, with a copy to the President that laid out one person's objection to the plans for the Reflection Center. The President shared this letter with Jim Stewart, Chair of the Board of Trustees, and with the chair of the Buildings and Grounds Committee. The Chair of the Board of Trustees met with nine faculty members to discuss concerns about the Reflection Center. The members of the Board of Trustees also read the letters by Wade Hazel and Steve Timm that were published in the student newspaper. The

Building and Grounds Committee supported the vote of the Executive Committee, as did the Board of Trustees. The Board thought that the location was appropriate and that it met the approved design plans.

Question – Why do we need to build a building in which to reflect? Why not just a bench?

Answer – The idea for a Reflection Center came from members of the Student Affairs staff. It provides a place to go that is quiet and allows reflection. The students indicate that they feel the need for a place where they can have alone time away from campus. Having an enclosed place allows for its use without concern for the weather and will make programming possible.

Question – Did the Board discuss the possible flooding of the quarry?

Answer – The University has received a study that is inconclusive. It probably would be very expensive. There is a vigorous debate as to whether the quarry should have more water. Should we favor research or aesthetics? Perhaps there is a compromise in which a berm could be put in. The preliminary report will be shared and discussion will take place with the biology department. It isn't clear that adding water to the quarry is even possible.

Question – Shouldn't we first have discussions about whether this is appropriate and not let budgetary considerations drive the decision?

Answer – The Board of Trustees has not yet said build or don't build.

8. Old Business

Steve Timm - Motion (to be remove from the table) that:

The Faculty recommends to the University administration that construction on the proposed Reflection Center by suspended until such time as concerned faculty and staff can organize, meet, and present their concerns to President Bottoms and Executive Vice-President Abraham.

The motion to remove from the table was seconded and approved by a show of hands. Before introducing a substitute motion, Steve Timm read the following statement:

I hope in the last month you've had the chance to follow developments at the quarry as they've been detailed in *The DePauw*. Or better yet, that you've visited the quarry to see first hand what development looks like. I've spoken with many of you and I appreciate your words of encouragement and support.

Since last month I've had the opportunity to meet with President Bottoms, Architect Dan Moriarity, and interested faculty, staff, students and community members who use the nature park. There's been some confusion about the scope of my original motion and my interest. For clarification, my interest is in preserving the visual integrity of rim as the defining feature of the quarry. I'm opposed to any building or structure on the rim.

Now that I've seen the plans for the Reflection Center, I'm struck in a number of ways.

I don't like that the Reflection Center, which I'm told will blend into the environment, is larger than my house.

I don't like an architect determining the aesthetics of where and how I should view the quarry rim.

I don't like that the view from inside the Reflection Center reduces everything on the other side of the glass to scenery, which I know something about, and that we're better off leaving the scenery in Moore Theatre where it belongs.

I don't like that the lesson we're teaching here is that responsible stewardship of the land means more buildings, more roads, and more staff.

In short, I don't like that continued development at the quarry will ruin the very thing which made the acquisition appealing in the first place: that students, faculty, staff, and members of the community have a place to study, research, learn, to recreate and reflect in a setting where the processes of nature are at work mending our earlier damage to the land.

I recognize that this is my subjective point of view.

I also understand that my proposed motion, as detailed in my letter to *The DePauw*, stops dialogue and draws a line in the sand. I also recognize that broader issues of process are at stake here, and that since decisions on development at the quarry have been made without the full input of students, faculty, staff and community members, I offer the following [substitute] motion.

Motion (to be voted on) that

The Chair of the Faculty convey in writing to the Board of Trustees that the Faculty recommends construction of the reflection center on the quarry rim be halted until a meeting between the Chair of the Board of Trustees and concerned faculty, staff, students and members of the community can be arranged to discuss issues related to the development of the Nature Park, including the placement of the reflection center on the quarry rim, flooding of the quarry bottom, and LEED certification of all buildings.

The motion was seconded.

The President stated that he very much disagreed with the motion. The process for reaching a decision was appropriate. There seems to be confusion on how buildings get built. It is not the case that someone first gives money before an idea exists. Discussions about a Reflection Center have been taking place for 1.5 years. The University approaches donors as it identifies needs. There are lots of negotiations between donors, the Trustees' Buildings and Grounds Committee and various other groups. Building plans can be controversial, as was the case, for example, with the construction of Olin, which required the University to destroy a number of houses.

The President indicated that the Nature Park Steering Committee was not the committee with the final authority for developing the Nature Park; this is evident, he said, from the committee's membership. The President also noted that the Nature Park Steering Committee was advisory and that he does not always accept the recommendations of committees.

The Reflection Center is an unusual building. It is not being built for academic purposes, but as a building for students and to help with student life.

The President noted that he does not share the sentiment that we should not have built anything at the Nature Park. From the beginning, the intent of the Board of Trustees and the administration has been that DePauw will develop this gift of land for numerous purposes. Which of these purposes is primary will always be a point of contention.

In speaking for the motion, Wade Hazel read the following statement:

The tagline to the 1967 movie “Cool Hand Luke,” starring Paul Newman was: “What we’ve got is a failure to communicate.” (I think after the warden said that, he shot Luke.) A failure to communicate is what this motion addresses. I’ve been involved with the Nature Park since before we acquired it. Since the acquisition of the park until last spring, I was chair of the Nature Park Steering Committee. The purpose of the committee was to provide advice from members of the community to the administration and to the Board of Trustees on matters concerning the Nature Park [via] the Nature Park Executive Committee. The Executive Committee was to consist of President Bottoms, Vice-President Abraham, myself and a member of the Board of Trustees. The Executive Committee never met. The Steering Committee has done what it was charged to do, but I do not believe its input has been transmitted to the Board of Trustees.

The potential construction of the Reflection Center is an excellent example of a failure to communicate. When the Master Plan for the Nature Park was unveiled, the Steering Committee recommended that plans for a Reflection Center should not proceed beyond the purely hypothetical without further discussion and consultation. When the plans for the Ethics Institute were unveiled, the emphasis was on the fact that the building would be a single story, nestled among the trees and invisible from the rim and quarry, yet the Reflection Center is a huge three-story structure on the quarry rim. As recently as last fall the Steering Committee recommended that the Reflection Center not be built unless it was physically part of the Ethics Institute. As far as I can tell, based on conversations with President Bottoms and members of the Board, the Board was not made aware of our concerns prior to their decision this summer to construct the Reflection Center on the edge of the rim. So, I think it is entirely appropriate that we at least have the opportunity to make our concerns known. These concerns, locating buildings on the rim, flooding the quarry bottom and LEED certified construction are all valid.

Granted, the Board of Trustees has every right to do what they want with the Nature Park. They don’t need our permission for any of their decisions. But the members of the Board are smart people, and I am sure they recognize that it is in their interest to have our input, especially in decisions such as those covered by this motion, decisions where such a large and diverse constituency is affected. And certainly they must recognize that the opinions of the people who on a regular basis walk in the Nature Park, study in the Nature Park, run in the Nature Park, that the opinions of these people should carry some weight – perhaps as much weight as the opinions of folks who visit the Nature Park once or twice a year. I hope you will all support this motion.

Speaking for the motion: This is not a disagreement between the faculty and student services. Building a Reflection Center is okay, but it should be built in a different location and with different building practices. This is not a fight over who owns the quarry.

Speaking for the motion: The problem is not whether there should be a Reflection Center, but that this is the worst possible place to build it. The planned Reflection Center is the opposite of what such structures are intended to do, which is to provide a secluded and imbedded space for reflection. This plan emphasizes dominance over the scene.

Speaking for the motion: The Buildings and Grounds Committee is a small group. The entire Board of Trustees needs to hear this. Although we don't have any power, there are two important issues on which the faculty can speak: aesthetics and environmental ethics. We know the beautiful; this is not. This building is like a billboard; it destroys the rim.

Reply: The President agreed that the Buildings and Grounds Committee is small; however, he indicated that the entire Board heard the report from the Buildings and Grounds Committee. All of the Trustees were informed. How does the faculty expect Jim Stewart to respond to a letter?

Speaking for the motion: If you are Jim Stewart, you should know that the faculty is angry. He knows that the topic of faculty morale has come up in the past. He should know that process matters. Although we've supported administrative moves in the past, we have no control over what happens. When the administration says "We are thinking about..." it means that the issue has already been decided. From the beginning, everyone knew that Internationalization and Ethics were going to be AQIP projects because they were proposed by the administration. Similarly, the reorganization of library space seems to be a done deal. If it hadn't been for the accidental destruction of library materials, the faculty wouldn't have known of the plans for reorganizing the library space. We need to say that we aren't happy.

Speaking for the motion: People will build things and architects can work in concert with nature. Nothing should be built from here on without meeting LEED standards. Although plans for a Reflection Center were well known, this process feels rushed.

Comment: All future building projects should meet LEED standards. At the recent GLCA workshop on Environmental Studies held at DePauw, a colleague from Kalamazoo College asked, in regard to a local building project, if it was to be the last building built using the old standards or the first building to be built using new standards. What should the process be for deciding this? Achieving sustainability in higher education involves everyone: the Board of Trustees, the administration, the faculty and the students.

Question: Have there been any discussions with the Board of Trustees about making the Reflection Center LEED compliant?

Answer: The President stated that the Board of Trustees did not discuss this, but there have been discussions with the architects. Dan Moriarity reported that a building needs 26 points to earn LEED certification and that the current design can achieve 32 points. However, you can't ask for LEED certification if the building is more than 50% glass, which is the case with the Reflection Center. In addition, there are problems with meeting the LEED standards for air quality since the building is designed to have folding doors that allow it to be converted into an open air structure.

Question: Why not work now toward requiring building designs to meet LEED standards?

Answer: The President noted that this is what the University did with the Prindle Ethics Institute.

Question: There seems to be a contradiction in your [the President's] description of the Reflection Center. On the one hand it is to provide students with a quiet space for reflection, but you also stated that it would be available for programming. How do these uses fit together? What kind of programming is being considered?

Answer: The President stated that this is being discussed with students and those in student services. Perhaps some time could be reserved, without programming, as quiet time; but time also could also be reserved for other activities, such as yoga classes or religious celebrations.

Question: Who is on the administrative committee that is examining energy use. How will they investigate this and are there other actions regarding sustainability?

Answer: The President stated that the committee consists of Ted Fares (the new Director of Facilities), Neal Abraham and Dick Speller. They will begin focusing on these questions after fall break.

Question: Is building the Reflection Center on the rim a done deal?

Answer: Yes.

Comment: If it is a done deal, then it is. However, the process has been circumvented.

Question: Who is on the Trustee Buildings and Grounds Committee?

Answer: The President stated that the committee consists of Kathryn Hubbard, Andrew Paine, William Welch, Jim Bartlett and Jim Mullin.

Speaking for the motion: Earlier the President asked what Jim Stewart should do. He has read the letters from Steve Timm and Wade Hazel and he knows of the concern. There is time to put together a reflective statement to the Board and it is not unreasonable to do this.

The question was called and debate ended by a show of hands. A secret ballot was requested. The motion passed by a vote of 64-10 with one abstention.

9. New Business

There was no new business to come before the faculty.

10. Announcements

Meryl Altman announced that the Faculty Development Committee has decided to open another round for applications for Faculty Fellowships to begin in 2007/08. Applications are due by October 25th, as are applications for sabbatical leaves.

11. The meeting adjourned at 5:50 p.m.

Appendix One – Handout from the VPAA

**Tenure-track Faculty Members
Demographics and Attrition**

	<u>Total Fac. of Color</u>	<u>Tenure-Track* Fac. of Color</u>	<u>Tenured Fac. of Color</u>	<u>Total FT Faculty</u>	<u>% Women</u>	<u>TT Left DePauw</u>
1975-76	1	1	1	140		
1989-90	6	6	1	176		
1991-92	9	6	2	181		
1993-94	8	5	2	152		
1994-95	8	7	3	150	27%	
1995-96	11	7	4	152	30%	
1996-97	13	8	5	155	28%	4
1997-98	18	12	6	162	35%	3
1998-99	20	11	6	163	37%	3
1999-00	22	15	7	188	39%	2
2000-01	28	16	8	203	39%	4
2001-02	29	17	8	204	40%	4
2002-03	30	21	9	222	40%	1
2003-04	32	25	12	223	39%	5
2004-05	32	25	14	224	42%	2
2005-06	32	26	19	229	41%	4
2006-07	35	25	17	226	41%	3

Average 3.2
per year

*includes Tenured and Tenure-Track

Attrition 96-97 to 06-07

35 from the tenure-track

18 women

12 of color (8 women)

4 Hispanic (Note totals: 96-97 = 2, 06-07 = 3)

6 African/African American (Note totals: 96-97 = 5, 06-07 = 10)

Minutes of the DePauw University Faculty Meeting Monday, November 6, 2006

1. Call to Order – 4:07 p.m.; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 84 voting members of the faculty.

3. Approval of Minutes from the October 2006 Faculty Meeting

There were no corrections or additions to the minutes from the October faculty meeting, which were approved by faculty consent.

4. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

A. Announcements

As announced at the October faculty meeting, CAPP is initiating a discussion about what constitutes a lab experience. CAPP has asked Division Chairs to hold divisional meetings to discuss this issue, reporting back to CAPP by the end of the fall semester. CAPP will review these reports and will bring a statement to the faculty for further discussion during the spring semester.

CAPP will soon be distributing to the directors of interdisciplinary programs a working document on the governance structure of such programs, including the position of program director and the steering committee.

The Resource Allocations Committee, RAS, has met twice with the Vice-President for Academic Affairs to discuss the protocols for reviewing opportunity hires.

B. Report from the International Education Committee (Srimati Basu)

Faculty were asked to encourage students to consider off-campus study. The opportunity to study off-campus is available to all students and 95% or more of applications are approved each year. Staff members in the Office of International Education and Off-Campus Study are available to help students with their planning. Students are required to have a minimum of one advising appointment with an off-campus study advisor. The last day for a first appointment is February 7th. Because all programs have enrollment limits, students should select two programs that will work well with their academic, personal and cultural goals and requirements. Interested students must meet minimum eligibility criteria, including GPA, study of the appropriate language, and progress in the chosen major and graduation requirements. IEC reviews proposals and may approve an application, deny an application, or return an application for revision before giving final approval or denial. All merit scholarships and need-based scholarships may be applied to the costs of off-campus study and students may apply for supplemental need-based scholarships to cover additional costs associated with off-campus study.

Question: Is there still a deadline for early decisions?

Answer: Yes. For both fall 2006 and spring 2007 the early decision is November 20th. The deadline for other applications is February 12th.

Question: Are there any plans to create an on-line paperless application form?

Answer: The forms are available on-line, but at present they still must be printed out and sent in.

Question: When a student applies for an early decision is he or she making a commitment to that particular program?

Answer: When a student applies for off-campus study, regardless of the deadline, he or she should apply for his or her preferred program. It is expected that the program for which the student is approved is the one the student will go on. A student can change his or her mind, but approval for a different program is not automatic.

C. Report from the Winter Term Subcommittee (Nancy Wegerson)

Because this is the first year in which first-year students are not required to remain on-campus for Winter Term, the committee feels it important to provide the faculty with some numerical information about current Winter Term enrollments. A total of 64 first-year students will be completing an off-campus or independent study project. Of these students, 40 will be on internships, 19 will be pursuing off-campus studies and five completing independent study projects.

A total of 771 students are enrolled in an off-campus project with 318 in a study or service project (228 in study projects and 90 in service projects), 324 pursuing internships, 118 completing an independent study and 11 students in a category called Study at Another School or Organization. In recent years the on-campus enrollment has been approximately 900 students, most of which are first-year students. Total on-campus enrollment this year will be a bit smaller, but we expect to fill all 45 available courses. Registration for on-campus courses begins next week.

The committee is considering how to encourage more first-year students to enroll in off-campus Winter Term experiences. One possibility is to link some first-year seminars to an off-campus project or to reserve some spaces on service projects for first-year students. The committee will be sending out soon a request for off-campus study and service projects for next Winter Term.

Committee on Faculty (Jim Mills)

The committee has begun its review of personnel cases and will provide updates about progress at future faculty meetings.

The deadline for submitting a letter to the decision file for promotion candidates is 4:00 p.m. on Monday, November 13th. Letters may be sent to Carol Cox.

COF is continuing to discuss the student opinion forms. Since the last faculty meeting, COF met with Kevin McEvoy, the Student Body President, to discuss student concerns and the chair of COF visited with Student Congress to inform them of the discussion. COF plans to hold an open meeting with the faculty, with the date to be announced later this semester. COF hopes to have the student opinion forms available for on-line entry by the fall 2007 semester. The committee will be setting up focus groups to try out various formats for the student opinion forms.

Committee on Management of Academic Operations (Rebecca Bordt)

- A. Motion (to be removed from the table and voted on) that the faculty approve the following changes to the Physics major and minor (additions in **bold**, deletions in ~~strikethrough~~):

Physics major (only those portions of the requirements with changes are shown):

Core courses:

PHYS 120, PHYS 130, **PHYS 220**, PHYS 270, PHYS 280 (1/2 course), PHYS 480 (1/2 course)

Other required courses:

- ~~Three~~ **Two** of the following, one of which must be either PHYS 370 or PHYS 380; PHYS 240, PHYS 250, PHYS 300, PHYS 370, PHYS 380
- Two of the following: PHYS 410, PHYS 420, PHYS 430, PHYS 440

Physics minor:

Total courses required: five

Core courses: PHYS 120, PHYS 130

Other courses: ~~PHYS 370 or PHYS 380~~

300- and 400-level courses: One

The motion was removed from the table by a show of hands.

Question: What is the motivation for the change in the major?

Answer: The proposed change to the major follows from the department's addition of PHYS 220, which provides a needed link between the department's two introductory courses and upper-level courses.

The motion was approved by a show of hands.

- B. Motion (to be voted on) that the faculty approved one-time Group 4 designation to the following course:

Black Studies 390a (Black Women's Political Impact)

Question: Why is this request for a one-time approval for Group 4?

Answer: Because 390 is a topics course, approval for group designation is granted on a case-by-case basis.

Question: If this course title came up again, would it still have to come back to the faculty for approval of the group designation?

Answer: In some departments topics courses have a set group designation because any course taught under that course number would fit within the same group; this is the case, for example, with ENG 390. In other situations different courses taught under the same course number might fit into different groups.

Comment: Our past practice has been that if the same course is taught multiple times as a topics course, it probably should be assigned a permanent course number.

Question: Why does this course best fit in Group 4? What is the course's description?

Answer: This course is designed as a seminar in which we will examine the lives and activities of selected Black women in the United States, both historical and contemporary, and try to distill and understand what their specific impacts has been on the American political scene. We will also examine the environmental (social, political, economic) in which these particular women operated, from a Black Studies perspective. We are also interested in assessing how the political climate of their times affected each of these women, their personal philosophies and their agency.

Question: Will the group designation be added to the on-line schedule of classes?

Answer: Yes.

The motion was approved by a show of hands.

C. Announcements

MAO has sent department chairs a survey about time banks. Departments are encouraged to meet and respond to the survey by November 17th.

Question: Will the survey be sent out electronically?

Answer: It was sent out this past Friday.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

A. Motion (to be tabled) that the faculty approve the following changes to the Article VII of the Academic Policies (deletion shown in ~~strike through~~ and additions in **bold**):

Religious Holy Days

Faculty members are expected to accommodate students who are adherents of a ~~faith~~ **religious** tradition and wish to fulfill obligations of that ~~faith~~ **religious** tradition on holy days. For the sake of this policy, "holy days" are defined as periods of time in which **either:**

a) activities required by normal class participation are ~~prohibited~~ **restricted** by a ~~faith~~ **religious** tradition, or

b) a special worship obligation is ~~required~~ **encouraged** by a ~~faith~~ **religious** tradition

Students are expected to notify their instructors of their intent to fulfill the obligations of their ~~faith~~ **religious** tradition ~~well in advance of these days~~ **(at least one week in advance)**. **The DePauw University calendar indicates dates of many religious holidays. Faculty and students may wish to go to the following web site for information on holy days for many world religions:**

<http://www.interfaithcalendar.org/>

~~Holy Days That Occur During Academic Periods~~

~~Jewish~~

- ~~• First evening and first two days of Rosh Hashanah (in September or October)~~
- ~~• Evening and day of Yom Kippur (in September and October)~~
- ~~• First and last evening of Sukkot (in October)~~
- ~~• First and last evening of Pesach (Passover) (in March or April)~~
- ~~• First evening of Shavuot (in May or June)~~

~~Muslim (Islam)~~

- ~~• Eid, the first day of the month after the month of Ramadan (date moves)~~

~~Christian~~

- ~~• Ash Wednesday (in February or March)~~
- ~~• Good Friday (in March or April)~~

~~Other Days of Obligation for Roman Catholics:~~

- ~~• All Saints (Nov. 1)~~
- ~~• Holy Day of Immaculate Conception (Dec. 8)~~
- ~~• Ascension Thursday (in May)~~

The motion was tabled by a show of hands.

B. Announcements

SLAAC announced the following appointments to the Wellness Committee: Cindy Babington (administrative representative); David Newman, Pat Babington and Carla Edwards (faculty representatives); and Denise Hayes and Tria Yoder (staff representatives). David Newman will chair the committee. At present there are no students on the committee. SLAAC has sought nominations, without success, through Student Congress and the Greek houses. Faculty members were encouraged to nominate students.

5. Reports from Other Committees

Committee on Administration (Jackie Roberts)

COA has been developing a survey to help the committee examine university governance issues in light of concerns expressed by some faculty members during last year's AQIP

process. The intent of the survey is to obtain a broad range of faculty views on governance issues and to solicit ideas on how to improve participation in university governance and to improve the effectiveness of university committees.

A similar undertaking occurred in 1997 when a task-force was appointed by the NCA Self-Study Steering Committee and charged with examining faculty governance. After gathering data from a number of sources, including a faculty survey, the task-force made 11 recommendations. Several of these recommendations have since been implemented, including: faculty meetings are now chaired by an elected member of the faculty instead of by an administrator; a Faculty Governance Steering Committee has been created to help coordinate and assign issues to different coordinating committees and to advise the administration on the faculty membership of task forces and administrative committees; a comprehensive list of committees, subcommittees and ad-hoc committees and their membership is made available each year; and, finally, the Handbook has been updated to clarify the reporting structure for committees.

Although there have been positive outcomes as result of the previous report, based on AQIP responses there still seems to be concerns about faculty governance. Additionally, almost 2/3 of the current faculty were not here at the time of the 1997 survey. COA hopes to use the data from this new survey to examine the current governance structure and to bring to the faculty recommendations for possible changes.

COA is continuing to work on insurance plans. The committee will meet this week with Paul Schmitt for a report on the upcoming bid process for an insurance carrier.

Faculty Development Committee (Mary Dixon)

FDC presently is reviewing applications for the second round of Faculty Fellowships, as well as applications for pre-tenure leaves and sabbatical leaves. The committee expects to have completed its review by the Thanksgiving break with letter to follow.

6. Remarks from the Vice-President for Academic Affairs

As a follow-up on data shared at the October faculty meeting, the VPAA provided the following additional information regarding the recruitment, retention and attrition of tenure-track faculty. In the 1996/97 academic year there were 120 tenure-track faculty members (counting tenured and untenured individuals on the tenure track). At present the number of tenure-track faculty members is 198, an increase of 65%. Since 1998 the University has made 117 tenure-track appointments, of which 85 have come through the RAS process and 23 from opportunity hires. Among the 117 tenure-track appointments the University has hired 21 faculty of color, of whom 13 have been opportunity hires; this includes eight Asian/Asian-American faculty members (two by opportunity hire), four Hispanic/Latino/Latina faculty members (two by opportunity hire) and nine African/African-American faculty members (all nine by opportunity hire).

Collectively, opportunity hires during this period account for 10% of the tenure-track white faculty members, 25% of Asian/Asian-American faculty members, 50% of Hispanic/Latino/Latina faculty members and 100% of African/African faculty members. The opportunity hire program has proven essential for hiring faculty members of color and for meeting the University's goal of a diverse faculty.

Over the last 11 years DePauw has lost about 3 faculty members each year from the tenure track. During this period the most severe attrition of faculty members from tenure-track positions has been as follows: African/African-American (5 lost and 11 hired) and Hispanic/Latino/Latina (4 lost and 4 hired). Specifically of those 117 hired in tenure-track positions in the last 9 years, the attrition has been 10% of white faculty members, 25% of Asian/Asian-American faculty members, 50% of Hispanic/Latino/Latina faculty members and 45% of African/African-American faculty members. The attrition is sufficiently large that we should study the causes of the departures. The VPAA plans to share reports with DEC, COA and COF for discussion of strategies to mitigate the concerns and to reduce the attrition.

The VPAA briefly reviewed the history of opportunity hires at DePauw. Two decades ago the University adopted an affirmative action policy, on the endorsement of the faculty, that included vigorous steps for recruiting more diverse faculty, staff, and student body. The University's implementation of opportunity hires is constrained by law and has changed over time as the law has changed. Our current process begins with the creation of a tenure-track position based on a nomination of a candidate by one or more members of the faculty; the President decides to create a position based on the advice of the VPAA and a faculty advisory body. The current regulatory environment requires the creation of a job description and the consideration of all candidates known to have an interest in the job.

CAPP and RAS have felt that it is important to have input from the faculty in the decisions about creating tenure-track positions for opportunity hires. RAS (those who served in May) will serve in this role this year.

The University must periodically review the need for opportunity hires and determine if there are other mechanisms that could achieve the University's goals. The University has determined that the need continues.

If a faculty member wishes to nominate an individual for an opportunity hire, he or she should submit a proposal and recruit comments from other faculty members with interest in the contributions of the nominated individual; this begins the process. RAS will review the proposal and advise the President and the VPAA on its strengths and of any concerns with allocating a tenure-track line to the position that could be filled by the nominee. If a position is created then a search committee will be appointed and other candidates known to be interested in the position will be invited to apply for the position. Because a candidate's availability is limited, such hires must occur within a narrow window of opportunity.

Question: Why is the regular process for hiring faculty members not working when it comes to hiring faculty of color?

Answer: We have placed increased expectations on search committees to seek a more diverse pool of candidates without much success. However, it is persistent contact that leads to an image that DePauw is a welcoming institution. Contacts developed over time may yield a more diverse pool of candidates outside of the normal search process.

Question: Will there be a formal report on the attrition of faculty of color and will it include an analysis of why they are leaving DePauw?

Answer: We do have some information from interviews with those who have left and the VPAA often has direct knowledge from personal discussions with them. Many of the reasons are personal and cannot be made broadly available. The administration can discuss these

reasons confidentially with a few committees in an effort to find ways to condense the details into useful information that can be shared more broadly. Issues such as housing, schools, community atmosphere and culture are likely to be important.

Comment: Are there other factors that might have made it difficult for some of these faculty members to succeed, such as hiring them before they are ready for a full-time teaching position? Perhaps they would have benefited from an additional year in graduate school.

Reply: We hire many faculty who are ABD and who succeed and have stayed. Attrition from under-represented groups is more likely to be related to cultural and community issues.

Comment from the President: One reason that we have done as well as we have when it comes to opportunity hires is that we have been growing the size of the faculty. If an institution is not in a period of growth, then job descriptions begin to narrow because a department is seeking to replace a particular position. Growth provides flexibility and the ability to be creative with the writing of a job description. This is one of the reasons that opportunity hires have worked well for us.

Question: Will all opportunity hires be considered by RAS as a group?

Answer: They usually will be considered on a case-by-case basis because this is how the nominations arrive. There will be a tension between hiring in the moment and saving tenure-track positions for comprehensive and comparative discussions. We are now in a more static position with respect to the number of faculty members and the creation of tenure-track positions will reduce our resources for hiring replacements for faculty on sabbatical leaves.

The VPAA concluded his report with three announcements. First, chairs of departments have been given access to an on-line database from the Consortium on Faculty Directory that may be used to find faculty interested in pre-doctoral or post-doctoral teaching positions. In recent years the University has made two to four such appointments per year. Second, the VPAA called attention to the fact that the journal *Science Fiction Studies*, which is edited by Art Evans and Istvan Csicsery-Ronay, just published its 100th issue. The announcement was greeted by the faculty with applause. Finally, the VPAA reminded the faculty that the feminist psychologist Carol Gilligan will be on campus on Thursday, November 16th and will make two presentations that are open to the public.

7. Remarks from the President

The President reminded the faculty of the meeting scheduled for November 9th to discuss the report from the Greek Fact-Finding Commission. This meeting will focus on five areas that the President has identified as providing opportunities for affecting positive changes; these areas are: health and safety issues associated with Greek housing, the effect of rush and new-member education on academic life, alcohol, the judicial system and staff support.

The President, Lisa Hollander, Trustee James G. Stewart and Greek House Corporation members participated in a walk-through of the Greek houses, with a team of architects and Tom Dixon, to evaluate the financial needs for capital projects that might improve the safety of the houses.

The President, James Lincoln and Cindy Babington have held discussions about the impact of rush and new-member education on academic life and about when rush might happen if it

were not to occur during the academic calendar. The President encouraged the faculty to adopt a position on this issue.

The Coalition for a Responsible Community will be examining issues related to alcohol and the Board of Visitors will focus on the judicial system during its upcoming meeting.

During the January Board of Trustees meeting the Board will hold discussions with students, faculty and House Corporation representatives. At this time the Board will determine what work still needs to be done in order to meet the goal of bringing specific recommendations to the Board of Trustees during its spring meeting.

The President also reminded the faculty of the meeting scheduled for November 15th to discuss potential programming for the Janet Prindle Institute for Ethics.

Finally, the President addressed the current status of the proposed Reflection Center and the Nature Park. In response to the faculty's letter to the Chair of the Board of Trustees and the Chair's subsequent reply, the President announced that he has asked Dan Moriarity to study and recommend one or two alternative sites that would meet the identified needs for the Reflection Center and that would maintain its location near the Ethics Center. No final decision about the location has yet been made and the President stated that he is trying to reach a reasonable compromise. Anticipating questions from the faculty, the President noted that construction on the Reflection Center has not begun and that it will not begin until after he has received recommendations on possible sites. The President also noted that the University will continue to explore LEED certification, but reminded the faculty that even if the building meets most LEED standards, the University may not be able to seek LEED certification due to the amount of glass windows and a design that allows the building to be converted into an open air structure. On the question of the possible flooding of the quarry, this issue is not before the Board of Trustees at this time.

8. Old Business

There was no old business to come before the faculty.

9. New Business

Carl Huffman - Motion (to be tabled) that the faculty approve the following:

Starting with the next set of student evaluations (Fall 2006), faculty members should be provided with comparative data for all numerical scores on student evaluations. This comparative data should take the form regularly used through the Spring of 2004, thus including the mean score and standard deviation for the instructor, all schools, the department, the school, the gender and the status group as well as histograms of mean scores.

The motion was seconded and tabled by a show of hands.

Motion (to be voted on) that the faculty approve the following result of an election to fill a vacancy on the International Education Committee:

Division II (spring replacement): Andrea Sununu

The motion was seconded and approved by a show of hands.

10. Announcements

Jim Benedix reminded the faculty of the DePauw Colloquium on Liberal Education, which begins on Thursday, November 9th. The title of the colloquium is “The Crucial Role of Science Education in the Liberal Arts: Creating the Science-savvy, Liberally Educated Citizen.”

11. Adjournment – The meeting adjourned at 5:20 p.m.

Minutes for DePauw University Faculty Meeting

Monday, December 4th, 2006

1. Call to Order – 4:09 PM; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting was 91 voting members of the faculty.

3. Approval of Minutes from the November 2006 Faculty Meeting

There were no corrections or additions to the minutes from the November meeting, which were approved by unanimous consent of the faculty.

4. The Chair asked if there were any objections to changing the order of business, as published in the agenda, to consider the motion listed under New Business prior to the Reports from Coordinating Committees. As there was no objection the change in the order of business was approved by the unanimous consent of the faculty.

Ken Kirkpatrick moved that:

The faculty authorizes the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in December 2006.

The motion was seconded and then approved by unanimous consent of the faculty.

5. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

CAPP has continued to prepare a working document on the governance structure for interdisciplinary programs. CAPP hopes to share this document with such programs by the end of the semester and with all faculty by mid-spring.

As announced at the November faculty meeting, CAPP has asked the divisions to meet and report back to CAPP their positions on what constitutes a lab course. CAPP has received reports from two divisions and looks forward to hearing from the other two divisions by the end of the semester.

On the recommendation of the standing RAS and last year's CAPP, the committee plans to appoint next year's RAS earlier than usual. The reason for this change is to allow the new RAS to review relevant institutional data prior to considering proposals after the end of the spring semester. A call for nominations will be coming at the beginning of the spring semester. CAPP also has decided that all members of RAS will be faculty with tenure. The membership of RAS consists of one member from

each division, two members selected at-large and three current members of CAPP. The current divisional members are continuing, but the two at-large members will be new.

Question: Does CAPP have the authority to restrict the membership of RAS to only those faculty members with tenure?

Answer: Yes. RAS is a subcommittee of CAPP and CAPP is responsible for appointing members to the committee.

Question: Is there a similar restriction on the membership of CAPP?

Answer: No, which might be a problem when selecting members of CAPP to serve on RAS. The committee believes that it is preferable to have tenured faculty members serving on RAS.

Committee on Faculty (Jim Mills)

COF is continuing with its review of personnel files.

The committee recently held an open meeting with faculty to discuss student opinion forms and extended its appreciation to those who attended. COF plans additional open meetings during the spring semester, including one for those faculty who have not yet received tenure.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Motion (to be voted on) that the faculty approve the following new course:

KINS 451, Senior Thesis, 0.5 credits

Question: Why is this course being offered for 0.5 credits?

Answer: The department currently offers KINS 450 (Senior Seminar, 0.5 credits), but found that the amount of work needed to complete a thesis was too much for one semester. Adding this course allows the thesis project to extend across two semesters, for a total of 1.0 credit.

B. Announcements

The committee thanked departments for completing the survey on time banks. MAO will continue its work on time banks during the spring semester.

C. Report from Academic Technology Advisory Committee (Harry Brown)

As announced at the October faculty meeting, a significant increase in annual fees for the use of Blackboard, as well as faculty feedback concerning the uses of Blackboard, has prompted ATAC to investigate a shift to a different course management system. While the committee has considered several tools over the past year, it recently has focused on Moodle, which has emerged in other institutions as one the most usable and successful open-source systems.

There are four main reasons that ATAC is considering a change: cost, integration with campus systems, patent issues and flexible functionality. With respect to cost, Moodle will save DePauw the steep annual fees that Blackboard demands, although it probably will require additional support personnel to maintain the system. Moodle offers the potential to integrate our course management system with other systems such as the library catalogue and reserves and E-services, or with other course sites. Blackboard also offers this cross-system integration, but only through a costly upgrade. With its dominance in the course management system market, Blackboard has taken an increasingly paternalistic attitude toward its clients, hiking fees, pressing expensive upgrades, and asserting patent issues. Educause has publicly criticized Blackboard for these reasons. Finally, as an open source system, Moodle will allow DePauw to modify the system to address our pedagogical needs.

While Blackboard has its problems, it also has the advantage of familiarity. The committee recognizes that a change like this will have an impact on the way we teach and communicate with students and with each other. Nevertheless, the committee feels that Moodle offers several long-term advantages. Unlike Blackboard, where pedagogy must be modified to fit its relatively rigid structure, Moodle can be modified to meet individual pedagogical needs. Blackboard is designed to organize and distribute course content. Moodle, on the other hand, facilitates communication and interaction, and grants users more control over the structure and function of the site. Of all the open-source course management systems, Moodle appears to the committee to be the most accessible. Its rapidly growing user base also will provide DePauw with valuable support, especially during the adoption phase. Moodle, like Blackboard, is platform-independent, so it will not change the way we choose and use hardware.

Making a change to Moodle will require DePauw to maintain an open-source system without external support. Doing so will likely require a programmer proficient in PHP.

ATAC has consulted with other liberal arts institutions that have recently faced similar decisions about course management systems. Carleton College, for example, recently shifted from Blackboard to Moodle, after a year-long dialogue with faculty. ATAC proposes a similar process and plans for a wider discussion among faculty in the spring, when DePauw will make a decision to adopt a new

course management system or to upgrade Blackboard. If we adopt Moodle in 2007-08, we will continue to run the current version of Blackboard to ease the transition, with full implementation of Moodle in 2008-09.

Lynda LaRoche of FITS has been testing Moodle's interface and functions. Faculty members who want to experiment with Moodle or use it in a course during Winter Term or the spring semester should contact Lynda. The fact that we are testing Moodle does not mean that a decision has already been made to adopt it. ATAC encourages faculty to visit Moodle.com to explore the system and to prepare for a more informed discussion. The committee especially welcomes advice from faculty members from Computer Science who already have experience with Moodle.

Several faculty members have expressed concerns about the loss of course content in migrating from Blackboard to Moodle. There are several ways to import content from a Blackboard course into Moodle or another new system. Moodle has an import function exactly for this purpose, but until further testing is complete we are not sure how well it works. The slower, but more reliable method is manual: saving files posted to Blackboard and uploading them to a new site. This can be done by individual instructors or by LIS staff.

Question: What does Blackboard cost?

Answer: The annual fee is \$13,000. There also is a \$50,000 fee to upgrade to the most current version. There is a huge gap in functionality between our current version of Blackboard and the next step up. The cost to maintain Moodle would be cheaper.

Question: For those of us who have invested a great deal of time in generating course content for Blackboard, the amount of time needed to migrate to Moodle sounds huge. To what extent will we be able to rely on help for this?

Answer: Library staff can have teams to help assist with migration, which should be similar to the current help with e-resources. Although migration would not be simple and fast, the long-term benefits would outweigh the inconvenience.

Question: What are the possible consequences to making a change if Blackboard were to assert its patent rights? There is a formal case before the Patent Office to determine if Blackboard's patent is valid. If the Patent Office determines that the patent is not valid, then Blackboard may be forced to lower its costs. If the patent is upheld, however, then Blackboard may assert its patent rights. The worst-case scenario is that we convert to Moodle and then have to deal with this issue.

Answer: ATAC has not considered this issue.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

- A. Motion (to be removed from the table) that the faculty approve the following changes to the Article VII of the Academic Policies (deletion shown in ~~strike~~through and additions in **bold**):

Religious Holy Days

Faculty members are expected to accommodate students who are adherents of a ~~faith~~ **religious** tradition and wish to fulfill obligations of that ~~faith~~ **religious** tradition on holy days. For the sake of this policy, “holy days” are defined as periods of time in which **either**:

- a) activities required by normal class participation are ~~prohibited~~ **restricted** by a ~~faith~~ **religious** tradition, or
- b) a special worship obligation is ~~required~~ **encouraged** by a ~~faith~~ **religious** tradition

Students are expected to notify their instructors of their intent to fulfill the obligations of their ~~faith~~ **religious** tradition ~~well in advance of these days~~ **(at least one week in advance)**. **The DePauw University calendar indicates dates of many religious holidays. Faculty and students may wish to go to the following web site for information on holy days for many world religions:**
<http://www.interfaithcalendar.org/>

~~Holy Days That Occur During Academic Periods~~

~~Jewish~~

- ~~• First evening and first two days of Rosh Hashanah (in September or October)~~
- ~~• Evening and day of Yom Kippur (in September and October)~~
- ~~• First and last evening of Sukkot (in October)~~
- ~~• First and last evening of Pesach (Passover) (in March or April)~~
- ~~• First evening of Shavuot (in May or June)~~

~~Muslim (Islam)~~

- ~~• Eid, the first day of the month after the month of Ramadan (date moves)~~

~~Christian~~

- ~~• Ash Wednesday (in February or March)~~
- ~~• Good Friday (in March or April)~~

~~Other Days of Obligation for Roman Catholics:~~

- ~~• All Saints (Nov. 1)~~
- ~~• Holy Day of Immaculate Conception (Dec. 8)~~
- ~~• Ascension Thursday (in May)~~

The motion was removed from the table by a show of hands. The chair of SLAAC reminded faculty that the proposed changes to the policy are to make the policy more inclusive and to replace the term “faith” with “religious tradition.”

Question: Do the changes to this policy also apply to faculty members?

Answer: The policy does not apply to or refer to faculty members. The purpose of this policy is to address a student’s responsibilities.

Comment from the VPAA: There is a separate administrative policy that addresses a faculty member’s responsibilities for meeting classes.

Question: Why do we provide an accommodation to religious commitments and not to other types of commitments? Couldn’t this simply be negotiated by individual faculty members and students?

Answer: Perhaps it could be, but we have a policy in place and the purpose of this motion is to make that policy more uniform.

Question: Why the change from “faith” to “religious tradition?”

Answer: Religion implies a social structure, as well as practices and rituals. The term faith does not implicitly carry these meanings.

Question: Did SLAAC consider not recognizing any religious traditions?

Answer: No.

Comment: We need to remember that our academic calendar already is built around Christian religious traditions.

Comment: The intent of the current policy is to respect minority rights and to address discrimination.

Question: What information is on the web site?

Answer: The site provides dates for the Holy days of numerous religious traditions, including many that currently are not recognized in our policy, such as Wicca and Buddhism. It also provides the exact dates for Holy days, which is helpful since many shift from year-to-year.

Comment: The current policy was developed to identify specific Holy days in which adherence to a particular religious tradition requires a student to not participate in class. Many Holy days do not carry such restrictions. The proposed changes makes this more difficult for faculty members to manage.

Comment from the VPAA: The policy must be designed to accommodate all students who might seek relief. If the policy does not reference a list of Holy days, it will not be clear how a faculty member will test whether the student has met his or her responsibility.

Question: What test is there that a student is being honest in his or her use of this policy?

Answer: The intention of the policy has not changed, nor has the potential for misuse.

Comment: I am disturbed by the amount of cynicism expressed by my colleagues. The question is: are we interested in multiculturalism and internationalization, or not?

Comment: Perhaps we do not need to include a specific list in the policy, but let students go through Academic Affairs to gain approval for a specific Holy day.

Comment: Perhaps we can include student religious committees and let them propose specific Holy days for each semester.

Comment: Participation would be important, but it is not certain that students can put a list together.

Comment: What better way is there for the University to show its commitment to the diversity of its students than to generate a list of Holy days that specifically recognizes the various student faiths at DePauw, rather than merely providing a reference to a one-size-fits-all web site?

Question: Why does the policy state that notification should be one week in advance? Why not require that the students notify faculty members by the end of the first week of classes?

Answer: Some dates move from year-to-year and a student may not know the exact date.

Jeannette Pope proposed to amend the main motion by making the following changes to the second full paragraph (deletions shown in ~~double strikethrough~~ and additions in underlined text):

Students are expected to notify their instructors of their intent to fulfill the obligations of their ~~faith~~ **religious** tradition ~~well in advance of these days~~ **(at least one week in advance)**. **The DePauw University calendar indicates dates of many religious holidays.** ~~Faculty and students may wish to go to the following web site for information on holy days for many world~~

~~religions: <http://www.interfaithcalendar.org/>~~ Additionally, the Office of Spiritual Life will work with students and faculty for the identification of other religious Holy days.

The motion to amend the main motion was seconded.

Fred Soster moved to refer the main motion to SLAAC for further work. The motion to refer to committee was seconded and passed on a show of hands.

Comment: Perhaps we can learn something by examining similar policies from other institutions.

Answer: SLAAC has looked at other policies.

B. Announcements

SLAAC met with its subcommittee on Wellness, which will begin working this spring to collect information from other institutions and to conduct a survey of the current campus situation.

At the request of President Bottoms, SLAAC discussed rush and new member education. SLAAC endorses moving rush from the academic calendar and to decreasing the emphasis on the new member education process.

The following motion was made by Meryl Altman:

That the faculty endorses SLAAC's endorsement to move rush from the academic calendar and to decrease the emphasis on the new member education process.

The motion was seconded.

Question: What does it mean to endorse an endorsement?

Comment from the President: If the faculty believes that it would be a good idea to move rush out of the academic calendar and to decrease the emphasis on new member education, then it would be helpful to the administration to have the faculty endorse this.

Question: The faculty isn't being asked to say when rush would occur?

Answer: No. This is not the faculty's decision.

Comment: The timing of rush is less of an issue than the need for students to learn how to balance their social and academic lives. We should be aware of the unintended consequences of creating a time when students are on campus and, as

happens during Winter Term, acquiring habits that make academic commitments seem unnecessary.

Question: Is the purpose of our endorsement to initiate a dialogue on this?

Answer: It is more about the faculty providing support to the idea of moving rush out of the academic calendar and of trying to reduce the emphasis on new member education.

Comment: Greek life and academics are not in the same sphere. I am not comfortable with taking a position on this.

Reply from the President: The President repeated his earlier comment that it would be helpful for the faculty to take a position on the issue.

Comment: Although rush should not interfere with academic work, how the students choose to handle rush is not our business.

Comment: The position taken by SLAAC appears to endorse the possibility of moving rush to before the beginning of the academic year.

Comment: Moving rush to before the start of the academic year would be a bad idea.

Comment: The faculty needs to tell the students to stop running Greek houses on the faculty's time.

The maker of the motion asked to withdraw the motion, however the Chair ruled that once discussion on a motion has begun, the motion cannot be withdrawn. A motion to table the motion was made, however the Chair ruled that it was not appropriate to use the table as a means for ending discussion without a vote on the motion itself.

The motion passed by a show of hands, with 59 votes of yes and 32 votes of no.

6. Reports from Other Committees

Committee on Administration (Jackie Roberts)

COA has compiled comments from faculty on insurance and presented them to Paul Schmitt. He will use these suggestions as he moves forward. The faculty should receive further information on insurance carriers and possible plans by early next semester.

Faculty members were reminded about the survey on faculty governance. Thus far over 100 faculty members have responded. The last day to respond to the survey is

Friday, December 8th. COA will look at the data over winter term to identify current governance issues. The committee will bring any recommendations to the faculty next semester.

Question: Did COA solicit feedback on insurance from just the faculty.

Answer: No. Staff also were included.

Faculty Development Committee (Mary Dixon)

The Faculty Development Committee completed its review of the applications for faculty fellowship and announced that the following faculty members had received awards for 2007-2010: Amy Lynn Barber, Julia Bruggemann, Istvan Csicsery-Ronay, Hilary Eppley, Pedar Foss, Catherine Fruhan, Peter Graham, Anne Harris, Cynthia O'Dell, John Schlotterbeck, Henning Schneider, Steve Timm, M. Scott Wilkerson and Lili Wright.

The following deadlines were announced: applications for Summer Stipends are due on Wednesday, February 7th and applications for Student/Faculty Research are due on Wednesday, March 7th.

7. Remarks from the Vice-President for Academic Affairs

A. Remarks

The VPAA announced that Professor Wayne Glausser has been selected to receive the Exemplary Teaching Award for 2006-2007. The award is given annually by the General Board of Higher Education of the United Methodist Church and DePauw University. The announcement was greeted with applause.

The VPPA called upon Stefanie Niles, Vice-President Admission and Financial Aid to present a report on planned changes to the process for awarding Rector Scholarships.

B. Report from Stefanie Niles

At this point the deadline for early decision applications (November 1st) and the deadline for early notification applications (December 1st) have passed. Applications are 23% down from last year at this time, but 10% ahead of 2003 and 2004. Admissions is pleased with the strength of the inquiry pool, which is approximately 12,000 more than last year. There also have been more visitors to campus and more attendees at the Preview Days. Staff members also have been working at recruiting international students in Asia and India.

In consultation with the Admissions Advisory Committee, changes are being made to the Rector Scholarship program. The top 200 students will be invited to

apply for the scholarship and to submit an essay. In late February or early March, the Admissions Office will be asking for faculty members to review the essays at to meet with students. The process will take 10 to 14 days.

8. Remarks from the President

The President announced that he has asked Martha Rainbolt to be the faculty coordinator, through next year, of an advisory committee for the Prindle Ethics Institute. This follows conversations with the Faculty Governance Steering Committee and with the Faculty Development Committee about faculty involvement in a small working group.

Martha Rainbolt spoke briefly about the committee, noting that FDC will make the initial appointments as it has been the faculty committee most closely involved in early discussions about ethics. The committee also will be talking with CAPP to ensure full consultation on any curricular issues. Ethics will need to be an inclusive term (East/West, analytical/applied, classical/modern) rather than taking a narrow view.

The President announced that he had accepted the recommendation of COF and the VPAA that Andrew Hayes receive tenure and promotion to Associate Professor of Communications and Theatre. The announcement was greeted with applause.

9. Old Business

Carl Huffman - Motion (to be removed from the table) that the faculty approve the following:

Starting with the next set of student evaluations (Fall 2006), faculty members should be provided with comparative data for all numerical scores on student evaluations. This comparative data should take the form regularly used through the Spring of 2004, thus including the mean score and standard deviation for the instructor, all schools, the department, the school, the gender and the status group as well as histograms of mean scores.

The motion was seconded and removed from the table by a show of hands.

Speaking for the motion: There has been a long-standing practice of providing faculty members with comparative data to help with interpreting the numerical scores on evaluations. This has been the case for 24 of the past 26 years, but the practice was stopped two years ago by COF and the administration. Two letters to COF about this change have yielded unsatisfactory responses. The purpose of this motion is to get the faculty's opinion on this issue.

Why do we need this information? The raw numbers by themselves are of little help to a faculty member without knowing the means. Some might argue that the

numbers, by themselves, can be misused, but the written comments are still important in interpreting the numbers, as are other factors, such as class size. It is paternalistic of COF and the administration to exclude numbers because of a concern about misuse.

The intent of this motion is narrow. It is not tied to any specific evaluation form. It does not prejudge what questions are asked. It does call for a return to providing the same information that was last provided in 2004 because that is what we most recently did. The specific type of summary information can be changed later if so desired. The motion also does not compel anyone to use the data.

Speaking against the motion: COF has been discussing student evaluations for the past four years and is continuing to do so this year. The committee, therefore, views this motion as providing a sense of the faculty on this issue. COF is not sure that comparative data provide any useful information as there are too many unknown variables influencing a student's evaluation of a faculty member. COF has been trying to downplay the importance of numerical data in its review of decision files.

Comment from the VPAA: There are two important concerns that lead me to speak against this motion. First, many of our classes have small enrollments. In such cases the mean value has a low predictive ability. To interpret an individual mean value through the lens of "an average" gives a result with no meaning. Investing time in interpreting the mean value is time spent in the wrong place.

Second, if we move to a position that the average is our target, then what does this mean to the 50% of our colleagues whose numerical averages are below this average. We all cannot be above the average for all faculty members. Our criteria for tenure and promotion are not quantitative, but rather: Have you met the qualitative standards listed in the Handbook? Our standard is effective teaching and average values do not tell use what is effective.

Speaking for the motion: As a former Faculty Development Coordinator who has worked with new faculty members on making sense of their student evaluations, the mean values are helpful in identifying possible issues with respect to teaching. More information is helpful.

Speaking for the motion: If we have numerical ratings then we should also have the averages as they help us know what our ratings mean.

Comment: Is it possible to keep the evaluations and numbers separate? We have a good argument for not including numbers.

Speaking against the motion: COF has seen a great deal more misuse of the numerical information than most faculty members might realize. In many cases the numbers provide faculty members with a false sense of security. It is not clear what the numerical averages mean. Scott Ross, Kevin Moore and Jim Benedix have provided

COF with a study about evaluations that might help COF with finding a more meaningful interpretation.

Comment: Why include numbers if we don't know what they mean. Perhaps we should educate faculty more in their use.

Speaking for the motion: The student evaluation forms ask a student to compare a course to other courses he or she has taken, which makes comparisons necessary. The current form is not useful in obtaining information. COF should not be able to tell faculty what information a faculty member can use.

Speaking against the motion: Getting rid of numbers would be a good thing. As it is, if we get numbers that are wildly different, then those numbers can be misused because they can be interpreted in whatever way one wants. Educating faculty would be a good idea.

Speaking against the motion: COF has been in the process of looking at the current form because students appear to be writing fewer comments. We need more specific questions with fewer blanket topics. Only then can we decide if numbers are important. We have had four different forms in six years. Since we are now at the point of re-evaluating the current form, it doesn't make sense to return to adding numerical summaries just to do it. It is worth noting that letters to COF on this issue make the case that the numbers make it easier to interpret the file; COF believes that the numbers make it harder. I'm generally not in favor of withholding information, but there isn't any evidence that this is information. COF is working hard on evaluating our current form.

Speaking for the motion: This motion does not depend on the specific form used. If numerical questions are asked, then the faculty should receive comparative data. The numbers provide an overall picture of the student response to our teaching, which is difficult to derive from the disparate written comments.

Speaking for the motion: Fear of misuse is not sufficient justification for suppressing something.

Speaking against the motion: It concerns me that we appear to value numerical data as information when it isn't at all clear that this numerical data contains any useful information. The numbers, however, unnecessarily create serious anxiety for some faculty members and that does not make for better teaching.

Comment: How fine-grained is this information? COF appears to be looking coarsely at the numerical information. Can we extract more information from the data? It sounds as if there isn't much information there.

A motion to call the question was made and seconded. The motion to call the question passed on a show of hands.

A point of order was raised as to whether a quorum was still present. A count showed that only 74 voting members of the faculty were still in attendance. Because a quorum requires 84 voting members of the faculty, the Chair of the Faculty called the meeting to a close.

10. The meeting adjourned at 6:12 p.m.

Minutes for DePauw University Faculty Meeting
Monday, February 5, 2007

1. Call to Order – 4:10 PM; Ballroom of the Union Building
2. Statement of Quorum and Verification of Quorum

Neal Abraham, Vice-President for Academic Affairs, announced that the quorum for the spring semester is 81. Attendance at the beginning of the meeting was 83 voting members of the faculty.

3. The Chair asked if there was an objection to changing the order of business, as published in the agenda, to enter into an Executive Session to consider the candidates for honorary degrees. As there was no objection, the change in the order of business was approved by unanimous consent. The faculty entered Executive Session and then returned to normal business.
4. Approval of Minutes from the December 2006 Faculty Meeting

There were no corrections or additions to the minutes from the December meeting, which were approved by unanimous consent.

The Chair reported that at the end of the December faculty meeting, which ended early due to the lack of a quorum, a question was raised regarding the rules pertaining to a quorum. Robert's Rules of Order provides the following guidelines:

- In the absence of a quorum, any business that takes place is null and void, with the exception of motions to fix a time to adjourn, to adjourn, to recess or to take measures for obtaining a quorum.
- The prohibition on conducting business in the absence of a quorum cannot be waived by unanimous consent of those in attendance.
- A meeting cannot be begin without a quorum in attendance.
- Once established, a quorum is presumed to be present unless the Chair notices that there no longer is a quorum or a member of the faculty asks for a point of order regarding a quorum.
- Because of the difficulty in determining how long a meeting has been without a quorum, a point of order regarding a quorum does not affect any prior actions of the assembly; however, if there is clear and convincing evidence that business occurred in the absence of a quorum, then the Chair can rule that business null and void, subject to appeal.

Because less than a minute elapsed between the vote to “call the question” on the motion under new business and the point of order regarding a quorum, and because no one left the meeting during this time, the Chair ruled the vote as null and void. The motion, therefore, remains open for discussion as old business.

5. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Melanie Finney)

As announced at the November faculty meeting, CAPP has asked each division to meet and to prepare a report stating its position on what constitutes a lab course. CAPP has not received responses from all divisions and reminded the chairs of these divisions that their report is overdue. CAPP hopes to report back to the faculty on this issue by the end of the academic year.

CAPP has developed a working document describing a proposed governance structure for interdisciplinary programs that offer a major. The working document has been provided to the chairs of these programs along with a request for a response by March 1st. CAPP also is working on a similar working document to share with the directors of the Programs of Distinction and the Competency Programs.

CAPP will be sending out a call for nominations for two at-large positions on the Resource Allocations Subcommittee. Nominees for the positions must be tenured and be available to meet from May 23rd – 25th and May 29th. In addition, members of this committee likely will serve as the ad-hoc Opportunity Hire committee for the 2007-2008 academic year.

Committee on Faculty (Jim Mills)

COF is continuing with its review of personnel files.

As announced by email, COF is constituting a subcommittee to work on student opinion forms. This committee will consist of one member from each of the four divisions and two members of COF. Nominations for the divisional representatives are due by Wednesday, February 7th.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Announcements

After researching time bank systems at several liberal arts colleges and after surveying departments about their needs, MAO has developed a draft proposal for a new time bank system. MAO is asking departments to look at the draft in order to solicit reactions. MAO hopes to have a final decision in place by the next faculty meeting with implementation for the spring 2008 semester. MAO welcomes responses from both departments and individuals.

MAO, at the request of the student body, has begun looking at the course registration system. Faculty members with concerns about the course registration system should send those concerns to MAO.

Question – What is wrong with our current time bank system that this proposal is trying to fix? As department's discuss the proposal it will be helpful if they understand what MAO is trying to accomplish.

Answer – One concern, particularly from students, is that there is no common lunch hour in our current system. There also are problems with overlapping time banks and time banks that start at odd times. Finally, the current system does not provide a convenient time for convocations. MAO is not asking departments for their preferences. Instead, MAO is asking departments if they can work with model. MAO's principle in developing this model is to spread the compromises among all departments.

Question – The proposal seems to invite a reconsideration of the course credit system vs. a credit-hour system. Did this come up during MAO's discussions?

Answer – The issue did come up during the committee's discussions. We decided that these are separate issues and that the credit issue is not under our purview.

B. Report from Library Advisory Committee (Carrie Van Brunt)

The Library Advisory Committee has been examining options for making renovations to the library that will better configure the physical space to meet the needs of students, faculty members and the librarians. Any changes must first meet the needs of the library and should reflect the library's importance to the liberal arts. The committee has consulted with the Library, the competency programs (Q, W and S), the ARC, Instructional and Learning Services, and the Honors Scholars programs to gather information. The committee is holding an open meeting for faculty on Thursday, February 15th at 4:00 p.m. in 105 Harrison Hall. The committee also will be considering other ways to gather input from the faculty.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

A. Announcements

SLAAC has not met this semester, but will be revisiting the proposed changes to the Holy Days policy.

B. Annual Report on Academic Integrity (Marnie McInnes)

In the spring 2006 semester there were eight cases of academic integrity violations that were reported and settled. These cases involved two first-year students, one sophomore, one junior and four seniors. Two of these cases were second violations, resulting in the suspension of one first-year student and the failure of one senior to graduate.

In the fall 2006 semester there were fourteen reported cases of academic integrity violations, three of which have not been settled and one will soon go the URC. The cases involve four sophomores, four juniors and six seniors.

As a comparison, 51 cases were reported and settled during the 04/05 academic year (an all time high) and 18 cases were reported and settled in the 05/06 academic year.

Some trends are evident in the data. There have been fewer cases of mosaic plagiarism among first-year students, perhaps as a result of discussions taking place in first-year seminars, in W-courses and in College Writing courses. There has been an increase in plagiarism by seniors, often in senior seminars and often more than once. The students report that they have “always written papers this way” and some fail to understand why they are being considered dishonest. Faculty members were reminded of the importance of holding students accountable for their work.

Although the types of dishonesty in 2006 ran the gamut—from cheating on exams to falsifying data and IRB reports—by far the most common type of dishonesty still has to do with the misuse of web sources. Cutting and pasting from web sites and obtaining thesis arguments from Sparknote and Google searches are common problems.

Plagiarism is a national problem. A study by Duke University, for example, reports that 70% of the polled students admitted to some form of cheating, with about 25% admitting to serious test cheating and 50% admitting to “one or more instances of serious cheating on written assignments.”

6. Reports from Other Committees

There were no reports from other committees.

7. Remarks from the Vice-President for Academic Affairs

A handout (see Appendix A) comparing salaries at DePauw to other institutions in the GLCA was distributed. DePauw has slipped back in the relative ranking for Assistant Professors, although it is not clear if this is the result of a relative decrease in compensation or a shift in the average years in rank for Assistant Professors due to the recent wave of promotions. At the January Board meeting the Trustees expressed its continued interest in maintaining competitive salaries. The administration will begin conversations with COA about where we stand with respect to compensation and to review our goals. The VPAA also noted that the University’s investment in faculty development and technology/library resources are being pushed to their limits and that he is trying to met the demand.

The faculty was reminded of the upcoming NOVA special on Percy Julian, which is scheduled for February 6th. There will be a reception at 6:30 pm in the Julian atrium and the program will be aired at 8:00 pm in the Peeler and Julian auditoriums.

8. Remarks from the President

At the January Board meeting the trustees considered five issues raised in the report of the Greek Fact Finding Commission: housing, rush, student accountability, University support and alcohol abuse. The trustees met with four faculty members (Mary Dixon, Jackie Roberts, Pam Propsom and David Newman), representatives of the Housing Corporations and student leaders. The Board expects the administration to develop rigorous standards for the health and safety of students living in Greek houses. The Board is considering several models for a housing policy, but has not yet reached a final decision.

The Board has asked the President to bring recommendation on other issues, such as the timing of rush and new member education, to the April Board meeting. The President suggested two possible mechanisms for faculty input: an invitation to the President to meet with SLAAC or an open meeting with faculty.

The Board of Trustees has set tuition for next year at \$29,300. With room and board and other fees the total cost for next year is \$37,800. This represents an increase of 7%, which is larger than recent increases of 5%. With an increase in available financial aid, there will be no additional hardship for students with need.

The Board also noted that there is a need for the University to find ways to lower the current spending rate on the endowment, which, at 5.5% of the average of the last 16 quarters, is at the high end of what is considered reasonable.

Question: Did the Board of Trustees discuss the situation involving Delta Zeta?

Answer: They were informed of what happened and are aware of the concerns.

Question: What is the status of the Reflection Center?

Answer: We have looked at an alternative site and have completed additional conversations with the architects about the programmatic needs for the Reflection Center. No final decisions have been made.

9. Old Business

The following motion from Carl Huffman remained on the floor from the December faculty meeting:

Starting with the next set of student evaluations (Fall 2006), faculty members should be provided with comparative data for all numerical scores on student

evaluations. This comparative data should take the form regularly used through the Spring of 2004, thus including the mean score and standard deviation for the instructor, all schools, the department, the school, the gender and the status group as well as histograms of mean scores.

By unanimous consent, the motion's first sentence was changed to read:

Starting with the next set of student evaluations (Spring 2007), faculty members should be provided with comparative data for all numerical scores on student evaluations.

Speaking for the motion: For 24 of the past 26 years comparative data have been included with the summary forms. This ended in spring 2004 when COF decided to stop the practice without discussion. Such information is needed because the raw scores do not tell us what we need to know about what an average means. COF has expressed concern about the misuse of these numbers, but they represent just one part of our evaluation of teaching. Such ratings can be interpreted in light of other available evidence. For example, content and rigor, as shown by other materials, also provides important information. A weak teacher, therefore, might have high student ratings and a good teacher might have low student ratings. In addition, comments can be just as unreliable as numbers. We need an accurate picture of the student response to our teaching and knowing the averages can help us in this. There is a substantial literature showing that these numerical scores are highly reliable and moderately valid. This motion is narrow and is not tied to any particular evaluation form.

Speaking against the motion: COF also has read the literature on student evaluations and finds that there also is a substantial body of articles suggesting that student evaluations are not very reliable. As part of its work on this issue, COF has examined the last 10 years of the committee's minutes of its discussion of student evaluations and noted that concerns about numbers have come up again and again. The last subcommittee to examine student evaluations recommended to COF that more numerical questions be included in order to obtain useful data, but COF wanted a smaller number of such questions. If the motion passes, COF will listen, but will encourage DPCs to not use comparative data in their reports. COF is forming a new subcommittee to suggest changes to the student evaluation form. With this change there will be yet another style of form in decision files. Passing this motion means that there will be one more as well. Finally, in reviewing old committee minutes, one reason that came up for doing away with numerical averages was to prevent such information from being used in any future merit pay system.

Speaking for the motion: The differences in my numerical scores correlate well with my sense of how my courses have gone. Where is the evidence that the numbers are a problem? Let's look at the data. There is a sense in COF's statements that, even if the numbers are reliable, we shouldn't give them out because comparisons might be

damaging to our egos. Grades might damage the egos of some students, but we still give students grades.

Speaking for the motion: Having reviewed the literature on student evaluations as part of the last subcommittee reviewing student evaluations, there is clear evidence that numerical evaluations can be used to evaluate teaching, but they must be interpreted carefully and must include valid comparisons. Written comments, both positive and negative, can be subject to even greater misuse.

Speaking against the motion: Passing this motion adds one more variable to what has become several recent changes to the student evaluation form. COF is asking for the faculty to vote against this motion and to let the new COF subcommittee work this issue out and to develop a better reasoned system that everyone understands and for which the data have meaning.

A motion to call the question was made and seconded. The motion to call the question passed on a show of hands. A request was made for a secret ballot on the main motion, as amended. The motion was defeated by a vote of 39 No to 32 Yes.

10. New Business

There was no new business to come before the faculty.

11. Announcements

Susan Hahn – Faculty members are encouraged to attend the Library Advisory Committee's open hearing.

Bob Hershberger – Following the faculty meeting, there will be a meeting about the situation involving Delta Zeta. The meeting will begin at 7:00 p.m. in the Ballroom.

Carrie Klaus – The on-line recommendation form for Phi Beta Kappa is now available through E-services. Please remember to keep anonymous the names of students under consideration.

Leslie James – The Black Studies program invites faculty members to attend the first Black History Month/New Perspectives Series lecture at the Watson Forum on Thursday, February 8th at 4:15 p.m. The lecture, "Sierra Leone Krio Society in the Nineteenth Century: An Exercise in Historical Knowledge Production," will be delivered by Dr. Gibril Cole of Louisiana State University.

Meryl Altman – The first Faculty Colloquium is at 4:00 p.m. on Friday, February 9th. Andrew Hayes will speak on "Swashbuckling 101: Fight Direction and Academia." The first Faculty Forum lunch is at noon on Thursday, February 8th. Jay White will be presenting on "Wow! You Sing High!: A Contemporary Look at the Countertenor Voice." The first Teaching Roundtable is at 4:15 p.m. on Wednesday, February 7th.

The topic is “Classroom Climate: Differences and Difficulties.” More information is available at the Faculty Development web site.

David Guinee – Classical Studies is sponsoring two lectures by Erich Gruen. On Wednesday, February 14th at 4:15 p.m. he will speak on “Cleopatra in Rome: Facts and Fantasies” and at 7:30 p.m. on Thursday, February 15th he will speak on “Embracing the Other.”

12. The meeting adjourned at 5:30 p.m.

Appendix A

Rankings and ratings of average total compensation for faculty members (salary plus benefits -- in each rank as reported to the AAUP)

Relative ranking within the twelve Great Lakes Colleges Association private liberal arts colleges (Oberlin College, Wabash College, Kenyon College, DePauw University, Denison University, The College of Wooster, Ohio Wesleyan University, Albion College, Hope College, Earlham College, Kalamazoo College, Antioch College). The year indicates the year of publication of AAUP statistics in the spring. For example, 2004 applies to 2003-2004.

GLCA ranking (of 12)	1993	1995	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Assistant Professor	9	5	6	5	4	2	2	2	2	2	2	1	2/3
Associate Professor	9	4	3	3	3	3	3/2	2/3	2/3	2	2	4	3/4
Professor	8	8	8	7	6	5	5	5/4	4	4	4	4	4
All	9	5	5	4	3	3	3	3	3	3/2	2	2	3

AAUP quintile ranking	2	1	2	2	1	1	1	1	1	1	1	1	1*
Assistant Professor	2	1	2	2	1	1	1	1	1	1	1	1	1*
Associate Professor	1	1	1	1	1	1	1	1	1	1	1	1	1
Professor	1	1	1	1	1	1	1	1	1	1	1	1	1

definitions:
 1* 95-100 percentile
 1 80-94.9 percentile
 2 60-79.9 percentile

GLCA ranking (out of 12)	1993	1995	1997	1998	1999	Rankings based on average salary only							
						2000	2001	2002	2003	2004	2005	2006	2007
Assistant Professor	9	4	5	5	4	2	2/3	2	2	2	2	2	3/2
Associate Professor	9	4	3	3	3	3	3	2/3	2/3	3/2	3	3	4
Professor	8	7	7	6	6	5	5	5/4	5/4	4/5	4	4	4
All	9	4	4	4	4	3	3	3	3	3	2	2	3

School	2002-03			2003-04			2004-05			2005-06			2006-07		
	Avg Sal	Comp	% sal												
Carleton	59,200	79,000	9.2	59,578	80,572	2.3	61,500	82,700	5.1	63,200	84,400	4.5	65,697	87,532	
Macalester	51,100	64,500	6.8	53,445	67,240	6.5	56,600	71,300	7.1	59,000	73,800	8.6	61,799	78,510	
Oberlin	57,511	72,540	6	60,267	77,041	4.8	57,673	71,904	3.8	57,892	72,181	3.6	63,017	77,834	
Ginnell	50,600	64,500	7	54,202	69,190	10.3	58,100	74,100	10.3	59,800	76,200	8.8	60,473	77,303	
DePauw	50,586	65,852	5.9	51,336	66,968	2.6	53,008	69,996	4.5	54,893	73,046	6.5	55,680	73,852	4.4
Wabash	48,455	62,446	6.1	49,426	66,173	1.8	50,400	66,500	8.8	51,703	69,121	3.5	55,761	73,657	
Denison	48,381	62,084	7.9	49,506	64,478	4.4	50,479	65,629	4.8	52,767	68,466	7.3	53,638	70,518	
Kenyon	47,980	60,054	3.3	49,133	62,080	4.2	50,183	62,784	4.6	51,830	66,595	6	54,028	70,168	
St. Olaf	44,500	56,700	4.7	45,037	57,831	3.2	45,700	59,100	4	49,500	64,300	10.2	52,771	68,457	
Earlham	43,900	54,749	3.7	45,634	57,731	4.5	45,300	57,600	6.4	48,400	61,600	8.2	50,059	68,226	
Trinity U.	49,500	60,400	3.6	50,291	61,600	4	52,400	64,900	4.1	52,800	64,600	4.5	54,561	67,531	
Kalamazoo	43,936	55,583	4.1	45,148	57,071	5	46,519	59,805	6.4	48,089	63,200	5.1	49,385	64,900	
Wooster	44,411	56,462	5.3	45,278	59,415	3	46,310	61,635	3.1	46,947	61,577	3.5	48,791	64,828	
Ohio Wesleyan	43,955	57,855	NA	45,987	62,759	NA	45,936	62,896	NA	47,405	64,300	NA	48,269	64,267	
Hope	44,220	58,525	3.7	44,329	57,704	2	46,836	61,759	6	47,567	62,684	3.5	48,185	63,525	
Albion	45,166	56,052	6.7	45,683	58,114	5.3	46,586	59,123	4.7	47,228	59,401	4.2	48,876	62,388	
Lawrence	47,500	56,000	4.4	48,645	58,323	2.9	48,700	58,500	NA	49,700	62,300	11.3	49,083	60,105	

€ average percentage raise for those in continuing employment who started at this rank the previous year as reported to AAUP, including raises given to those promoted to a higher rank at the end of the previous year. The average base salary percentage increase for those continuing at the rank of Assistant Professor at DePauw was 4.5% from 01-02 to 02-03, 2.51% from 02-03 to 03-04, 3.8% from 03-04 to 04-05, and 4.0% from 04-05 to 05-06 and 05-06 to 06-07.

Associate Professors

School	2002-03			2003-04			2004-05			2005-06			2006-07		
	Avg Sal	Comp	% sal												
Oberlin	71,916	95,373	4.3	73,885	96,965	4.1	72,736	93,592	2.5	74,449	95,631	4.1	78,287	102,565	
Ginnell	66,800	87,200	5.2	71,350	89,933	5.1	73,600	94,400	4.3	76,100	97,300	5.4	76,927	98,940	
Carleton	66,800	88,600	8.5	67,490	89,684	3.3	69,500	92,400	7.4	70,700	93,600	5.8	74,629	98,925	
Macalester	67,100	88,100	6.1	69,579	87,981	5.2	72,500	93,100	6.3	74,400	94,900	6.6	76,262	97,338	
Denison	60,033	78,077	8.3	62,797	81,366	5.3	65,263	84,324	4.9	68,200	90,311	5.4	70,554	92,606	
DePauw	61,313	79,965	5.5	62,383	82,704	4.6	64,296	85,337	7.3	63,616	85,356	3.1	66,626	88,907	6.5
Wabash	61,192	79,603	4.5	61,768	81,038	16.6	61,500	80,600	3.8	63,509	87,435	4	66,553	87,269	
Trinity U.	61,700	77,000	3.3	61,862	76,500	3.7	63,900	80,200	3.8	65,800	82,900	4.1	68,892	87,209	
St. Olaf	57,300	71,900	4.4	57,878	72,574	2.9	59,300	77,200	4	61,800	81,300	5.3	65,332	86,194	
Kenyon	59,027	74,419	5.9	58,882	77,084	4.3	60,416	79,605	4	61,983	80,937	5.3	63,814	83,436	
Earlham	52,594	70,650	3.4	54,796	71,678	4.2	54,300	72,600	6.3	57,200	75,200	7.1	60,700	80,931	
Kalamazoo	52,590	68,273	3.8	53,760	69,331	3.8	57,059	74,913	5.1	58,945	78,396	4.1	59,916	80,315	
Wooster	56,647	74,334	5	57,911	79,824	2.7	58,868	79,800	3.3	58,803	80,689	3.2	59,510	80,094	
Hope	51,842	65,772	3.2	51,563	67,926	1.6	54,794	71,794	6.9	56,146	73,831	3.8	57,572	77,716	
Albion	54,140	69,008	4.6	55,636	71,195	5.2	57,146	73,247	2.9	58,526	74,275	3.8	59,218	76,903	
Lawrence	57,400	72,700	3.6	58,342	71,354	2.8	58,400	73,300	NA	59,200	74,700	3.4	60,172	76,844	
Ohio Wesleyan	46,247	61,801	NA	49,588	68,641	NA	50,107	68,822	NA	49,990	68,600	NA	51,920	68,916	

Professors

School	2002-03			2003-04			2004-05			2005-06			2006-07		
	Avg Sal	Comp	% sal												
Oberlin	86,852	113,910	3.6	89,409	118,279	3.6	93,521	122,839	1.9	97,925	127,671	4.3	101,262	135,961	
Carleton	94,800	122,500	5.9	95,539	123,402	1.6	97,500	127,900	4.4	100,400	130,300	3.5	105,028	135,778	
Ginnell	97,900	124,700	5.5	99,549	122,420	3.9	99,900	126,200	2.7	101,300	128,300	5.1	103,301	132,739	
Macalester	88,700	111,400	5.5	91,908	113,865	5.1	96,000	122,200	6	100,200	128,200	6.9	103,032	131,989	
Trinity U.	90,400	111,100	3.6	92,770	113,500	3.4	95,700	117,100	3.7	98,300	120,700	4	100,101	124,267	
Denison	82,532	106,988	8.5	82,983	106,936	5	86,296	110,831	6	90,695	119,004	5.7	92,551	119,776	
Wabash	81,734	105,388	3.6	84,275	107,123	2.7	85,100	108,000	2.9	87,388	113,585	3	91,494	118,473	
DePauw	76,003	100,083	4.5	77,584	102,969	2.8	80,029	105,235	4.1	83,416	110,280	4.1	85,807	113,398	4.2
Kenyon	76,529	98,997	3.1	77,191	100,803	2.7	78,505	103,385	3.9	80,194	105,521	3.7	84,077	110,841	
St. Olaf	69,000	87,700	4	72,089	87,185	3.7	74,000	95,100	5.1	77,200	100,100	6.2	81,871	106,023	
Earlham	65,818	85,104	3.7	67,346	87,986	2.6	69,300	91,000	12	72,300	94,800	7.2	76,519	101,183	
Wooster	71,261	93,178	4.4	71,912	95,366	2.8	73,074	98,961	2.6	74,265	99,968	3	75,467	100,488	
Ohio Wesleyan	64,810	86,366	NA	68,651	95,655	NA	70,143	98,839	NA	70,446	99,762	NA	73,756	100,271	
Kalamazoo	69,553	88,795	4	71,913	91,697	4.1	73,895	94,224	4.5	74,342	96,699	3.8	76,154	99,886	
Albion	68,433	86,849	4.5	70,390	89,528	4.8	72,353	91,314	4.8	75,576	95,299	7.2	76,677	97,650	
Hope	65,582	86,055	3.4	65,827	87,710	1.7	68,532	90,580	5.3	70,279	93,350	3.7	71,409	96,295	
Lawrence	71,400	86,900	3.2	71,961	89,425	2.8	72,700	89,700	NA	74,900	92,700	3.5	75,783	94,750	

Minutes for DePauw University Faculty Meeting Monday, March 5th, 2007

1. Call to Order – 4:13 PM; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 81 voting members of the faculty.

3. Introduction of Visiting Professors for the Spring 2007 Semester

The Vice-President for Academic Affairs, Neal Abraham, introduced the following faculty members who are with us this semester as Visiting Professors:

Max L. Stackhouse, as the Robert and Carolyn Frederick Distinguished Visiting Professor of Ethics

Jean Stackhouse, as Visiting Professor of Music

Erika Doss, as the Lee G. Hall Distinguished Visiting Professor of Art

4. Approval of Minutes from February 2007 Faculty Meeting

There were no corrections or additions to the minutes from the February meeting, which were approved by unanimous consent.

5. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

The committee has received responses to the working document on the governance of interdisciplinary programs offering majors and hopes the remaining programs will respond soon. Once CAPP has received all responses, it will begin discussions with the programs.

The committee plans to complete a similar document for the competency programs.

CAPP has reviewed the following five documents associated with the Resource Allocations Subcommittee and the request for positions: a January 1992 memo from FICFA, an email from the VPAA, the announcement of request for positions for the 08/09 academic year, an outline of RAS procedures and a list of questions from CAPP for RAS's consideration. Slight changes were made to these documents with the exception of the FICFA document, which has been rewritten. These will be posted on the RAS website.

The members of RAS are Clarissa Peterson, Art Evans, Sheryl Tremblay, Jeff Hansen, Karin Ahlm, Meryl Altman, Melanie Finney and Bruce Serlin.

CAPP met three times in January to engage in long-range academic planning. Topics included discussing ways to better dovetail Greek activities and the University's academic mission.

Committee on Faculty (Jim Mills)

COF is continuing with its review of personnel files.

As announced at the last faculty meeting, COF has formed a subcommittee to examine the student opinion forms. The at-large members of the subcommittee are Tiffany Hebb, Eric Edberg, Meryl Altman, Sharmin Spencer, Scott Ross and Pat Sellers. The COF members serving on the subcommittee are Istvan Csicsery-Ronay, Bob Hershberger and Scott Thede. Ken Kirkpatrick and Bill Tobin will serve as administrative representatives. The subcommittee has been meeting and COF expects to report back to the faculty on the subcommittee's progress by the May faculty meeting.

As a follow up to the recent open meetings about the student opinion forms, COF is asking non-tenured faculty members if there is an interest in holding an additional meeting for non-tenured faculty members only.

COF will be asking for full professors to consider being a part of a focus group to try out various methods of electronically administering the current student opinion form.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Motion (to be voted on) that the faculty approve the following new courses:

- EDUC 331 School Discipline: Practices, Issues and Trends (1 credit)
- EDUC 332 Artistic Dimensions of Teaching (1 credit)
- EDUC 452 Education Senior Seminar (1 credit)

The motion was approved on a show of hands.

B. Announcement of a change in title:

SPAN 430 from Creative Spanish to Advanced Composition

C. Announcements

The committee thanked the faculty for its responses to the committee's draft of a new timebank system. The committee is continuing to discuss timebanks.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

- A. Motion (to be tabled) that the faculty approve the following changes to the Article VII of the Academic Policies (deletion shown in ~~strike through~~ and additions in **bold**):

Religious Holy Days

Faculty members are expected to accommodate students who are adherents of a ~~faith~~ **religious** tradition and wish to fulfill obligations of that ~~faith~~ **religious** tradition on holy days. **Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days.** For the sake of this policy, “holy days” are defined as periods of time in which **either:**

- a) activities required by normal class participation are prohibited by a ~~faith~~ **religious** tradition, or
- b) a special worship obligation is required by a ~~faith~~ **religious** tradition

~~Students are expected to notify their instructors of their intent to fulfill the obligations of their faith tradition well in advance of these days.~~

~~Holy Days That Occur During Academic Periods~~

~~Jewish~~

- ~~• First evening and first two days of Rosh Hashanah (in September or October)~~
- ~~• Evening and day of Yom Kippur (in September and October)~~
- ~~• First and last evening of Sukkot (in October)~~
- ~~• First and last evening of Pesach (Passover) (in March or April)~~
- ~~• First evening of Shavuot (in May or June)~~

~~Muslim (Islam)~~

- ~~• Eid, the first day of the month after the month of Ramadan (date moves)~~

~~Christian~~

- ~~• Ash Wednesday (in February or March)~~
- ~~• Good Friday (in March or April)~~

~~Other Days of Obligation for Roman Catholics:~~

- ~~• All Saints (Nov. 1)~~
- ~~• Holy Day of Immaculate Conception (Dec. 8)~~
- ~~• Ascension Thursday (in May)~~

This revision to the original motion, which the faculty voted to return to the committee at the December faculty meeting, deletes the list of specific holy days,

merges the responsibility of students into the same paragraph that outlines the responsibility of faculty members and is closer to the current language defining holy days.

The motion was tabled on a show of hands.

B. Announcements

The wellness subcommittee is meeting regularly but does not yet have a report to deliver to the faculty.

SLAAC will be meeting with President Bottoms to discuss the possibility of moving rush and to discuss new member education.

6. Reports from Other Committees

Committee on Administration (Jackie Roberts)

COA is bringing three motions to the faculty, each to be tabled. Attached as an appendix to the agenda is a report from the Committee on Administration on the faculty governance survey. A full explanation of these motions is included in this report.

- A. Motion (to be tabled) that the faculty approve the following changes to Article VII.B.1 of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2007-08 academic year, with the exception that untenured faculty members currently serving in at large positions on any of the affected committees will be allowed to serve their entire term.

University Standing Committees

B. Eligibility, Restrictions, Terms

1. Faculty members appointed to tenure-track and term positions are eligible for elected positions on most faculty committees, except where otherwise noted in these By-Laws. For example, The Committee on Faculty [see Article VIII.B.2] and the Grievance Committee [see Article VIII.H of the personnel policies] are limited to tenured members of the faculty. **A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible for election as an at-large representative to the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Faculty Development Committee (FDC), or the Committee on Administration (COA).**

- B. Motion (to be tabled) that the faculty approve the following changes to Article VII.C of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2008-09 academic year.

University Standing Committees

- C. Election of Officers of Faculty Committees

The chair and secretary of a faculty committee shall be chosen from the elected faculty members at the last meeting of the previous academic year except where otherwise specified. **A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible to chair the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Faculty Development Committee (FDC), or the Committee on Administration (COA).** No person shall serve two years in succession. Officers of Committees shall have voting rights.

- C. Motion (to be tabled) that the faculty approve the following changes to Article VII.B of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2007-08 academic year.

University Standing Committees

- B. Eligibility, Restrictions, Terms

- 5. A faculty member may not run for election to any Standing Committee in the year preceding an approved leave (e.g., pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves).**

These motions come from reviewing responses to the committee's survey of the faculty on issues of faculty governance. The raw data from the surveys are available on the COA website and available for faculty members to read. COA identified several areas of faculty concern, including the percentage of untenured faculty members serving on committees, the perception of service expectations for untenured faculty members, and the size and number of committees. The committee also identified a need to find ways to make committees and faculty meetings more productive. Support for these issues varied from very strong to mixed. These three motions address issues for which there appears to be strong faculty support for change. A more detailed explanation for the motions is included as Appendix One.

Each motion was tabled, in separate votes, by a show of hands.

COA plans to develop a document and hold a workshop for new committee chairs to help strength committee work. Other issues under discussion include the

number of divisions and the consolidation of committees. These are issues for which there is no clear consensus amongst the faculty.

Finally, the committee noted that there are many open positions on FDC for next year and that the only returning members are two untenured faculty members. The committee urged senior faculty with prior experience on FDC to consider running for the open positions.

D. Announcements

Later this month, Paul Schmitt will be reporting to COA on insurance.

Faculty Development Committee (Mary Dixon)

As noted above, FDC encourages senior faculty with prior experience on the committee to run for the vacant positions. Institutional memory and FDC experience are important to the committee's work.

FDC has decided to increase the stipend from \$3500 to \$3600 for a student working on a summer Student/Faculty Collaborative Project in order to remain competitive with other available research opportunities. Supply budgets also will increase from \$350 to \$400. The stipend for faculty members will now be \$2500, regardless of how many students a faculty member supervises. This makes a faculty member's stipend for a Student/Faculty Collaborative Project equivalent to all other summer stipends. The stipend for a faculty member cannot be equal to that of the students because the project is considered to be part-time for the faculty member.

The deadline for proposals for Student/Faculty Summer Collaborative Projects is 4:00 p.m. on Wednesday, March 7th.

The Chair of FDC called upon Meryl Altman to make a brief report to the faculty.

The new FDC website is up and running. There is a direct link to the site from the University's main page under the links for Faculty. Suggestions on improving the FDC website are welcome.

FITS and FDC are co-sponsoring a workshop on "Exploring the New Social Software in Teaching and Learning" to be held on Saturday, April 7th. The workshop will be conducted by Dr. Bryan Alexander, who is Director of Research at NITLE.

7. Remarks from the Vice-President for Academic Affairs

With the recent snow emergency in mind, the VPAA shared with the faculty a handout from Public Safety on "Weather Emergency Preparedness." A copy of the handout is provided as Appendix Two.

The University has entered into a period in which the total number of full-time faculty members is fixed at about 220. Openings created by resignation and/or retirements will require consultations with RAS to determine where the most pressing needs exist for faculty lines. The University will need to retain about 8-10% of the full-time positions as term positions in order to meet needs created by leaves. As sabbatical leaves become more evenly spread over the seven-year cycle, it may be possible that five or six term positions might become available for tenure track positions. The available pool for tenure track positions, therefore, will be the number of retirements, the number of resignations and five to six additional positions.

We have nearly completed searches for tenure track positions, filling the positions with first choice candidates. The five tenure track appointees made thus far are women, which is a reversal of the gender imbalance of the last few years. Among these appointees is Mona Bhan in Anthropology.

The VPAA announced that Dan Shannon, Meryl Altman and Cindy O'Dell have been named as University Professors for 2007-2011, and that Susan Hahn and Bridget Gourley have been named as recipients of Distinguished Professor Awards for 2007-2009. The files for the University Professorships were reviewed by Max Dixon-Fyle, Tom Hall, Mary Kertzman, Mary Dixon, Caroline Smith and the VPAA.

8. Remarks from the President

The President reported that he will meet with CAPP and with SLAAC to discuss issues arising from the University's review of the Greek system. Discussions with both committees will focus on new member recruitment and education and how they affect academics. The President also has met with the leadership of Panhel, IFC, the sororities and fraternities, and the rush advisors to gain their perspectives. The student leadership has been wonderfully cooperative and welcomes changes that might lead to fewer rules and less stereotyping. The President will share this information with CAPP and SLAAC.

The Board of Visitors meet recently, focusing on the Greek system. The board heard from faculty members Bob Hershberger, Mary Dixon and Jackie Roberts, four students and the former director of national sororities. The board was asked to consider how they might create a Greek system from scratch.

In addition to meeting with CAPP and SLAAC, the President also would like to hold an open meeting with the faculty. It was agreed that the meeting will occur following the end of the April faculty meeting. The President asked faculty members to consider when the appropriate time is for rush and to consider how to introduce students to the Greek system without the need for such a formal system of rush.

The recent publicity surrounding Delta Zeta is a reminder that those outside the University do notice what happens on campus. The President reported that he has

met with or heard from many people in the last month, with some supporting the University's position and others urging the University to take additional action. The University is not yet finished with its review of the situation and continues to gather information and facts. Although the University cannot control the actions of a sorority's or a fraternity's national organization, we can have a better system to control what happens on our campus.

9. Old Business

There was no old business to come before the faculty.

10. New Business

Motion (to be voted on) that the faculty approve the results of the following elections to fill vacancies on committees:

Division II Replacement to MAO for spring 2007: Chris White
At-large replacement to FDC for spring 2007: Matthew Oware

The motion was seconded and approved on a show of hands.

11. Announcements

Carrie Klaus (Advising Committee)

The Advising Committee is co-sponsoring a workshop with IEC and the Office of Off-Campus Study on advising international students. The workshop will be on Tuesday, March 20th at 4:00 p.m. in the Walden Inn (Emerson Room B). There will be a short presentation by a panel and a question and answer session. If there are topics that you would like the panel to address, please forward them to Carrie Klaus.

Jeff Hansen (ATAC)

The committee has been examining and comparing Blackboard and Moodle as options for course delivery software. A decision about which platform to use must be made by the end of the month. The committee is in favor of moving toward Moodle. On Tuesday, March 14th at noon, ATAC will hold an informational session on Moodle with demonstrations and an opportunity to ask questions. Both platforms will be available next year.

Question: Can a product that is freely available actually be better than a commercial product?

Answer: The feedback so far is that Moodle is better, not just with respect to cost, but also with respect to its usability. Blackboard offers less support for users.

Moodle, as open-source software, has a helpful community of users dedicated to making the software useful for its users.

Question: Will ITAP students be made available to help faculty members transfer materials from Blackboard to Moodle.

Answer: Yes.

Nancy Davis (Admission's Advisory Committee)

Stefanie Niles has asked the committee to bring three requests to the faculty. The first request is for nominations of students to serve as tour guides. Admissions is interested in obtaining a broader pool of students with respect to academic interests, ethnicity, areas of interest and place of origin.

The second request is for help in contacting admitted students by making phone calls to discuss academic interests and plans.

The third request is for participation at the Admitted Student Open House in April. Thus far, seven departments and programs have indicated a willingness to participate, but admissions hopes that all departments and programs will choose to participate. Last year, all departments and programs participated. Additionally, 81% of the students attending the open house enrolled at DePauw.

Joe Heithaus

The Away Home Shelter, which assists the homeless, will have its annual fundraiser on Friday, March 16th. Faculty members were encouraged to purchase tickets to the event.

12. The meeting adjourned at 5:15 p.m.

Appendix One

Report from the Committee on Administration on the Faculty Governance Survey

The Committee on Administration (COA) thanks the faculty for the good response to the Faculty Governance Survey and the many constructive suggestions for improving the Faculty Governance system. The response rate was 60% (135 out of 225). A survey conducted by the NCA Task Force on Faculty Governance in Spring, 1997 had a response rate of about 45% (60 of approximately 150-160). Based on the survey results and the comments from faculty members, COA was able to identify numerous problematic areas in the Faculty Governance System. Some problems require no faculty action. Clearly written guidelines, short training workshops for committee chairs, and minor alterations to committee operating procedures should remedy some problems. Solutions to other problems (e.g., frequent complaints about too many committees) likely require significant modifications to the system of faculty governance. Major changes that involve reducing the number of divisions from 4 to 3, reducing the number of committees through consolidation, and/or reducing the number of faculty members on committees should be made after careful deliberation and extensive debate among the faculty. There is, however, general consensus among the faculty respondents to the survey on solutions to some problems that might be implemented without significant modifications to the Faculty Governance system. COA offers three motions that we think captures this consensus and that we think will begin to solve the following problems:

- (1) Committee effectiveness sometimes suffers from poor leadership by committee chairs, inexperienced chairs, inexperienced members, and lack of “institutional memory.”
- (2) Untenured faculty members feel pressured to serve on the coordinating committees (CAPP, MAO, and SLAAC), FDC, or COA to fulfill the service requirement for tenure.
- (3) Some untenured faculty members are serving on committees primarily to fulfill the service requirement for tenure.
- (4) Some untenured faculty members serving on committees may be intimidated or influenced by senior faculty members or administrators.

Motion to make changes to Article VII.B.1 of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2007-08 academic year (see the agenda for the text of the motion).

Explanation: This motion requires that faculty members elected to at large positions on CAPP, MAO, SLAAC, FDC, and COA must be tenured. This ensures that at least one-third of the faculty members serving on these committees are tenured. Untenured faculty members will still be eligible for election to these committees as divisional representatives. Untenured faculty members also can be elected to numerous other standing committees as either divisional or at large representatives. The change will take effect at the beginning of the 2007-08 academic year. Untenured faculty members presently serving in at large positions will be allowed to complete their term of service. Untenured faculty members remain eligible for election to at large positions during the 2006-07 academic year.

Justification: Two questions on the survey reveal that a majority of faculty members believe that having a disproportionately high number of untenured faculty members serving on CAPP, MAO, SLAAC, FDC, and COA is undesirable and that the problem could be addressed by requiring that some proportion of these committees be composed of tenured faculty members. Question #7 (134 responses) on the Faculty Governance Survey asked:

Some university committees (e.g., this year’s MAO and SLAAC) are comprised overwhelmingly of untenured faculty members. How do you feel about this?
40% a serious problem 37% somewhat of a problem 18% not a problem 4% unsure

Thus, 77% of the respondents felt that it was a problem that some committees were composed overwhelmingly of untenured faculty members.

Question #9 (128 responses) on the survey asked:

Some faculty have suggested requiring that all or a proportion of CAPP, COA, MAO, SLAAC, and FDC be comprised of tenured faculty. What do you think about this?

41% strongly in favor 23% somewhat in favor 13% unsure
13% somewhat opposed 9% strongly opposed

Thus, 64% of respondents favored requiring that a proportion of CAPP, COA, MAO, SLAAC, and FDC be composed of tenured faculty members. Comments about the exact proportion of tenured/untentured members varied widely, but many suggestions fell somewhere in the range of one-third to two-thirds tenured faculty members. The motion ensures that at least a third of the faculty members on these committees will be tenured.

Motion to make changes to Article VII.C of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2008-09 academic year (see the agenda for the text of the motion).

Explanation: This motion requires that the chairs of CAPP, MAO, SLAAC, FDC, and COA must be tenured. Because the stipulation takes effect at the beginning of the 2008-09 academic year, untenured faculty still will be eligible to chair these committees during the 2007-08 academic year.

Justification: The written comments in response to questions #3 and #4 in the survey indicate that committee chairs play a pivotal role in the effectiveness of committees. Strong leadership by the chair is a significant contributing factor in making committee work a positive or productive experience. Poor leadership by the chair and lack of organizational skills are frequently cited as factors that contribute to making committee work frustrating or unproductive. Furthermore, many faculty members feel that it simply is not a good idea for untenured faculty members to chair committees. Although requiring that chairs be tenured does not necessarily remedy the problem, it does ensure that chairs will have some familiarity with the operating procedures of the faculty governance system. The COA is preparing a guidelines document for chairs of committees and urges that there be a yearly training workshop for newly-elected committee chairs. We believe that the tenure requirement, the guidelines document, and the workshop will improve the effectiveness of chairs and lead to an overall improvement in the effectiveness and productivity of committees.

Motion to make changes to Article VII.B of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2007-08 academic year (see agenda for the text of the motion).

Explanation: Faculty members will be ineligible for election to all standing committees in the year preceding an approved leave.

Justification: This motion makes formal what is almost current practice. Very few faculty members allow themselves to be elected to a committee in the year preceding a leave. More problematic are those committees disproportionately made up of one-semester or one-year replacement members, a situation that arises when two or more committee members have leaves scheduled during the second or third year of a three-year committee term. When committee members go on leave during their committee terms of service, there is less than optimal continuity for the committee's work from year to year because replacement members often lack a good sense of the issues and may have missed important discussions and debates. COA will continue to discuss this problem and welcomes suggestions from the faculty. We encourage faculty members planning leaves to give priority during the nominating procedure to faculty members who will not be on leave during the term of service. Divisional nominating committees should likewise endeavor to present candidates for election who will not be on leave during the term of service.

COA believes that these changes will bring about the desired effects of decreasing the proportion of untenured faculty members serving on committees and improving the effectiveness and productivity of committees. COA recommends that we make clear to untenured faculty members that serving on major

standing committees is not a requirement for successful fulfillment of the service component for tenure or promotion. We encourage Personnel Committees, COF, and the Administration to communicate this clearly to untenured faculty members throughout the probationary period.

Committee on Administration Members

Jackie Roberts (Chair)

Susan Anthony

Beth Benedix

Nancy Davis

Carl Huffman

Marcia McKelligan

Fred Soster

Neal Abraham

February 28, 2007

Appendix Two

Weather Emergency Preparedness

As we approach Spring in Indiana we also face the increased threat of severe weather. Below is a summary of Severe Weather Tips from WTHR Channel 13 in Indianapolis and also a link to emergency procedures on the DePauw Public Safety Web Page. During times of potentially severe weather please keep a television and/or battery powered radio tuned to News Stations for up-to-date forecasts and potential warnings. Please discuss weather emergencies among your colleagues as keeping our campus community informed and up-to-date is the best resource for staying safe and prepared in the event of damaging storms.

Please utilize the following links to learn more about emergency preparedness, shelter, and up-to-date weather resources.

National Weather Service:

<http://www.nws.noaa.gov/>

Severe Weather Preparedness:

<http://www.depauw.edu/student/safety/weather.asp>

Shelter In Place Procedures:

<http://www.depauw.edu/student/safety/emergencyprocedure.asp#Shelter%20in%20Place>

Surviving the Storm (From WTHR Channel 13 - Indianapolis)

WATCH :

A Watch indicates the possibility of severe weather in a relatively broad area. For instance, a tornado watch means conditions are favorable for the development of tornadoes. Go about your normal routines, but watch for threatening weather.

WARNING :

A Warning is issued when severe weather is actually occurring. For instance, a tornado warning means a tornado has actually been sighted or has been indicated by radar. The warning usually encompasses a relatively small geographic area. If a warning is issued for the area in which you live, take cover immediately!

Remember that you can help, too, by reporting all severe weather to your local county sheriff or state police.

TORNADOES AREN'T THE ONLY REASON TO STAY ALERT ...

Strong winds of 55 mph or more can cause significant damage even though no tornado is present. "Downbursts" are columns of air that slam to the earth and spread high winds in many directions. Downbursts can be just as damaging as tornadoes; if such conditions are present, take the same precautions as you would for a tornado.

Lightning claims more lives every year than tornadoes. When lightning is a threat, stay indoors and don't use electrical appliances. If you're caught outside, keep a safe distance from tall objects, and try to stay lower than anything nearby. A safe distance from a tree is twice its height.

Mid-afternoon through early evening is the most likely time for a tornado, but they can strike at any time. They can travel at speeds up to 70 miles per hour and contain winds estimated at over 200 miles per hour.

Sometimes an approaching tornado will sound like the roar of a train or airplane. If you see or hear a tornado, take cover immediately. Seek shelter inside, preferably below ground level. Do not waste time opening windows; tornado-force winds will "open" the windows well before the pressure difference can cause any structural damage. Above all, protect your head and lie flat.

AT HOME :

Get away from windows, doors and outside walls. Go to the basement. If you have no basement, go to a first floor bathroom, closet or room at the center of the house. If possible, get under heavy furniture and cover your head with blankets or pillows.

AT SCHOOL :

Go the lowest floor or basement. Go to small interior rooms or hallways. Stay away from windows and avoid auditoriums, gyms and other areas with wide, free-span roofs.

IN PUBLIC BUILDINGS :

Go immediately to the designated shelter area or to an interior hallway or small room on the lowest level. Stay away from windows. Do not use elevators. Do not go to your car.

IN OPEN COUNTRY :

Move away from the approaching tornado at right angles, if possible. If there is not time to move or find suitable shelter, leave your car and lie flat in a ditch or depression. Avoid large trees, metal poles and other electrical conductors.

BE PREPARED:

Being prepared is the best resource for surviving severe weather. Please take time during severe weather periods to identify places of shelter wherever you might be. Keep an emergency kit handy that includes important items such as a flash light, cell phone, prescriptions, glasses/contacts, and other personal items you deem essential.

Minutes for DePauw University Faculty Meeting
Monday, April 9th, 2007

1. Call to Order – 4:11 PM; Ballroom of the Union Building
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 81 voting members of the faculty.

3. Remembrance of Professor Clifton Phillips (John Baughman)

Thank you for inviting me back to a Faculty meeting to pay tribute to a friend and faculty colleague of over fifty years who died on March 20 at the age of 87, Clifton J. Phillips. Many of you knew him well, some remember him as a colleague though he retired from DePauw in 1984, and I am sure some of you did not know him or even heard of him.

In 1954 the university was willing to increase the number of four faculty in the History Department by adding one in the field of American history. Hence we brought in Clift Phillips whose advanced specialty was American intellectual history, then very popular in history curricula.

Clift had graduated with a BA from Hiram College, a B. of Theology from the Starr King School of Ministry, and a M.A. and Ph.D. from Harvard. He had served in a United States Army civil affairs unit in the Philippines, then in a military occupation unit in Japan, followed by a stint as a civilian Civil Education and Information officer of the Department of Defense in Japan from 1946-49.

Not long after joining our faculty Clift initiated courses in East Asian history. His doctoral dissertation had been on American Missionary Relations with Asia, and he was a natural to introduce undergraduate courses in Asian history. He was the first to teach in this field at DePauw and continued in this special area until his retirement. In time other departments brought Asian components into their curriculum and added specialists in Asian subjects. So in a sense Clift was the founder of the Asian programs we pride ourselves on today at DePauw and was the pioneer of the many Asian courses now at the University.

Likewise he was always a mentor for the Asian students coming here who found hospitality and support from Clift and Rachel in a strange Hoosier college environment. Thus many DePauw students of Asian background look back fondly at his friendship and help to them. Even though a generalist rather than a specialist, which was common at that time in liberal arts, many of his students went on to graduate work in Asian history and are well-known Asian scholars today. He himself returned for study several times to Asia and was a Fulbright lecturer in South Korea in 1968-69. His dissertation was published by Harvard University in 1969, and his research on the role of the Student Volunteer Movement in Chinese Missions became part of an anthology edited by John Fairbank in 1974 on Missionary Enterprise in China and America.

Clift never lost sight of his role as an American historian. After several articles, such as “The Indiana Education of Charles A. Beard,” he was commissioned by the Indiana Historical Society to write the fourth volume in the Sesquicentennial History of Indiana in 1968. *Indiana in Transition: The Emergence of an Industrial Commonwealth, 1880-1920* remains the standard resource for Indiana history in this period, and for this book Clift received the Award of Merit by the American Association of State and Local History. Immediately after retirement Clift became editor of DePauw Sesquicentennial Publications, initiated and edited the series of Departmental histories, and co-authored *DePauw: A Pictorial History*, still available in the bookstore. A long-time member of the Joint Committee of Archives of DePauw University and Indiana Methodism, he gave strong support to the Archives. In his spare time he wrote many short articles on local and university history and he published *From Frontier Circuit to Urban Church: A History of Greencastle Methodism*, for which he received in 1990 the award of Best Indiana Local Church History of the Year by the Indiana Religious

History Association. A former student recently financed the annual Clifton J. Phillips Archives Research Project Contest.

Growing up during the great Depression in western New York and fighting in the second World War, Clift remained always a New Deal liberal, championing the causes of the poor, the helpless, the minority. Whether on faculty committees and twice Department Head (1969-72, 1978-81), as a founder and long-time member of the local NAACP, the organizer of a Unitarian Student organization, or as an outspoken and unapologetic child of the Enlightenment, Clift always argued on behalf of those less fortunate than he. He was a treasure for DePauw and we will miss him.

4. Approval of Minutes from the March 2007 Faculty Meeting

There were one correction to the minutes from the February meeting, which were approved by unanimous consent.

5. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

A. Recommendations regarding the relationship of the Greek system to DePauw's academic mission

CAPP met with the President to discuss issues arising from the University's review of the Greek system. Following this meeting, CAPP sent a memo to the President outlining CAPP's recommendations regarding the relationship of the Greek system to DePauw's academic mission. A copy of the memo is included as Appendix One.

B. Announcements

CAPP has asked the Winter Term Subcommittee to generate a proposal that, on a test basis, will allow for selected Winter Term trips to take place in May 2009 instead of January 2009.

A working document on the governance of Competency Programs has been developed and sent to the chairs of the programs for comment. The committee is almost done with a similar document for the Programs of Distinction.

Committee on Faculty (Jim Mills)

COF is continuing with its review of personnel files.

The committee will soon be sending a request to associate professors and full professors asking for volunteers to participate in testing the electronic administration of the current student opinion form. The committee plans to have 10 courses in which students will complete the on-line evaluation during class using either their laptops or by taking the class to a computer lab. In addition, COF plans to have 10 courses in which the students will be provided with a one-week window of time in which to fill out the on-line form.

At the May faculty meeting, COF will provide the faculty with a progress report on the Student Opinion Form Subcommittee's work, including models to consider. This process will continue into the fall, with the goal of having an electronic form in place by the end of the fall semester.

In support of the COA motions (see below), COF provided a list of possible service activities for faculty members in all categories of service. The list, which is attached as Appendix Two, is not intended to be all inclusive and suggestions of additional items are welcome.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Motion (to be voted on) that the faculty approve the following new courses:

ARTH 240, Rome: City and Myth, Group 4, 1 credit
GEOG 205, Introduction to GIS, 1 credit
PHIL 209, Environmental Ethics, Group 4, 1 credit
CHEM 197, Green Chemistry, Group 1 with lab, 1 credit

Question: Does the chemistry course have any prerequisite requirements?

Answer: No. It is a first-year seminar course.

Question: I thought that first-year seminar courses could not count toward group requirements. Has there been a change in policy?

Answer: The First-Year Seminar committee was asked to reconsider this issue and agreed to let MAO decide when it was appropriate to grant group credit.

Question: Why is Chem 197 listed as a Group 1 with lab? I thought MAO was not approving additional courses with this designation until CAPP has completed its review of labs.

Answer: This course is consistent with other courses with approved labs. MAO has asked CAPP for guidance on non-traditional labs. In addition, this course has been taught in the past with a lab.

Question: Are there other first-year seminar courses that meet a group requirement?

Answer: None to date. No other first-year seminar course has yet been proposed to MAO as a group course.

Question: Are there any first-year seminar courses that are offered every year?

Answer: A few have been offered two years in row, but given the advising load to the faculty member, it would be unusual for a faculty member to offer a first-year seminar more often.

Comment: During the beginning of the First-Year Seminar program, Philosophy 101 frequently was taught as a group course and as a first-year seminar course.

Reply: Correct. This type of inconsistency is the reason that MAO is considering requests to allow a first-year seminar course to count as a group course.

Question: In the future, can we have descriptions of the courses we are approving. In the case of Chem 197, why are we voting on this course? I thought that the faculty did not vote on first-year seminar courses.

Answer: Normally we do not vote on first-year seminar courses; however, we do vote on courses that meet group requirements.

The motion to approve the courses was approved on a show of hands.

B. Motion (to be voted on) that the faculty approve the following changes to the catalog concerning registration adjustments (deletion shown in ~~strike through~~ and additions in **bold**):

Adjustments in Registration. Students are responsible for the accuracy of their course registrations. They may check their class schedule at any time on ~~the web~~—see Student e-

Services. Students, in consultation with their advisors, make changes to their course schedule within the deadlines specified as follows:

* The ~~adjustment~~ **add/drop** period extends ~~into~~ **through the** first six class days of the semester. During this period, students may ~~change course registrations to Pass/Fail or audit and add or cancel drop~~ courses.

* Adjustments involving withdrawal from a course **after the add/drop period or changes in the grade or credit status (grade to pass/fail, pass/fail to grade, credit to audit)** may be made ~~through~~ **until the end of** the seventh week of classes; ~~changing from Pass/Fail to a regular grade may be made through the 10th full week.~~

* ~~The deadline for adjustments in seven-week courses adjustment deadlines are half of those of full semester courses~~ **is the end of the fourth week of classes.**

Adjustments after the above deadlines may be made only under extraordinary circumstances with permission of the Petitions Committee and a late adjustment fee may be assessed.

The main change in this policy is to have a single deadline for all grade changes. The impetus for this motion comes from the Petitions Committee, which has seen an increase in the number of petitions from students missing the deadline to change from a grade to P/F.

Question: The current policy does not allow students to change from a grade to P/F after the adjustment deadline. Why should we change this policy?

Answer: There are two deadlines. Changing from a grade to P/F must occur by the end of the adjustment period and changing from P/F to a grade by the 10th week of the semester. Many students think that both changes have the same deadline. The proposed change is to make both deadlines the same and to make them the same as the deadline for withdrawing from a course.

Question: Did you consider making both deadlines be the end of the adjustment period?

Answer: No. MAO thought it would be a good idea to make all deadlines the same, including the date to withdraw from a course.

Comment: This is a very radical change in policy. I worry that moving the deadline for changing from a grade to P/F from the first to the seventh week will encourage students not to take their enrollment in a course seriously.

Reply: Most students petitioning to change from a grade to P/F after the deadline indicate that they did not understand the deadlines. It is worth noting that most of these petitions come with the approval of the student's instructor and faculty advisor. There also are many restrictions on what courses a student can take P/F, such as the course can not be in the student's major or minor and he or she must have junior or senior status. The number of students who might be bailing out on a course will be small and is complimented by those students who will choose to remain in the course instead of withdrawing.

Comment: In addition, students can count three P/F courses only toward graduation.

Comment: I am worried about the unintended consequences for cumulative courses if we make this change in policy. This will allow more students to get into trouble because the possibility of bailing out is there.

Question: Can a student take a prerequisite course P/F?

Answer: Yes.

Question: Don't individual faculty members make the decision about whether to allow students to take a course P/F? Doesn't this give us some choice?

Answer: Yes. In fact, some departments do not allow any courses to be taught P/F.

Comment: It is worth reminding the faculty why the P/F option is available. Its purpose is to encourage a student to enroll in liberal arts courses outside of his or her comfort zone without having to worry about his or her GPA. There already are many restrictions on P/F courses.

Question: Is the grading for a P/F course still P-D-F?

Answer: Yes.

Question: Is the intention of this policy that the deadline is to fall on a Friday? The wording "end of the seventh week" is unclear since some terms begin on Monday and some on Wednesday.

Answer: That did not come up during our discussions. The Registrar's office interprets the deadline as Friday and it is published in the academic calendar.

Comment: I am disinclined to make a major change in policy just because students do not read the catalog and pay attention to deadlines.

Reply: The same can be said of faculty members as some students receive incorrect information about deadlines from us. We place many requirements on students and do not need to punish students for confusion over the deadlines.

Question: Doesn't that view call into question the appropriateness of the policy's first line, which states that students are responsible for the accuracy of their registration?

A motion to call the question was made, seconded and approved by a show of hands. The motion to approve the change in the catalog was approved by a show of hands.

C. Announcements

MAO thanked the faculty for participating in the recent survey on timebank options. MAO has adopted the 60 minute MWF, 90 minute TR timebank system, although there are details still to be worked out. MAO will provide more specifics at the May faculty meeting. The new timebank system will not begin until the 08/09 academic year.

Question: Will this timebank system come to the faculty for a vote?

Answer: No. The faculty voted last year to turn over to MAO the construction of a timebank system.

Student Life and Academic Atmosphere Committee (Janet Vaglia)

- A. Motion (to be removed from the table and voted on) that the faculty approve the following changes to the Article VII of the Academic Policies (deletion shown in ~~striethrough~~ and additions in **bold**):

Religious Holy Days

Faculty members are expected to accommodate students who are adherents of a ~~faith~~ **religious** tradition and wish to fulfill obligations of that ~~faith~~ **religious** tradition on holy days. **Students are expected to notify their instructors of their intent to fulfill the obligations of their religious**

tradition well in advance of these days. For the sake of this policy, “holy days” are defined as periods of time in which **either:**

- a) activities required by normal class participation are prohibited by a **faith religious** tradition, or
- b) a special worship obligation is required by a **faith religious** tradition

~~Students are expected to notify their instructors of their intent to fulfill the obligations of their faith tradition well in advance of these days.~~

~~Holy Days That Occur During Academic Periods~~

~~Jewish~~

- ~~• First evening and first two days of Rosh Hashanah (in September or October)~~
- ~~• Evening and day of Yom Kippur (in September and October)~~
- ~~• First and last evening of Sukkot (in October)~~
- ~~• First and last evening of Pesach (Passover) (in March or April)~~
- ~~• First evening of Shavuot (in May or June)~~

~~Muslim (Islam)~~

- ~~• Eid, the first day of the month after the month of Ramadan (date moves)~~

~~Christian~~

- ~~• Ash Wednesday (in February or March)~~
- ~~• Good Friday (in March or April)~~

~~Other Days of Obligation for Roman Catholics:~~

- ~~• All Saints (Nov. 1)~~
- ~~• Holy Day of Immaculate Conception (Dec. 8)~~
- ~~• Ascension Thursday (in May)~~

The motion was removed from the table on a show of hands.

This revision to the original motion, which the faculty voted to return to the committee at the December faculty meeting, deletes the list of specific holy days, merges the responsibility of students into the same paragraph that outlines the responsibility of faculty members and acknowledges the religious diversity of our students.

Question: What is considered “well in advance?”

Answer: That is open to interpretation. A faculty member could specify this in his or her syllabus.

Question: What options does a faculty member have if a student does not provide sufficient notice? Will the University support a faculty member if he or she penalizes a student who misses class without providing sufficient notice?

Answer: The VPAA replied that the University would provide support on this point. We will need to consider ways to make the policy maximally clear to students. If the faculty adopts this policy, then we will figure out how to get the word out to students.

Comment: In my 19 years at DePauw I have never had a student use this policy as an excuse for missing class. We also have a policy for accommodating students with disabilities, which makes specific requirements of students. If they do not follow the policy, then they have not met their obligations.

Question: This policy provides accommodations only when there is a religious obligation. What about accommodations for students when their religious tradition suggests, but does not require participation?

Response: The committee went back and forth on the question of obligation versus participation. That question, however, goes beyond the current policy. The committee's goal at this time is to address the need to make the policy more inclusive of religious diversity.

Comment: The policy should work well to achieve the goal of encouraging supportive conversations between students and faculty. Perhaps campus religious leaders will want to inform students about the policy, and the need to notify faculty in a timely way, in the same way Page Cotton now reminds athletes to notify teachers about the dates of their games.

The motion was approved on a show of hands.

B. Announcements

SLAAC appreciates CAPP's memo to the President on the relationship of the Greek system to DePauw's academic mission. The committee also has met with the President, as well as with representatives of Panhel and IFC. SLAAC will be taking a role in parallel with CAPP to help build guiding principles to strengthen the relationship between the Greek system and DePauw's academic mission.

SLAAC has asked the Advising Subcommittee to address the issue that some students are registering for classes without following the plans reached with their faculty advisor. There has been an increase in calls from parents with concerns.

Question: Are parents calling because they don't think that students are being advised?

Answer: No. Parents are calling about students who have academic problems resulting from failing to follow the plans reached with their advisor.

6. Reports from Other Committees

Committee on Administration (Jackie Roberts)

- A. Motion (to be removed from the table and voted on) that the faculty approve the following changes to Article VII.B.1 of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2007-08 academic year, with the exception that untenured faculty members currently serving in at large positions on any of the affected committees will be allowed to serve their entire term.

University Standing Committees

B. Eligibility, Restrictions, Terms

1. Faculty members appointed to tenure-track and term positions are eligible for elected positions on most faculty committees, except where otherwise noted in these By-Laws. For example, The Committee on Faculty [see Article VIII.B.2] and the Grievance Committee [see Article VIII.H of the personnel policies] are limited to tenured members of the faculty. **A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible for election as an at-large representative to the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Faculty Development Committee (FDC), or the Committee on Administration (COA).**

The motion was removed from the table on a show of hands.

This first motion requires that faculty members elected to at large positions on CAPP, MAO, SLAAC, FDC and COA be tenured, which ensures that at least one-third of the faculty members serving on these committees will hold tenure. Untenured faculty members will remain eligible for election to these committees as divisional representatives and to numerous other committees as divisional or at-large representatives. If passed, the motion takes effect in 2007/08 and will not affect those currently serving in or running for these positions. COA's rationale for this motion is outlined in Appendix 3.

Question: Did COA look at the demographics of the faculty? As the faculty becomes more tenured there will be fewer untenured faculty members looking for positions, which alleviates the problem. Isn't it a good thing to have younger faculty on committees as they can bring fresh ideas?

Answer: The composition of the faculty goes through cycles. Eventually we will return to having more untenured faculty. There will continue to be positions on these committees for untenured faculty as divisional representatives. In addition, there are still 71 positions on faculty committees that remain open to untenured faculty so there is plenty of opportunity for service.

Question: If this motion passes, doesn't this suggest that we should hold elections for at-large positions before the divisional positions as fewer individuals will be eligible for these at-large positions?

Reply: The Chair of the Faculty noted that there is a small group of faculty members looking at the language in the By-Laws regarding the election process and that this group will consider this.

The motion was approved on a show of hands.

- B. Motion (to be removed from the table and voted on) that the faculty approve the following changes to Article VII.C of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2008-09 academic year.

University Standing Committees

C. Election of Officers of Faculty Committees

The chair and secretary of a faculty committee shall be chosen from the elected faculty members at the last meeting of the previous academic year except where otherwise specified. **A faculty member must be tenured or in at least the seventh year of full-time faculty status to be eligible to chair the Committee on Academic Policy and Planning (CAPP), the Committee on Management of Academic Operations (MAO), the Student Life and Academic Atmosphere Committee (SLAAC), the Faculty Development Committee (FDC), or the Committee on Administration (COA).** No person shall serve two years in succession. Officers of Committees shall have voting rights.

The motion was removed from the table on a show of hands.

This motion requires that the chairs of CAPP, MAO, SLAAC, FDC and COA be tenured. This would take effect in 2008/09 so that next year an untenured faculty member could serve as the chair of one of these committees. COA's rationale for this motion is outlined in Appendix 3.

Question: What if the only tenured members of a committee is new to the committee and has no prior experience with the committee? Isn't it a good idea for the committee chair to have some experience with the committee's work?

Answer: This will be a problem only during the policy's initial implementation.

Comment: It is a bad idea for a committee to be chaired by someone who has never served on the committee, but a good idea for the chairs of these committees to be tenured. Tenured faculty with prior experience on these committees should be encouraged to run for vacant at-large positions. If necessary, a committee could ask the faculty to make a one-year exception to the policy and allow an untenured faculty member to serve as chair.

Question: Why not delay the policy by a year?

Answer: The previous motion takes effect in 2007/08; this policy does not take effect until 2008/09.

Comment: The Chair of the Faculty noted that, based on the current membership of committees and the recent divisional elections, SLAAC is the only committee for which this might be an issue.

The motion was approved on a show of hands.

- C. Motion (to be removed from the table and voted on) that the faculty approve the following changes to Article VII.B of the By-Laws and Standing Rules of the Faculty (additions in **bold**), to take effect at the beginning of the 2007-08 academic year.

University Standing Committees

B. Eligibility, Restrictions, Terms

- 5. A faculty member may not run for election to any Standing Committee in the year preceding an approved leave (e.g., pre-tenure leaves, sabbatical leaves, leaves for renewable term faculty members, pre-retirement leaves, and special leaves).**

The motion was removed from the table on a show of hands.

This motions means that faculty members are ineligible to run for any standing committee in the year preceding an approved leave. COA's rationale for this motion is outlined in Appendix 3.

Question: Can you run for a position if you have are eligible for a leave during the third year of the term?

Answer: Yes. This motion effects only those who have an approved leave for the next year.

Comment: The VPAA noted that an approved leave is one for which you have a letter from the President authorizing the leave. A leave that occurs on a schedule, such as a sabbatical leave, is not an approved leave until the President authorizes the leave.

Comment: Replacing a faculty member who is on a one-semester leave often creates more work for the committee as the new member has to catch up on the committee's business. Perhaps COA can consider whether it is necessary to replace one-semester leaves.

The motion was approved on a show of hands.

D. Announcements

COA is continuing its discussions with Paul Schmitt on the insurance bid process. For the first time in many years, the University received bids from several companies. It appears that there will be only minor policy changes and minor cost changes.

COA has asked Jack Morill, who is an emeritus faculty member in both Math and Economics, to look at the Emeriti program and to project out and determine if it is providing coverage equivalent to past coverage. Jack is working with Paul Schmitt to build models for three groups of faculty: current retirees, bridge faculty members, and new faculty members. Jack is meeting with COA in May to report his findings.

Finally, COA has made its recommendations to the administration regarding faculty salaries.

Question: Is the University likely to go with a different carrier?

Answer: Most of the bids from new carriers are higher in cost with less coverage. There are still a few more comparisons to evaluate, however.

Question: Why are the bids so high?

Answer: We are not sure.

7. Remarks from the Vice-President for Academic Affairs

The VPAA noted that if our health insurance premium remains the same, that this will be four years in a row with no increase. This is due to a combination of factors, including a healthy last 12 months for those participating in our insurance, changes made four years ago to handle differently the co-pays for health insurance, more recent changes to handle insurance for retirees separately from the insurance for employees, younger employees and serendipity. We have a small number of employees in our group, which makes us more sensitive to the effect of a few large claims on the average health costs. Two factors dissuaded multiple bids in the past: the coverage of a large number of retirees in our group and the need to provide coverage throughout the United States to meet the need of retirees not living in Indiana.

The administration has shared with COA a draft of a document covering the types of arrangements available after retirement. For tenured employees there are also pre-retirement agreements. When complete, the document will be posted on the Human Resources web site.

The VPAA announced external awards recently made to two faculty members. Joe Heithaus, Associate Professor and chair of English, received the "Discovery"/*The Nation* poetry prize and Nahyan Fancy, Assistant Professor of History, received the Bruce D. Craig Prize for 2006 from the Mamluk Studies Review for the best Ph.D. Thesis. The announcements were greeted by applause.

The VPAA noted that he shares the faculty's recent frustrations with snafus in the email system, including deleted accounts and operating system incompatibilities. We have benefited in recent years from a massive increase in IT resources, beginning six years ago, and have become accustomed to lots of things. With the end of the Lilly Endowment grant supporting IT we have been trying to get by with fewer resources, including fewer staff members. The President has asked the VPAA to assure the faculty that additional resources will be made available to expand our IT staffing beginning next year. Once the current difficulties are behind us, the VPAA will ask IT to review what happened and how we can better handle future software transitions. The preliminary evaluation of the likely ease of email migration to a new system was too optimistic. Faculty members were encouraged by the VPAA to contact the Help desk, with copies to the VPAA, regarding continuing problems. Additional concerns and suggestions should go to ATAC, which will be advising IT and the VPAA.

The increase in the salary pool for next year is 5%. COA has recommended that there be a 5% increase in the base salary for all faculty members. The administration has accepted this recommendation (with small differences where needed for making adjustments). Salary letters should be in the mail before commencement.

Faculty members were reminded about a number of upcoming events. The Academic Awards convocation is in Meharry Hall on Monday, May 7th at 7:30 p.m. The Faculty Recognition dinner is in the Walden Inn Social Center on Friday, April 20th at 6:30 p.m, with a reception beginning at 5:30 p.m. The Faculty Achievement Recognition program is in the Walden Inn Social Center on Friday, May 11th at 4:00 p.m. Finally, commencement is on Sunday, May 20th at 1:00 p.m.

Question: Faculty members frequently are asked by Academic Affairs to comment on how a student is doing. To what extent is this communication about students between faculty members and administrators or between faculty members and advisors privileged or confidential?

Answer: Anything you write about a student that influences decisions about the student becomes part of that student's record and is available, by Federal law, to the student. We want faculty members to be frank in their comments, but we need to be clear in our requests about how the information will be used.

Further reply: FERPA rules apply, but it is not good to have all communications between faculty members and administrators available to students. Diane Hightower, Dean of Student Academic Support Services, who works in Student Services and who frequently asks for information on student performance, has begun asking for your permission to share information with students.

8. Remarks from the President

The Board of Trustees will be on campus on April 19th and 20th for its spring meeting, The two major items on their agenda are a report from the Trustee Committee on Greek Life and the election of a new Chair of the Board of Trustees as Jim Stewart is completing the final year of his three-year term as Chair.

The President reported that the national office of the Delta Zeta sorority has filed a lawsuit against DePauw University. The University and Delta Zeta have different views about what happened and those differences will be settled in court.

The President reminded the faculty that he will be available at the conclusion of the faculty meeting to discuss issues involving the Greek system and DePauw's academic mission.

9. Old Business

There was no new business to come before the faculty.

10. New Business

Motion (to be voted on) that the faculty approve the following results for the election of divisional representatives to faculty committees.

Division I

Athletic Board (three-year term) – Geoffrey Klinger
Library Advisory (three-year term) – Brooke Cox
Public Occasions (four-year term) – Geoffrey Klinger
Teacher Education (one-year replacement) – David Worthington
COA (one-year replacement) – Andrew Hayes
Grievance Committee (2/1/08 – 1/31/09)
Members – Melanie Finney
Alternates – Caroline Jetton
Faculty Development (fall semester replacement) – Bob Kingsley

Division II

ATAC (three-year term) – Art Evans
FDC (three-year term) – Lili Wright
Teacher Education (three-year term) – Linda Elman
IEC (three-year term) – Hiroko Chiba
IEC (one-year replacement) – Bob Hershberger
Grievance Committee (2/1/08 – 1/31/09)
Members – Wayne Glausser
Alternates – Meryl Altman
CAPP (one-year replacement) – Chris White
COF (one-year replacement) – Mike Sinowitz
Third Member – David Alvarez

Division III

CAPP (three-year term) – Kevin Kinney
MAO (three-year term) – Brian Howard
SLAAC (three-year term) – Lynn Bedard
ATAC (three-year term) – Brian Howard
Athletic Board (three-year term) – Pam Propsom
COA (two-year term) – Jackie Roberts
Grievance Committee (2/1/08 – 1/31/09)
Members – Karin Ahlm, Dana Dudle
Grievance Committee (2/1/07 – 1/31/08) – Pam Propsom, Gloria Townsend
Academic Standings (one-year replacement) – Tim Cope
IEC (one-year replacement for Bruce Serlin) Henning Schneider
Teacher Education (spring semester) – Andrew Ellett
Third Member – Sharmin Spencer

Division IV

Academic Standings (three-year term) – Mona Bhan
IEC (three-year term) – Nahyan Fancy
Public Occasions (four-year term) – Jeremy Anderson
COA (two-year term) – Raymonda Burgman
Grievance Committee (2/1/08 – 1/31/09)
Members – Dan Shannon, Michele Villinski
Alternates – Barbara Steinson
Grievance Committee (2/1/07 – 1/31/08) – Barbara Whitehead
MAO (spring semester replacement) – Dan Shannon
Athletic Board (one-year replacement) – Nahyan Fancy
FDC (one-year replacement) – Marthe Chandler

The motion was seconded and approved on a show of hands.

11. Announcements

Jen Everett and Michele Villinski – Focus the Nation

Information about ongoing sustainability initiatives and upcoming events were presented, and faculty were invited to help plan DePauw's participation in the national program "Focus the Nation" (<http://www.focusthenation.org>) were presented to the faculty. A handout was distributed with information, a corrected version of which is attached as Appendix Four. Interested faculty can contact Jen Everett or Michele Villinski for more information.

Beth Benedix – Concern about EXP Course "Colloquium: The Joy of Texts"

A concern was raised that this experimental course, which has no written work and no grades, is a radical change from traditional courses and might set a dangerous precedent in the minds of students. Should such a big change occur without broader discussion with the faculty?

Question: Did this course go through MAO?

Answer: Yes.

Comment: This is not the right forum for this discussion. This needs to be a request to MAO.

A motion was made and seconded that MAO hold an open forum where faculty could talk about expectations for courses. The motion was amended to ask MAO to share with the faculty its discussion about this course.

Comment: This is why some faculty do not want to serve on committees. Are we going to second guess every decision a committee makes? Committees often hold open meetings and few faculty members bother to attend. We need to give committees the benefit of the doubt.

Reply: The motion is not aimed at reopening the decision but to explain to the faculty the rationale for the decision. The aim is not to undercut the committee.

Reply: Most of the time we do go along with faculty recommendations, but we do need to ask questions.

A substitute motion that MAO report at the May faculty meeting on the course and that MAO, in the future, provide descriptions of new courses, was made and seconded.

Question: It seems inappropriate to have this conversation when the chair of MAO is no longer in attendance. Do we have a quorum?

A count showed that fewer than 65 voting members of the faculty were still in attendance. Because a quorum requires 81 voting members of the faculty, the Chair of the Faculty called the meeting to a close.

12. The meeting adjourned at 5:58 p.m.

Appendix One – CAPP Memo to President Bottoms

March 21, 2007

MEMO

TO: President Bottoms

FROM: Committee on Academic Policy and Planning (CAPP)

RE: CAPP recommendations regarding the relationship of the Greek system to DePauw's academic mission

CAPP wishes to thank you for taking the time to visit the committee on March 5th to discuss proposals under consideration for alteration of the Greek system, proposals developed in the wake of the Greek Fact Finding Commission (GFFC) report. It applauds the administration's commitment to work with the Greek organizations to eliminate many, if not all, of the so-called "silly" rules governing the New Member Recruitment and New Member Education (NME) processes.

Having received and discussed the current proposals, CAPP wishes to respond to them by offering specific recommendations concerning the Greek system's operations. They are as follows:

1. CAPP supports the proposal to move New Member Recruitment to the period between the end of Winter Term and the start of the second semester.
2. CAPP recommends that NME be limited to 20 hours of activity and come to a close by the end of February. This recommendation reflects CAPP's concern about the current length of time devoted to NME. The committee's concern is based on its conviction that the number of hours and the span of weeks devoted to NME create for students a significant conflict with their academic commitments and responsibilities. The committee would like to see the NME time frame come closer in line with the fall orientation process for first-year students.
3. CAPP recommends *not* approving the proposal that sororities be allowed host informal informational lunches or "open door lunches" in the fall. This recommendation reflects CAPP's concern that, regardless how well intentioned, these lunches will, in reality, constitute a form of early, covert Rush. Moreover, CAPP is profoundly concerned that such events would undermine the mission of DePauw.^{year1}
4. CAPP recommends that the current policy that forbids upper class students from interacting socially with first year students be rescinded. The members of CAPP believe that elimination of this "No Talk" rule will make the proposal for "open door lunches" unnecessary.
5. CAPP recommends that, should the proposal for the "open door lunches" be approved, there be instruments designed and employed to measure the outcomes of these events.
6. CAPP recommends that every Greek organization set and enforce minimum grade point averages (GPAs) as requirements to live in the house.
7. CAPP recommends that every Greek organization must develop a plan for pursuing the goals of the university's strategic plan. This recommendation reflects CAPP's commitment to the idea that academic engagement cannot be measured exclusively in terms of GPA. To insure accountability, every organization should be required to produce an annual report detailing the ways in which it is pursuing the goals of the strategic plan.

This set of recommendations reflects CAPP's concern that while elimination of "silly" rules is a worthy undertaking such a measure does not completely address the deleterious effects the current incarnation of the Greek system has on the university's academic mission.

CAPP appreciates your consideration of these issues. It anticipates that final versions of the proposals presented to the Board of Trustees will reflect a broad-based dedication to the health of the university's intellectual and social life.

Appendix Two – Handout from COF

Possible Service Activities for Faculty Members

As the Academic Handbook criteria for tenure or promotion do not require faculty members to have served on (or chaired) coordinating (e.g. SLAAC, MAO, CAPP, RAS) or major (e.g. FDC, DEC, etc) committees, COF has listed some possible service activities that faculty members might avail themselves to in lieu of service on these types of committees.

What the review committees do wish to see in the decision file is that there has been at least an adequate amount of service in the appropriate categories and that the service has been done well. It is important to provide review committees with some form of documentation of the quality of service (at least for major service activities). A simple list of service activities without appropriate documentation of the quality of service will not suffice for a positive review.

The list below is certainly not all-inclusive. Faculty members are encouraged to talk with their department chair or school dean, colleagues, the VPAA, and past and present members of COF about additional activities that might count towards service in the decision file.

Department, Program, or School of Music Service

- Personnel Committee membership
- Departmental subcommittee membership (curriculum, speakers, etc.)
- Departmental secretary for regular meetings
- Equipment maintenance and repair
- Development and upkeep of departmental displays
- Work with, or advising a student club in the department
- Work with, or advising a disciplinary student honorary society
- Participation in a departmental or program self-study
- Participation at language tables (if not stipulated already in your Appendix B although this might still count towards service if done well)
- Bringing in, and/or hosting departmental speakers
- Editing, developing, or assisting in a departmental newsletter to alumni
- Assisting with alumni events
- Contacting and/or hosting prospective students
- Chairing a department (if this was done well – even with the reassigned time), and, where there have been extra duties (self-study, program restructuring, multiple searches, etc.)
- Effective service as an academic advisor to students
- Curriculum development
- Assisting with the acquisition of departmental resources (e.g. equipment, departmental library materials, graduate school information for students, etc.)
- Maintenance of a departmental website

-- Continues on the back side --

Possible Service Activities for Faculty Members

University Service

Arranging a campus-wide speaker or speaker series
Assisting with, or advising of student groups (e.g. fraternity/sorority, clubs, etc.)
Assisting with, or advising underrepresented students or student groups
Assisting in the Admissions Office efforts to recruit students
Serving on search committees
Serving on task forces
Assisting with or coordinating campus-wide events
W, S or Q certification, and teaching courses that are W, S or Q-certified
Presentations at Faculty Forums
Application for, and successful execution of external grant opportunities (e.g. Mellon Grants)
Teaching of First Year Seminars
Effective First Year student advising
Administrative assignments or appointments
Serving on Steering Committees of interdisciplinary programs, honors programs or competency programs
Serving as Director of an interdisciplinary program or honors program
Serving as Associate Faculty Development Coordinator for a competency program
Serving as Faculty Development Coordinator

Professional Service

Serving on, or chairing a society committee
Acting as an external reviewer for a faculty member at another institution
Serving as a member of self-study visiting team to another institution
Chairing a session at a professional meeting
Making presentations at primary or secondary schools on topics in your area of expertise
Judging Science Fairs
Juror at competitions
Professional consultation to other faculty on-campus

Appendix Three

Report from the Committee on Administration on the Faculty Governance Survey

The Committee on Administration (COA) thanks the faculty for the good response to the Faculty Governance Survey and the many constructive suggestions for improving the Faculty Governance system. The response rate was 60% (135 out of 225). A survey conducted by the NCA Task Force on Faculty Governance in Spring, 1997 had a response rate of about 45% (60 of approximately 150-160). Based on the survey results and the comments from faculty members, COA was able to identify numerous problematic areas in the Faculty Governance System. Some problems require no faculty action. Clearly written guidelines, short training workshops for committee chairs, and minor alterations to committee operating procedures should remedy some problems. Solutions to other problems (e.g., frequent complaints about too many committees) likely require significant modifications to the system of faculty governance. Major changes that involve reducing the number of divisions from 4 to 3, reducing the number of committees through consolidation, and/or reducing the number of faculty members on committees should be made after careful deliberation and extensive debate among the faculty. There is, however, general consensus among the faculty respondents to the survey on solutions to some problems that might be implemented without significant modifications to the Faculty Governance system. COA offers three motions that we think captures this consensus and that we think will begin to solve the following problems:

- (1) Committee effectiveness sometimes suffers from poor leadership by committee chairs, inexperienced chairs, inexperienced members, and lack of “institutional memory.”
- (2) Untenured faculty members feel pressured to serve on the coordinating committees (CAPP, MAO, and SLAAC), FDC, or COA to fulfill the service requirement for tenure.
- (3) Some untenured faculty members are serving on committees primarily to fulfill the service requirement for tenure.
- (4) Some untenured faculty members serving on committees may be intimidated or influenced by senior faculty members or administrators.

Motion to make changes to Article VII.B.1 of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2007-08 academic year (see the agenda for the text of the motion).

Explanation: This motion requires that faculty members elected to at large positions on CAPP, MAO, SLAAC, FDC, and COA must be tenured. This ensures that at least one-third of the faculty members serving on these committees are tenured. Untenured faculty members will still be eligible for election to these committees as divisional representatives. Untenured faculty members also can be elected to numerous other standing committees as either divisional or at large representatives. The change will take effect at the beginning of the 2007-08 academic year. Untenured faculty members presently serving in at large positions will be allowed to complete their term of service. Untenured faculty members remain eligible for election to at large positions during the 2006-07 academic year.

Justification: Two questions on the survey reveal that a majority of faculty members believe that having a disproportionately high number of untenured faculty members serving on CAPP, MAO, SLAAC, FDC, and COA is undesirable and that the problem could be addressed by requiring that some proportion of these committees be composed of tenured faculty members. Question #7 (134 responses) on the Faculty Governance Survey asked:

Some university committees (e.g., this year’s MAO and SLAAC) are comprised overwhelmingly of untenured faculty members. How do you feel about this?
40% a serious problem 37% somewhat of a problem 18% not a problem 4% unsure

Thus, 77% of the respondents felt that it was a problem that some committees were composed overwhelmingly of untenured faculty members.

Question #9 (128 responses) on the survey asked:

Some faculty have suggested requiring that all or a proportion of CAPP, COA, MAO, SLAAC, and FDC be comprised of tenured faculty. What do you think about this?

41% strongly in favor 23% somewhat in favor 13% unsure
13% somewhat opposed 9% strongly opposed

Thus, 64% of respondents favored requiring that a proportion of CAPP, COA, MAO, SLAAC, and FDC be composed of tenured faculty members. Comments about the exact proportion of tenured/untentured members varied widely, but many suggestions fell somewhere in the range of one-third to two-thirds tenured faculty members. The motion ensures that at least a third of the faculty members on these committees will be tenured.

Motion to make changes to Article VII.C of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2008-09 academic year (see the agenda for the text of the motion).

Explanation: This motion requires that the chairs of CAPP, MAO, SLAAC, FDC, and COA must be tenured. Because the stipulation takes effect at the beginning of the 2008-09 academic year, untenured faculty still will be eligible to chair these committees during the 2007-08 academic year.

Justification: The written comments in response to questions #3 and #4 in the survey indicate that committee chairs play a pivotal role in the effectiveness of committees. Strong leadership by the chair is a significant contributing factor in making committee work a positive or productive experience. Poor leadership by the chair and lack of organizational skills are frequently cited as factors that contribute to making committee work frustrating or unproductive. Furthermore, many faculty members feel that it simply is not a good idea for untenured faculty members to chair committees. Although requiring that chairs be tenured does not necessarily remedy the problem, it does ensure that chairs will have some familiarity with the operating procedures of the faculty governance system. The COA is preparing a guidelines document for chairs of committees and urges that there be a yearly training workshop for newly-elected committee chairs. We believe that the tenure requirement, the guidelines document, and the workshop will improve the effectiveness of chairs and lead to an overall improvement in the effectiveness and productivity of committees.

Motion to make changes to Article VII.B of the By-Laws and Standing Rules of the Faculty, to take effect at the beginning of the 2007-08 academic year (see agenda for the text of the motion).

Explanation: Faculty members will be ineligible for election to all standing committees in the year preceding an approved leave.

Justification: This motion makes formal what is almost current practice. Very few faculty members allow themselves to be elected to a committee in the year preceding a leave. More problematic are those committees disproportionately made up of one-semester or one-year replacement members, a situation that arises when two or more committee members have leaves scheduled during the second or third year of a three-year committee term. When committee members go on leave during their committee terms of service, there is less than optimal continuity for the committee's work from year to year because replacement members often lack a good sense of the issues and may have missed important discussions and debates. COA will continue to discuss this problem and welcomes suggestions from the faculty. We encourage faculty members planning leaves to give priority during the nominating procedure to faculty members who will not be on leave during the term of service. Divisional nominating committees should likewise endeavor to present candidates for election who will not be on leave during the term of service.

COA believes that these changes will bring about the desired effects of decreasing the proportion of untenured faculty members serving on committees and improving the effectiveness and productivity of committees. COA recommends that we make clear to untenured faculty members that serving on major standing committees is not a requirement for successful fulfillment of the service component for tenure or

promotion. We encourage Personnel Committees, COF, and the Administration to communicate this clearly to untenured faculty members throughout the probationary period.

Committee on Administration Members

Jackie Roberts (Chair)
Susan Anthony
Beth Benedix
Nancy Davis
Carl Huffman
Marcia McKelligan
Fred Soster
Neal Abraham

February 28, 2007

Appendix Four

DEPAUW SUSTAINABILITY CALENDAR		
Fall 2006		
Fall	new sustainability initiatives:	President Bottoms appoints energy conservation working group
		Investment in far more recycling containers near trash receptacles, start of dry cell battery recycling, mulching of yard wastes
September 29-30	regional workshop hosted by DePauw	Workshop on environmental studies curricula at GLCA colleges with keynote and discussions on the importance of institutional leadership on sustainability issues.
October 25	Society for College & University Planning webcast:	Campus Sustainability Day IV: Where is your campus on the continuum of integrated sustainability planning?
Spring 2007		
Spring	new sustainability initiatives:	Phase-in of Greenseal certified cleaning products and yard chemicals
		Formation of University-wide Sustainability Planning Group; Focus the Nation Planning Group; and <i>An Inconvenient Truth</i> Planning Group
February 7	campus event:	speaker: Patricia Johanson, public artist specializing in eco-aesthetics and environmental sustainability
February 17	off-campus workshop:	Great Lakes Colleges Association Focus the Nation workshop – Ann Arbor, Michigan
April 13	meeting:	Focus the Nation Planning Group – 1-2:30 pm, Asbury 202
April 22-28	Earth Week	
April 20	campus event:	Earth Week kick-off: Live music by Blueprintmusic, Mab Lab, and DJ Dicky Fox; drum circle, rock wall – 4:30-9:30 pm, East College Lawn
April 22	campus event:	Acoustic open-mic session, 4:30-7 pm, DPU Nature Park Amphitheater
April 23	campus event:	film showing: <i>An Inconvenient Truth</i> – 8 pm, Watson Forum
April 24	campus event:	Pam Burgess, West Central Waste District: Vermicomposting Demonstration – 4 pm, Academic Quad
	campus event:	Food for Thought: Religion and the Environment, dinner provided by Interfaith Network – 5 pm, Reese Hall Lobby
April 25	campus event:	keynote presentation: tba
April 26	campus event:	symposium: Phil 309 students present “Service Learning in Environmental Ethics: Campus Sustainability Efforts at DePauw” – 10-11:50 am, Roy O. West Media Classroom
May 1	AASHE web conference:	Deploying a Wind Turbine for Your Campus – 1 pm, Julian 161
Fall 2007		
September 6-8	off-campus conference:	Greening of the Campus VII: “Partnering for Sustainability: Enabling a Diverse Future” – Ball State University
September 23-	campus event:	Boswell Symposium: “Grassroots Environmental Activism:

25		Race, Economy, and Technology”
October	campus event:	Peace Camp: week long campus dialogue on social justice, including events on sustainability
October 4-6	campus event:	DePauw Discourse Sustainability Speakers, including Bill McKibben
October 24	Society for College & University Planning webcast:	Campus Sustainability Day V: “Building a Durable Future: Community, the Campus, and Deep Economy”
October 25- November 4	campus event:	Arts Fest: Arts and the Environment – includes environmental sculptures and music in the Nature Park
October 25	campus event:	Dedication of the Judson and Joyce Green Center for the Performing Arts
October 26	campus event:	Dedication of the Janet Prindle Institute for Ethics, DePauw’s first LEED-certified building. Emphasis on environmentally friendly design.
Spring 2008		
January 31	campus/national event:	Focus the Nation: Global Warming Solutions for America: Nation-wide teach-in involving colleges and universities, K-12 schools, faith groups, businesses, and civic organizations.
April 20-26	Earth Week	

Minutes for DePauw University Faculty Meeting Monday, May 7th 2007

1. Call to Order – 4:13 PM; Moore Theatre in Performing Arts Center
2. Verification of Quorum

Attendance at the beginning of the meeting exceeded the quorum of 81 voting members of the faculty.

3. Approval of Minutes from April 2007 Faculty Meeting

There were no corrections to the minutes from the April meeting, which were approved by unanimous consent.

4. The Chair asked if there were any objections to changing the order of business, as published in the agenda, to consider the motion listed under New Business prior to the Reports from Coordinating Committees. As there was no objection the change in the order of business was approved by the unanimous consent of the faculty.

Ken Kirkpatrick moved that:

The faculty authorizes the Board of Trustees to confer degrees on candidates eligible for graduation at the conclusion of the semester ending in May 2007.

The motion was seconded and then approved by unanimous consent of the faculty.

5. Remembrance of Professor Edward Mayer (Bob Hershberger)

Edward Eilhart Mayer, who served on the DePauw University faculty from 1968 until 1990, died on March 22 at the age of 79.

He was born January 18, 1928, to ethnic Austrian parents in Werschetz, Yugoslavia, where he spent his childhood and experienced Hitler's annexation of Austria and occupation of the Balkans. As World War II wore on, "boypower" supplemented manpower, and Ed was assigned to dig trenches. When his parents were forced to leave their home and vineyard for a temporary haven in Austria and subsequently fled westward ahead of the advancing Soviet army, their son tracked the family across Germany and found them in a resettlement camp near the German-French border. He completed a French-accredited secondary education; this prepared him for university study in Paris, which he undertook successfully at the Sorbonne. Multilingual, he was employed to do translating and related work in Germany and, after his arrival in the United States, with a publisher in New York.

Edward Mayer taught at Iowa Wesleyan College and Knox College while pursuing doctoral study in Russian at the University of Michigan before accepting an appointment at DePauw University. With us his responsibilities were principally for Russian but also for certain skills-oriented German courses. He worked with Jack Wilson and Ralph Raymond to maintain the Russian Studies program through fluctuations caused by the evolving international situation. As a native speaker of German, Dr. Mayer was our most competent

instructor for composition courses and obtained special qualification to offer the German for Business course.

The dual responsibilities in two languages meant many extra hours of teaching and tutorial contact. His extensive reading reflected a broad range of interests. He brought to the curriculum as well as to cocurricular activities an enthusiasm for foreign film as a social document and his own informed perspectives on Russian history, the arts, and everyday life in other societies.

Edward Mayer is survived by his wife Joyce, three children from a previous marriage, six grandchildren, and a sister.

Colleagues who knew Ed well found him to be a sincere, practical minded person with a keen sense for irony, unassuming, trustworthy, and unfailingly courteous. We remember him with deep respect and warm regard.

4. Reports from Coordinating Committees

Committee on Academic Policy and Planning (Bruce Serlin)

A. Reports from IEC, FYS Committee and Winter Term Subcommittee

End of year reports from the International Education Committee, the First-Year Seminar Committee and the Winter Term Subcommittee were presented to the faculty (see Appendices 1 – 3).

B. Announcements

CAPP has forwarded to the VPAA its recommendations on the governance structure of Interdisciplinary Programs offering a major. The recommendations will be discussed with program chairs at a lunch meeting.

A working document on the governance structure for Competency Programs has been shared with the program directors. Two of the three programs have responded and are in good agreement with the recommendations.

CAPP recently sent to the directors of the Programs of Distinction a working document for the governance structure of these programs. Their review of the document is still ongoing.

By the end of the week CAPP will send to MAO a document on labs. There probably will be a need for CAPP and MAO to have some discussions about definitions, but MAO should soon be able to move forward on reviewing lab courses.

CAPP met during January to do some long-range planning. The committee plans to develop methods for gathering information about the future growth and direction of sub-disciplinary areas within academic departments.

Melanie Finney will be the chair of CAPP for the 07/08 academic year.

Question: Will CAPP's document to MAO about labs be shared with the faculty before CAPP and MAO meet?

Answer: No. The committees will have a conversation before sharing the document more broadly.

Question: With the changes to the time banks, will CAPP be discussing how to treat introductory courses in Modern Languages as labs so that these courses can continue to be taught four days a week?

Answer: That does not seem to be CAPP's purview. Perhaps CAPP, MAO and the VPAA should discuss this.

Question: Will CAPP's recommendations on Interdisciplinary Programs be shared with the faculty?

Answer: The recommendations will be shared with the directors of the programs, who can share them with other faculty members.

Committee on Faculty (Jim Mills)

A. Announcements

The committee has completed its review of personnel cases and the last of the committee's recommendations will be forwarded to the President by the end of the week.

The experiment of using electronic administration of student opinion forms—both in-class and out-of-class—is going smoothly. COF will be looking for feedback from both students and faculty.

B. Report from the Student Opinion Form Subcommittee (Bob Hershberger)

The subcommittee presented two handouts showing a draft of a possible new student opinion form (Appendix 4) and a mock-up of how it might be presented to students as an on-line form. The draft includes both open-ended qualitative questions and several short statements asking students for quantitative evaluations. Each of the qualitative questions will appear on a separate screen. Quantitative questions use a standard seven-point scale with an option for "Not Applicable." Members of the subcommittee who looked at the statistics of the quantitative questions on the 1998 form found them to be appropriate. This is a work in progress and the subcommittee welcomes suggestions.

Question: Will students be able to skip around the form when answering questions?

Answers: The subcommittee still has to discuss navigation, but we do want students to be able to return to qualitative questions so that they can add additional comments. Perhaps students will not be able to return to the quantitative questions. The committee will be testing this during the fall semester.

Question: During the earlier discussion on the use of quantitative information, COF stated that comparative data was not useful on the current form. Are you designing these questions so that they are useful for quantitative comparisons?

Answer: We have tried to write better questions. For qualitative questions the goal is to prompt better responses from the students. For the quantitative questions we have tried to write them so that each question measures one thing. The quantitative questions are designed to be more useful for comparisons, but the subcommittee has not yet made a recommendation on how the data should be used.

Question: What is the difference between the third and fourth qualitative questions?
They seem to be similar.

Answer: Question 3 probes what students believe to be the ideal and question 4 asks students what took place. There is overlap and redundancy which allows us to interpret a student's response to question 4 in light of his or her expectations as shown by the third question.

Question: To whom should comments be sent.

Answer: You can send comments to hersh@depauw.edu or to any member of the subcommittee.

Committee on Management of Academic Operations (Rebecca Bordt)

A. Motion (to be voted on) that the faculty approve the following new courses:

MUS 180, Beginning Tap, 0.5 credit

This course is the study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performances.

FILM 430, Film Studies Senior Project, 1 credit

This capstone course will be taken during senior year and will be a culmination of the Film Studies major. With the help of the Film Studies director and faculty advisors, students will design and complete an original project, either scholarly or creative. Candidates will then be interviewed by an interdisciplinary faculty committee.

The motion was approved on a show of hands.

B. Motion (to be tabled) that the faculty approve the follow requirements for students enrolled in the five-year dual degree program in BM Music Performance Degree and BA Liberal Arts Degree offered by the School of Music:

Students are required to maintain a minimum 2.8 GPA in SOM courses and a minimum 2.8 GPA in CLA courses, with a one semester probation period if the GPA in either drops below the minimum.

Voice majors may substitute their BM language requirements (1 course in German, 1 course in Italian, and 1 course in French) for the Group 5 requirement (1 course at second semester level or above).

The motion was tabled on a show of hands.

C. Announcement of changes in number, titles, prerequisites and descriptions:

ENG 369, Contemporary British Literature (change from Contemporary Literatures in English)

BIO 275, Biostatistics (change from BIO 375) and change in description to:

A detailed survey of the techniques involved in the collection and analysis of biological data, with a focus on the design of biological experiments. This course prepares students for research experiences in biology by using examples from ecology, evolutionary biology, physiology and biomedical science. *Prerequisites: BIO 135 and 145, or permission of instructor. Not open to students with credit in ECON 350, MATH 441, MATH 442 or PSY 214.*

ANTH 258, Archaeology (change from ANTH 354)

ECON 220, Introduction to Financial Accounting (change from ECON 150) and change in description to:

Financial accounting principles and procedures involved in the accumulation, evaluation and use of the firm's financial data by managers, investors, economists, the general public and other interested parties. *Prerequisite: ECON 100*

ECON 280, Managerial Accounting, change in prerequisites and description to:

Course deals with product costing and managerial decision-making, involving cost-volume-profit analysis, capital budgeting with tax considerations, make or buy decisions, developing criteria for evaluating divisional performance and several other subjects. *Prerequisites: ECON 100 and ECON 220.*

ECON 420, International Economics, change in prerequisites (ECON 294 and 295 or permission of instructor).

D. Announcements

1. Presentation of the new time bank system to go into effect AY 2008-2009.

MAO presented the new time bank system, which is to go into effect in the 08/09 academic year (see Appendix 5). In constructing this time bank system, MAO recognized that no system will satisfy all faculty members and that compromise is necessary. MAO sought to minimize the amount of compromise needed and to equalize the need for compromise across the various constituencies. This time bank system provides for a common lunch hour and retains 60 minute classes. Standardizing the TR classes to 180 minutes allows for an extra two day per week class bank.

Question: Will departments still be able to offer two-hour labs?

Answer: Yes. A two-hour lab will just use part of the three-hour time bank.

Question: How can Modern Languages offer introductory classes four times per week?

Answer: You might be able to use a portion of a lab time. This can be discussed further.

Question: This seems like a bureaucratic solution. Why not just formalize the 4x50 minutes class bank instead of using a portion of a lab block? Don't you have the same conflicts for students either way?

Answer: This is a model used at other schools, which provide flexibility in solving conflicts by allowing labs to be of various times: 1 hour, 1.5 hours, 2 hours and 3 hours. The student members on the committee did not think that students will find this difficult to navigate.

Question: Why the change in the start time for labs from 9:00 and 1:00 to 8:30 and 12:40?

Answer: For consistency. Morning classes end at 11:30 and afternoon classes begin at 12:40. These can still be adjusted.

Question: How strict is the linking of class times and lab times?

Answer: If there is a need to offer a lab at a different time, that can be worked out between the department and the registrar.

Question: If a course credit is supposed to represent four hours of class time, what are the implications for us if we move to courses that meet for just 180 minutes?

Answer: About 10 years ago the faculty decided that there was not a precise link between the minutes spent in class and the workload for students of the faculty member. Faculty members, in consultation with their departments, were freed to make choices (in the range of 150 to 200 minutes per week) about time spent in class and time spent out of class. At many other liberal arts colleges which count courses which are the equivalent of four credit hour classes at state universities, the liberal arts course meets for 150 minutes per week.

Question: Some classes now are 3x50. Is that no longer an option.

Answer: It was too cumbersome to place all options on the grid. Specific time banks are listed on the other side of the handout. The 3x50 class is still an option.

Question: Did MAO consider the implications on how students will evaluate courses. If a class is in a 3x60 time bank and the faculty member ends class every day after 50 minutes, might students not comment that they were released early every day.

Answer: As is now true, faculty can schedule classes for 3x50 minutes.

Comment: This has huge implications for how we teach and the level of rigor and the amount of work we can ask of students. It is disturbing that this time bank system has been created without discussion about how we teach.

Reply: MAO did talk about these issues, which are important. There will be a need for faculty members to do some rethinking about pedagogical strategies. The committee did consider the consequences of making this change.

Comment: Creating a time bank system that will satisfy everyone is impossible. MAO should be commended for its hard work in creating a time bank system, even if it appeases only half of the faculty.

Question: Is this time bank system cast in stone?

Answer: With the exception of minor adjustments, yes.

Question: Can classes that need longer times to, for example, show films, use the three-hour time class times?

Answer: No. The three-hour time bank is for studio art and laboratories. The normal schedule for TR classes will be 2x90 minutes. You might find ways to divide a film over two class periods or to show abridged versions. MAO noted that most 110 minute classes include a 10 minute break. Decreasing class time to 90 minutes might mean a loss of 10 minutes per class if there is no break.

Comment: A 90 minute class probably also will include a break. Some courses are so content driven that they already are stretched at 2x110 minutes. Decreasing this to 2x90 defies logic; the integrity of the course is gone.

Reply: The committee sympathizes with this sentiment; however, the ability to add a fourth TR time bank is a significant advantage. Students will need to do more work outside of class.

2. MAO's policy on experimental courses

At the last faculty meeting there was a request for MAO to explain how it approves experimental courses in general, and, more specifically, an explanation of MAO's discussion about the course "Joy of Text."

According to Jeff Hollander, experimental courses have been around for a long time. Until eight years ago, proposals for experimental courses went to the registrar who made the decision to approve the course. About eight years ago this task was assigned to Jeff Hollander who has asked MAO to consult with him. Courses offered on an experimental basis can be taught no more than twice under this listing and are offered with the intention that they will eventually be proposed as a regular course.

The specific course under question was proposed to MAO as UNIV 290: Topics. MAO suggested that the course first be offered as an experimental course. MAO felt that the proposal had a serious tone and was rigorous, which may not have come across in subsequent emails to the faculty. The course is modeled after a course offered elsewhere and the list of texts used in that course seemed appropriate. Students missing a class meeting are required to write a paper. The course was not approved as P/F. Grades are determined weekly by the facilitators. MAO saw the

interdisciplinary nature of the course and its emphasis on speaking and listening as significant pluses.

Question: Did you consider implications for setting a precedent for courses? Should we be awarding academic credit for a course that requires no written work of students. This raises issues of equity for both students and faculty. Should students receive equal credit for a course that does not require them to write and should faculty receive equal credit for a course in which they have not taught anything? If this becomes a pattern, then it devalues our degree.

Answer: These concerns were not raised during MAO's discussions because MAO found the proposal to be rigorous and serious. Some members of the committee likely will disagree with the premise that a course must include writing.

Comment: Courses evolve over time. Just because a course is approved based on a proposal that outlines a certain expectation for writing and tests, doesn't mean that the course will not evolve and later have a different set of expectations.

Reply: That may be true, but the course is not advertised as not having these requirements.

Comment: Our colleagues on MAO saw the proposal for the course and felt that it was appropriate for an experimental course. Should the course come back to MAO as a proposal for a regular course, MAO will review it again and, if they bring it to the faculty, we will have a chance to vote upon it. Any concerns that the faculty might have about the course can be returned to at that time.

3. Inge Aures will be chair of MAO for AY 2007-2008.

Student Life and Academic Atmosphere Committee (Matt Hertenstein)

A. Announcements

SLAAC has one more meeting this year, at which the chair for next year will be elected.

B. Report from Wellness Subcommittee (Kent Menzel)

The subcommittee's charge is to look at general issues of wellness as they relate to faculty, to staff and to students. The subcommittee has identified the following areas of need: increasing general campus knowledge of wellness principles and practices, developing fitness/wellness programs and courses (such as kick-boxing, yoga, Pilates and nutrition), adding healthy food options for students, expanding facilities and hiring a coordinator for wellness. The subcommittee is working on developing a job description for a wellness coordinator, which it will forward to SLAAC.

Question: Have you considered encouraging that the facilities be open for longer times during the summer?

Answer: No, but that is a good idea.

Question: Is the focus on wellness limited to students?

Answer: No. The wellness initiative is for students, faculty and staff.

Question: Have you considered meeting with anyone who is examining workload issues, which might be an issue related to wellness?

Answer: No. One reason for making the hiring of a wellness coordinator a high priority is that this individual could help us establish priorities.

Question: Have you considered expanding access to the medical facilities beyond the student body?

Answer: No.

5. Reports from Other Committees

Committee on Administration (Jackie Roberts)

COA is continuing to discuss faculty governance in light of the faculty governance survey. One of the questions from the survey asked about what made committee work productive. Most responses indicated that committees were most productive when they had an effective chair and when the committee member's felt that something had been accomplished. In response, COA has generated a set of guidelines for being an effective chair. The document is available from COA's home page on the faculty governance web site. COA also is helping to organize a workshop next week for the outgoing and incoming chairs of major committees. At the workshop, the "Guidelines for Committee Chairs" will be provided and discussed. In addition, the Chair of the Faculty will be invited to discuss faculty meetings and best practices for keeping them productive. Finally, this meeting will provide outgoing an incoming chairs with an opportunity to talk about the upcoming year.

The University will continue next year with CIGNA as our insurance carrier. Although we did receive bids from different insurance groups, CIGNA was the lowest in price. Open enrollment will begin within the next week.

COA met with Jack Morrill, who looked into the EMERITI program. Jack feels that the program currently is replicating what DePauw has historically provided to retirees; however, he cautions that it is still early and the we need to continue to be diligent in tracking employee benefits.

A number of individuals have asked about what role the faculty will have in the Presidential Search. Since the role of COA is to serve as a conduit between the faculty and the administration, specifically with the President, and since traditionally the members of COA have joined the Board at the January retreat, we felt that COA would be the logical committee to offer help. As chair of COA, I sent Sarah Reese Wallace, the Chair of the Trustee Search Committee, a letter offering COA's assistance. I have receive a reply explaining that process is in its initial stages and that it will be both inclusive and transparent. I also have talked to Dr. Bottoms about the process and he will address this during his comments.

Finally, Carl Huffman will be the chair of COA for next year.

Comment: I'm not sure that COA should automatically be the faculty's representative to the search.

Answer: That's not the intention. COA is offering to help serve as a conduit with faculty in the various stages of the search process.

Faculty Development Committee (Mary Dixon)

A. Announcements

As announced earlier, the Faculty Development Committee has expanded the categories for Faculty Fellowships so that they now mirror all three areas in which faculty are evaluated. In addition to the continuing categories of teaching/curricular development projects and scholarly/creative projects is a new category of service projects. Proposals in this area must outline a project that would meet a newly identified university or department need. Fellowships in this area will not be granted for routine work.

The annual FDC Faculty Achievement Recognition Program will be this Friday, May 11th from 4:00 pm to 6:00 pm in the Walden Inn Social Center.

Some of the categories of FDC funding including a question as to whether the proposed project is ethics-related. FDC has not been comfortable in determining whether such proposals are ethics-related. The committee, therefore, has been working with the Ethics Advisory Committee to "outsource" the review of those proposals that are self-identified as ethics-related.

B. Report from Ethics Advisory Committee (Martha Rainbolt)

Faculty Development Ethics Related Awards: In order to be eligible for an ethics award, the project should attend to ethical questions or issues in an integral way. A project may consist of empirical research, normative inquiry or artistic expression, but all cases the description should make clear how ethical issues will be addressed within the project. Ethics is understood here in a very broad sense that can include all disciplines and programs at DePauw.

Faculty members considering projects that involve a consideration of ethical issues are encouraged to look at the abstracts for funded projects related to ethics as listed on the Ethics Institute web site. They may also wish to consult with members of the Ethics Advisory Committee.

Support for Ethics-Related Programming: Departments and programs are invited to ask the Ethics Institute to co-sponsor, or in other ways, support programming on ethics-related subjects. There will be a limited amount of funding available next year. Groups may apply for such support by contacting Martha Rainbolt, Coordinator of the Ethics Institute Advisory Committee. Support will be provided on a semester by semester basis.

Academic Technology Advisory Committee (Jeff Hansen)

A. iLight: iLight is DePauw's connection to Internet 2.0. What does that mean? Up to now our only connection to the Internet has been through copper wire based cables. iLight provides access to a fiber optic based network. Our copper based internet access is

generally good for things like e-mail, database searching, viewing web sites, and other mostly text-based, or static image types of information. The fiber optic network of Internet 2.0 opens up new types of communication like video conferencing, viewing films, or other real-time, high data throughput types of information transfer. So, for example, if you collaborate with people across the country and need to discuss your project with them face to face, you could now do that without having to travel. Our iLight connection allows for simultaneous video and audio communication as well as real-time sharing of data or collaborating on a document. If you need to share a DVD with someone you no longer have to ship it by FedEx. You can play it here and have them watch it there. The only requirement is that they need to be at an institution that is also on the Internet 2.0 network. With these increased capabilities also come new potential problems. Should use of iLight be limited to academic uses. If so, how do we do that? Do we block access to certain types of destinations on the internet? Do we limit access to faculty only? Or do we open up access for everything from online games and movie downloads. We will be able to track use of academic vs. non-academic traffic to help us make these decisions. If you are interested in taking advantage of this new capability, contact Dan Pfeiffer or Carol Smith.

Question: Do we know if opening up a new connection will create so much use that it will create a bottleneck to access?

Answer: We don't know.

Question: What do we need to do if we are interested in using this? Will appropriate software be installed in technology classrooms?

Answer: Contact Carol Smith or Dan Pfeifer for assistance.

Question: Who decides whether a particular use is academic or non-academic? In the library we find that sometimes an interlibrary loan request that appears to be non-academic in nature actually turns out to have a legitimate academic purpose.

Answer: No decision has yet been made about access.

- B. GroupWise: ATAC discussed several issues related to the problems with the recent update to GroupWise 7. I know that some have questioned the timing of the upgrade. With upgrades like this there are always conflicting needs. For upgrades like this that affect all constituents on campus, it is necessary to upgrade during the semester. If anyone has a problem it is much easier to help them if they are on campus. In this instance, since transferring accounts takes some time the decision was made to do that transfer during Spring Break. Since the transfer of accounts took longer than expected it was fortunate that the upgrades was started at the beginning of break rather than the end as originally planned. The fact that the transfer took longer than expected demonstrates that the testing done prior to the upgrade was inadequate to prepare us for the upgrade. In the future it will be helpful to use a more representative sample for testing. Additionally, broader collaboration and communication between different constituencies in the university will be necessary for future upgrades to identify potential problems and develop a plan to address them. The possibility of purchasing a test server for future upgrades is being considered. The test server would allow doing a complete test transfer of every account prior to doing the actual transfer. This is what we currently do for e-

services; however doing it for e-mail would be considerably more expensive. ATAC will continue to discuss these and other issues related to e-mail.

6. Remarks from the Vice-President for Academic Affairs

Faculty members were reminded of the Academic Awards program beginning at 7:30 pm in Meharry Hall.

Jim Benedix was recognized as posting Greencastle's best time in the Indianapolis Mini-Marathon.

The VPAA reminded the faculty of a recent email on a draft of retirement policies, a copy of which was available as a handout (see Appendix 6). Comments on the draft are welcome.

A copy of a draft policy on Intellectual Property was presented to the faculty (see Appendix 7). The law grants to the employer the right to intellectual property created by its employees unless a specific alternative policy is in place. The purpose of this policy is to define the rights of ownership for faculty, staff and students. Comments on the draft are welcome.

The budget for 2007-2008 approved by the Board of Trustees included increased allocations for faculty development, instructional technology staff and faculty salaries above the level set in the University's strategic plan. The Trustees also announced a major gift to support international off-campus study. Funds from this gift will support the DePauw-Ecuador Summer Program which will offer language immersion in Spanish and a service trip to Ecuador to newly admitted students. In addition, the gift also will provide scholarships to students to study in Segovia, Spain.

Finally, the VPAA announced that RAS will be reviewing 14 proposals for new faculty positions. The proposals come from nine departments.

7. Remarks from the President

The President announced that Jim Stewart has completed his term as Chair of the Board of Trustees. The newly elected chair is David Hoover, who is Chair and Chief Executive Officer of the Ball Corporation. He will assume this duty in the fall.

The President provided the faculty with some information about the upcoming search for DePauw University's next president. The chair of the Board's search committee is Sarah Reese Wallace, however, no announcement has been made about which other trustees will join her on the search committee. The trustees will be looking at several search firms to help them manage the search process and will need to decide upon the faculty's role. There are several models for faculty involvement in presidential searches from participating in the screening of all applications, to entering the process during the screening of a smaller pool of candidates. The President indicated that he is not sure what the trustees will choose to do, but noted that the outgoing chair, Jim Stewart, is very familiar with faculty governance issues as he is a tenured faculty member of the Columbia School of Journalism.

8. Old Business

There was no old business to come before the faculty.

9. New Business

- A. Martha Rainbolt – Motion (to be tabled) that the faculty approve the following changes to Section VIA of the By-Laws regarding faculty elections. Deletions in ~~strickethrough~~ and additions in **bold**.

A. Method of Election

1. ~~No later than two months before~~ **By** the end of the **second full week of classes in the** second semester each year, the Chair of the Faculty shall deliver to the chairperson of each faculty division all the materials pertinent to the annual faculty election. He/she shall list the vacancies in both divisional and at-large positions.
2. **Nominations will occur in two rounds. In each round, division officers must announce the vacancies to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues. In the first round,** ~~Following the meeting of a division at which nominations to faculty committees have been made,~~ the secretary of ~~the~~ **each** division shall deliver ~~at once~~ to the Chair of the Faculty a complete listing of all candidates for all vacant **divisional representative** positions. **Following the election of divisional representatives (see 3 below), the secretary of each division shall deliver to the Chair of the Faculty a complete listing of all candidates for all vacant at-large positions.** ~~The Chair of the Faculty will supervise a secret ballot of all divisional members to determine the divisional representatives and at large nominees from that division.~~
3. **Voting shall be conducted by an electronic ballot available to all voting members of the faculty for at least three in-session days. The names of the individuals nominated by the divisions shall be arranged in random order on the official ballot. The Chair of the Faculty shall conduct all elections and will archive the results of elections for a minimum of four years.**
34. The Chair of the Faculty shall announce the **results of all elections at a faculty meeting according to the following schedule: March – newly elected divisional representatives to faculty committees; April – divisional nominees for at-large positions; May – newly elected at-large members of faculty committees** ~~and nominations for at large positions at the faculty meeting, and they shall be confirmed by a vote of the faculty.~~
4. ~~If there are vacancies remaining in the at large nomination slots, the division officers will have at least ten days to fill those slots. They may choose to hold a second division meeting to fill these vacancies, or they may announce these positions electronically. All vacancies must be announced to all eligible faculty members, so that they may have the opportunity of nominating themselves or their colleagues.~~
5. All offices for the same committee which have the same term shall be considered as one group in the election of at-large faculty representatives to faculty committees. Each division shall select one nominee for each vacant office. Nominees receiving the highest numbers of votes in the general election shall be elected. ~~Voting shall be conducted by an electronic ballot available to all voting members of the faculty for at least three week days. The names of the individuals nominated by the divisions shall be arranged in random order on the official ballot. The Chair of the Faculty, with the~~

~~assistance of two witnesses appointed by him or her, shall conduct all elections. The results of this election will be announced at a faculty meeting, and they shall be confirmed by a vote of the faculty.~~

6. No persons may be elected or appointed to any faculty position without their consent.
7. Student members of faculty committees will be chosen by the Student Congress from among those students in good standing petitioning for the positions.

The motion was seconded and tabled on a show of hands.

- C. Pat Babington – Motion (to be tabled) that the faculty approve moving the Department of Kinesiology from Division I to Division III.

The motion was seconded and tabled on a show of hands.

- D. David Harvey – Motion (to be voted on) that the faculty approve the following results of faculty elections.

At-Large Positions

CAPP (three-year term) - Pam Propsom
CAPP (one-year replacement for Bruce Serlin) - Dan Wachter
COF (three-year terms; three positions) - Jeff Kenney, Bridget Gourley, Glen Kuecker
MAO (three-year term) - Harry Brown
MAO (spring semester replacement for Richard Martoglio) – Scott Spiegelberg
SLAAC (three-year term) - Tiffany Hebb
SLAAC (fall semester replacement for Jinyu Liu) - Ophelia Goma
Athletic Board (three-year term) - Jeff Hansen
FDC (three-year term) - John Schlotterbeck
FDC (spring semester replacement for Jason Fuller) - Brooke Cox
Library Advisory (three-year term; must be librarian) - Kathryn Millis
Public Occasions (four-year term) - Rich Martoglio
Teacher Education (three-year term) - Lynn Bedard
Pub Board (two-year terms; two positions) - Barbara Bean, Sharon Crary
COA (three-year term) - Wayne Glausser
COA (one-replacement for Beth Benedix) - Bob Stark
Honorary Degrees (three-year term) - David Alvarez
Hartman Center (three-year term) - Bob Hershberger
Hartman Center (one-year replacement for Beth Benedix) - Russ Arnold
GLCA Representative (three-year term) - Melanie Finney
Parliamentarian (three-year term) - Leslie James

Divisional Positions

Division I Representative to IEC – Joyce Dixon-Fyle
Division I Grievance Committee (2/1/08-1/31/09) – Sheryl Tremblay (member), Bob Kingsley (alternate)
Division II Grievance Committee (2/1/08-1/31/09) – Hiroko Chiba (member), Art Evans (alternate)

The motion was seconded and approved on a show of hands.

10. Announcements

Rick Provine – During the last 25 years the portion of the library's budget for journals has increased from 50% to 80%. The cost of journals is increasing at a rate of 7-15% per year. Because of these increases, the library is looking for more creative ways to provide continued access to journals. Details about a one-year pilot project of pay-per-use access to journals published by Elsevier via Science Direct. Details about the project can be viewed at the following web site: <http://www.depauw.edu/library/news/elsevier.asp>.

David Harvey – Faculty meetings for the 2007-08 academic year will be on the following Monday afternoons: September 10th, October 1st, November 5th, December 3rd, February 4th, March 3rd, April 7th and May 5th.

David Gellman raised a question as to whether the faculty should take a more proactive position in requesting of the Board of Trustees that the faculty be involved in the search for the next President. Given the diminished attendance, however, he indicated that bringing such a motion at this time seems hollow.

The Chair of the Faculty reported that he had sent a letter to the incoming Chair of the Board of Trustees, with copies to the outgoing Chair and the Chair of the Search Committee, offering his assistance in identifying faculty members who could work with the search committee.

11. Adjournment

The meeting adjourned at 6:15 pm.

Appendix 1

First Year Seminar Committee – 2006-2007 – Chair’s Summary

MEMBERSHIP: (Chair) Robert Dewey, (Voting Members) Leonard Foy, Jeff Kenney, Kevin Moore, Marnie McInnes, Jeff Hollander, Kelley Hall, (Non-Voting Members) Myrna Hernandez, Ken Kirkpatrick

First Year Seminar Committee (FYSC) meetings are scheduled for the third Thursday of every month during the semester, with additional meetings as needed.

PRIMARY ACTIVITIES – 2006-2007

Preparation and Orientation – FYS and Class of 2010

Some of the committee’s most important activities occur in the weeks and days preceding the start of classes, and the summer of 2006 was no exception. In July, letters of introduction from FYS instructors were sent to incoming students. As we have done for the last 6 years, on August 15th, FYS Committee members conducted a three-hour workshop for mentors on the topic of “Academic Mentoring and Peer Advising”. On August 17th, FYS instructors new to advising attended the “New Advisor Orientation”, which was followed later in the day by the annual “First Year Seminar Syllabus Exchange”, open to all FYS instructors. On August 18th, a “Lunch with Mentors and Advising Meeting” was held in the UB Ballroom. Committee members, especially those teaching First Year Seminars, were also involved with student orientation events (opening day meeting - Aug. 19th, academic orientation – Aug. 21st, Group Advising Meetings – Aug. 22nd).

FYS Proposals and Selection – Class of 2011

The call for new FYS proposals for AY 2007-2008 was issued on September 26th with applications due on October 23rd. In November the committee began evaluating and approving applications. Most of these were accepted while a small number of proposals that required revision were returned to instructors for alteration and possible resubmission. By late December approximately 45 proposals for the College of Liberal Arts had been evaluated and approved. (As is always the case, this process continued through April since it was necessary to find replacements for instructors who changed their plans.) Following a review of the seminars list by the VPAA, individual letters of approval were sent to instructors in January 2007 and FYS course descriptions were posted on the Class of 2011 web-site. In June, new students will designate which seminars they prefer to take in the fall semester.

FYSC Workshops and Other Events

This year the committee prioritized the training of new FYS faculty. Nine of this year’s instructors are new to the program, a figure consistent with previous years in which approximately one-quarter of the participants taught a FYS for the first time. On March 15th, the FYS Committee organized a “Strategies for Effective FYS Course Design, Assignments, and Class Discussion” workshop, primarily designed to facilitate interaction between new and experienced faculty. A second workshop entitled "Productive Discussions and Active Learning" was co-hosted with the “S” Program on April 4th. In addition, a series of luncheons was held in April for new instructors to address any outstanding questions or concerns.

GOALS FOR 2007-08

Program Assessment

Traditionally, student opinion about the FYS program has been accessed from the DePauw Year 1 surveys and faculty views have also been solicited in formal and informal ways. The

Committee's primary goal for the coming academic year however will be to develop and conduct a new comprehensive survey of student and faculty participants in the First Year Seminars to help us better assess the program's strengths and weakness.

Appendix 2

International Education Committee Report on 2006-07

Issues addressed this year

1. Off-campus study
 - Each year, the IEC reviews and approves the off-campus study application. The committee spends most of its time reviewing the essay portion of the application in an attempt to get the most useful and relevant information from students regarding their proposed off-campus study programs and plans.
 - The committee reviewed the process of reading and evaluating the applications. Much time was spent on the distinction between approval, revision and denial of an application.
 - The committee again talked about the philosophy of off-campus study. This is a long conversation that rarely gets very far because of the number of new members and the varying expertise and experience of committee members.
2. International student recruiting and admissions
 - The committee regularly receives updates from the Office of Admission about its efforts to recruit international students. The committee raised a number of questions and concerns about the recruiting strategies the Office of Admission is implementing. However, the IEC did not make any formal recommendations about the direction of recruiting or support of international students.
3. Off-campus study costs
 - The committee has discussed economizing steps to help with the cost of running the off-campus study program. In doing so, it affirmed some steps to help maximize the number of students studying off campus with the existing dollars. Yet, it is also making the recommendation to Dr. Bottoms and Vice President Abraham that more financial resources be allocated to pay for off-campus study program tuition costs.
4. Charge of IEC
 - The charge of the IEC remains a point of confusion for most members of the committee. With the international education program at DePauw encompassing off-campus study and international students & scholars, coupled this year with the initiative to internationalize the University and the internationalization initiative as a component of the re-accreditation process, the committee must reevaluate what its role should be as an executive committee of CAPP. Several meetings had this as an agenda item, but meetings often ended with no consensus, and often more confusion. In an attempt to better define the purpose of the committee, Kate Knaul, director of International Education & Off-Campus Study, provided a document with the various issues needing faculty advice. The broad areas included in international education include: off-campus study philosophy, faculty and staff development, curriculum integration, admission of international students, admission of domestic students (are they students who will engage in international study and learning), international student and scholar services, campus programming and campus climate, alumni networking, postgraduate opportunities, and community relations. While not all areas are relevant to the IEC as a committee of CAPP, this document is intended to help identify those areas that should be addressed by the committee.

Issues to be addressed next year

With the initiative to internationalize the University as a component of both the University's strategic plan and the re-accreditation process, the IEC plays an important role in monitoring and advancing the University's efforts. To properly do this, however, the committee must have a clear sense of purpose. With this clarity and with more frequent meetings, it will be better equipped to identify specific and practical issues needing faculty advice.

Appendix Three

Winter Term Subcommittee activity report to CAPP

The following summarizes the activities of the Winter Term Subcommittee of the Committee on Academic Policy and Planning.

During the fall semester the subcommittee's primary task was the review of faculty proposals for on campus courses and internship advising. We reviewed and approved 19 on campus course proposals and five faculty for advising of internships. In conjunction with the work of the subcommittee the previous year, this provided the courses and internship opportunities for a total of 1551 winter term specific enrollments during 2007. The breakdown of student enrollments were as follows; 786 in on campus courses, 317 in study and service projects, 315 in internships, 121 in independent study projects, and 12 studying at another school.

Two general topics of discussion were moved forward during the fall. The subcommittee agreed upon guidelines for submission and criteria for review of on and off campus proposals. The main theme of the guidelines and thus criteria were the completeness of the proposal (i.e. plans to carry out the proposed curriculum, logistics, budget, itinerary, etc) and that the proposals have a clear educational objective (as related to off campus proposals, the objective should demonstrate the necessity for being away from campus). Second, we explored the possibility of offering courses for winter term credit in May (i.e. a May Term) as an option to replace or run in conjunction with the traditional winter term. This would potentially increase the number of locations and types of courses that may be provided as off campus offerings. We proposed this to CAPP on an experimental basis during the upcoming year. It was decided that this option should be made available to the entire faculty for the 2009 Winter Term.

The spring semester entailed the review of off campus proposals for 2008 Winter Term. We reviewed 25 off campus proposals and approved 20 for the upcoming year. The subcommittee also reviewed and approved a common application procedure for students wishing to apply for off campus winter term courses. In short, students are able to apply to both study and service trips within the same application. This streamlines and standardizes the off campus trip application process and is part of improved collaboration between in-service and study administering bodies.

Finally, we have begun to discuss the larger question of what Winter Term should be in both on and off campus experiences. This stems from reports of and conversations with the Winter Term Task Force of the Coalition for a Responsible Community. We hope to begin discussions on the general direction of Winter Term with CAPP and the faculty in the coming year.

Draft of Student Opinion Form

Demographic section:

This section asks for descriptive information about you to help us interpret these results.

Gender male female

My classification is:

First-year Sophomore Junior Senior Other

The main reason I took this course is:

Required for major/minor Interest in subject Filled a group/competency requirement Other requirement Other reason (explain)

My interest in this course/subject before I took the course was:

Low Moderate High

My interest in this course/subject after I took the course is:

Low Moderate High

I expect my grade in this course to be:

A, A- B+, B, B- C+, C, C- D+, D, D- F P or S Other

Which of the following were commonly used in class? Check all that apply.

Discussions Lectures Workshops Labs
 Student presentations Field trips / experiences Group work

Qualitative questions:

1. How did this course challenge you to think and develop?
 2. How did you prepare for class meetings throughout this course?
 3. What do you see as the roles and responsibilities of an instructor in effectively conducting this course? Comment on how he or she carried these out.
 4. Describe how the professor typically conducted this course.
 5. What were the strengths of this course?
 6. What suggestions do you have for how this course could be improved?
-

Quantitative statements:

Indicate the extent to which you agree or disagree with the following statements. You will have a chance to add comments at the end of these questions.

	strongly disagree.....strongly agree							
I was engaged in class sessions.	1	2	3	4	5	6	7	n/a
I assumed responsibility for learning in this course.	1	2	3	4	5	6	7	n/a
The professor presented the material clearly.	1	2	3	4	5	6	7	n/a
Assignments promoted learning.	1	2	3	4	5	6	7	n/a
Readings promoted learning.	1	2	3	4	5	6	7	n/a
The professor stimulated learning.	1	2	3	4	5	6	7	n/a
The professor provided timely feedback.	1	2	3	4	5	6	7	n/a
The professor provided useful/helpful feedback.	1	2	3	4	5	6	7	n/a
The professor was helpful outside of class.	1	2	3	4	5	6	7	n/a
The professor was fair in grading assignments/exams.	1	2	3	4	5	6	7	n/a
The professor was respectful of students.	1	2	3	4	5	6	7	n/a
The workload for this course was demanding.	1	2	3	4	5	6	7	n/a

Comments?

Administration of electronic survey:

- Students will complete the demographic information first, then qualitative questions, followed by quantitative questions.
- Students will see one qualitative question at a time, and have unlimited space to answer. They will not be able to move to the next qualitative question without answering.
- All the quantitative questions will be on one screen, with a “Comments?” box at the bottom, so that they can choose to elaborate on any answers from that section.
- After answering all the questions, students will be able to review the whole survey as filled out, with the opportunity to edit any of their responses before hitting the submit button.

Appendix 5 – MAO Timebanks

NEW TIME BANK SCHEDULE
May 2007

Dear Colleagues

After spending AY 2006-2007 researching time bank systems at other liberal arts colleges and getting feedback from various constituencies on campus, MAO has decided on the following time bank system. The new system will be implemented for AY 2008-2009.

We see the advantages to the system as follows:

1. Includes at least one hour for lunch on Monday through Friday.
2. Retains 60-minute classes that many faculty members felt were important for pedagogical reasons.
3. Standardizes in-class time on MWF and TR to 180 minutes.
4. Opens up significantly more options for twice-a-week courses.
5. Makes the current 7:50/8:0 a.m. time slot more attractive by beginning classes slightly later.
6. Binds classes with specific lab times.

Respectfully submitted,

The Committee on Management of Academic Operations

Rebecca Bordt, at-large member, chair
Richard Martoglio, at-large member
Catherine Fruhan, Division I
Chris White, Division II
Alexander Komives, Division III
Patricia Sellers, Division IV
John Schomburg, student representative
Bryce Lynn, student representative
Lauren Hoffman, student representative
Ken Kirkpatrick, Registrar
Jeff Hollander, Associate Dean of Academic Affairs
Caroline Jetton, Associate Dean of the School of Music

a. <u>TB-60</u>			TB-60 Chart Return to Survey		
MWF Timebanks			TR Timebanks		
8:10 - 9:10	MWF	60/180	8:20 - 9:50	TR	90/180
8:10 - 9:10	MW	60/120	8:20 - 9:50	T or R	90
8:10 - 9:10	M or W or F	60	8:20 - 9:20	TR, T or R	60/120
			8:30 - 11:20	TR	170/340
8:20 - 9:50	MW or WF	90/180	8:30 - 11:20	T or R	170
8:20 - 9:50	M or W or F	90	8:30 - 10:30	T or R	120
			10:00 - 11:30	TR	90/180
8:30 - 11:20	MW	170/340	10:00 - 11:00	TR, T or R	60/120
8:30 - 11:20	M or W or F	170			
9:20 - 10:20	MWF	60/180	Lunch/Meetings/Convos		
10:00 - 11:30	MW or WF	90/180	12:40 - 2:10	TR	90/180
			12:40 - 1:40	TR, T or R	60/120
10:30 - 11:30	MWF	60/180	12:40 - 2:40	T or R	120
			12:40 - 3:30	TR	170/340
Lunch/Meetings/Convos			12:40 - 3:30	T or R	170
			2:20 - 3:50	TR	90/180
12:30 - 1:30	MWF	60/180			
12:30 - 3:20	MW	170/340	7 - 8:30 pm	TR	90/180
12:30 - 3:20	M or W or F	170			
			7 - 9:50 pm	TR	170/340
12:40 - 2:10	MW or WF	90/180	7 - 9:50	T or R	170
1:40 - 2:40	MWF	60/180	Lab Bindings		
			Meeting Time	Lab Time Block	
2:20 - 3:50	MW or WF	90/180	8:10 - 9:10 MWF	8:30 - 11:20 T	
			9:20 - 10:20 MWF	12:40 - 3:30 T	
2:50 - 3:50	MWF	60/180	10:30 - 11:30 MWF	8:30 - 11:20 R	
			12:30 - 1:30 MWF	12:40 - 3:30 R	
			1:40 - 2:40 MWF	12:40 - 3:30 R	
			2:50 - 3:50 MWF	8:30 - 11:20 T	

Appendix 6

RETIREMENT AGREEMENTS FOR TENURED FACULTY MEMBERS

A retirement agreement is a formal agreement by a tenured faculty member to retire by a particular date. The agreement is signed by the faculty member and the Vice President for Finance and Administration after the faculty member has consulted with the Vice President for Academic Affairs and they are in accord about the terms of the agreement.

POST-RETIREMENT FOR CURRENT EMPLOYEES

Under DePauw's employee policies, certain retirement benefits accrue to employees who meet the "Rule of 80" (age of at least 55, currently continuous years of service at DePauw of at least 15, and sum of age and currently continuous years of service at DePauw of at least 80). (For those employed at DePauw whose years of continuous service began before July 1, 1996, the eligibility requirements are either the Rule of 80 or the following, whichever is reached first: age of at least 62 and continuous years of service of at least 15, without any threshold on the total.) These benefits are:

Eligibility to participate in the EMERITI Retiree Healthcare Program (use of the DePauw contributions and investment earnings designated for the employee in an EMERITI post-retirement medical spending investment account for qualifying medical expenses).

Continuation after retirement of eligibility for dependent children to obtain tuition remission benefits toward a first bachelors degree (free tuition at DePauw, and substantially reduced tuition for enrollment at a college participating in the GLCA tuition remission exchange program).

Certain post-retirement eligibilities for employee, spouse, and eligible dependent children to participate in healthcare insurance options.

For those who retire before their 65th birthday, after retirement and until the month before turning 65, the retiree, spouse, and eligible dependent children will be eligible to purchase health insurance through DePauw at the pre-65 retiree rate. (In 2006-2007, this is close to the employee rate; check with Human Resources for the current rates.) Beginning in the month in which the retiree turns 65 Medicare becomes the primary health coverage and the retiree may purchase secondary medical coverage through DePauw at the post-65 retiree rates until June 30, 2030 plus one full year for each year or fraction thereof the employee retires before the 65th birthday. The retiree will be responsible for the balance of all medical costs including the full premium for secondary coverage after the expiration of eligibility for the post-65 retiree rates. (Check with Human Resources for the current rates.) A dependent spouse moves from the pre-65 to the post-65 retiree coverage with the retiree if the spouse is older, while if the spouse is younger, the spouse makes the transition after the spouse reaches 65.

For those who retire after their 65th birthday, Medicare will become the primary health coverage and the retiree and eligible dependent children may purchase secondary medical coverage through DePauw at the post-65 retiree rates until June 30, 2030. The retiree will be responsible for the balance of all medical costs including the full premium for secondary coverage after the expiration of eligibility for the post-65 retiree rates. A dependent spouse moves from the pre-65 to the post-65 retiree coverage with the retiree if the spouse is older, while if the spouse is younger, the spouse makes the transition after the spouse reaches 65.

PRE-RETIREMENT ARRANGEMENTS FOR TENURED FACULTY MEMBERS

DePauw is willing to enter into a pre-retirement arrangement if it benefits the University and if the faculty member finds it of benefit as well. Agreements are individualized, since the needs and desires of the individual and University may differ from one situation to another.

Pre-retirement arrangements may include the following as part of an agreement that sets a definite retirement date:

Eligibility to take a “pre-retirement leave” (full year at half pay or half year at full pay) instead of the last scheduled sabbatical leave. A pre-retirement leave may be for a pre-retirement project, perhaps preparing for post-retirement activities) that would not normally be approved for a regular professional sabbatical. Note that the compensation for a pre-retirement leave differs from that of a regular professional sabbatical (full year at 2/3 pay or a four-course reduction from the normal teaching duties at full pay).

Removal of the normal obligation to return to teach for a full year following the final sabbatical or pre-retirement leave.

Up to one half year of reduced teaching without reduction in compensation which may be spread over the last three years prior to retirement. The portion of this that is not taken as reassigned time may be taken as any of the following.

- * A taxable post-retirement stipend taken in the year after retirement of one half of the full-time base salary in the year preceding retirement.

- * A deposit of 45% of the full-time base salary in the year of payment into a Grantor Trust (see the definition at the end of this document; for more information contact Human Resources). The Grantor Trust payments may be made at any time at the employee’s request following the signing of the retirement agreement provided the schedule for the maximum number of courses (or other reassigned time) has been set for each year before retirement.

- * A mix of the prior two categories.

With the approval of the VPAA, other reductions of teaching for reduction of salary in the amount of one or two courses per year (for salary reductions of 12.3% of base salary per course; and 5% of base salary for each semester of no teaching for which no service would be expected). (These percentages have been determined by allocating the salary of a normal full-time job as follows: 80% for teaching spread on average over 6.5 courses per year including Winter Term; 10% for service; 10% for professional growth.) These arrangements can only be made for the last five years prior to retirement. Otherwise in each of the years prior to retirement except for a semester in which there are no teaching obligations the faculty member is expected to complete the normal obligations of service and professional growth.

A retired faculty member may be appointed to teach as a Senior Professor (part-time faculty status) under the usual arrangements for senior professors, which require both departmental need and mutual approval by the individual, the department chair and the Vice President for Academic Affairs. The pay will be no less than the current arrangement which is that a senior professor is paid per course at the rate of 10% of what would have been the person’s base salary had the person continued as a full-time faculty member. The selection and scheduling of the courses are to be completed in the usual way of consultation with and ultimate decision by the chair of the department. (Other details regarding the faculty status of Senior Professors are described in the Academic Handbook.)

A retired faculty member receives the benefits of emeriti professors as stated in the Academic Handbook, such as, on-campus Internet connection, email account, attendance privileges at faculty meetings including the right to vote in semesters in which the person is teaching, library use and borrowing privileges and access to and use of the recreational facilities.

After retirement a faculty member will be assigned an office according to the current University policies for emeriti faculty members. Presently those arrangements are as follows. In the years of service as a Senior Professor (teaching) the retiree will be assigned a single office. After retirement the retiree may retain use of the current University-supplied computer or a designated replacement provided by the University. For at least three years after a retiree ceases teaching, if the retiree plans to remain professionally active and to work regularly on campus, and on request, the retiree will be assigned office space, which may be shared, including a desk, computer with Internet connection, and phone. Toward the end of the second year of this three-year period the VPAA will review the retiree's recent use of the office and the level of professional activity and the retiree's projected future needs to determine whether the arrangement should be renewed. The University will endeavor to minimize the number of office moves that are required of a retiree but cannot assure that the office assignment after retirement will be the same from year to year.

Other employee benefit changes resulting from retirement:

- * Retired employees are no longer eligible for such employee benefits as employee contributions to a flexible spending benefit plan or long-term disability insurance.
- * DePauw University's contributions to retirement funds are tied to salary paid to benefit-eligible employees and thus these contributions will cease after the retirement date.
- * Employer contributions to the EMERITI Health Plan account will cease upon retirement.
- * After the retirement date, DePauw funded life insurance coverage will drop to \$3,500.
- * A retired employee may continue to make contributions to an individual EMERITI Health spending account.
- * A retired employee may not make personal contributions to a retirement account through the University's programs except when the retiree is working part-time for the University.

Clarifications

Faculty members wishing clarifications of any aspect of this policy are welcome to consult the Vice President for Academic Affairs.

Post-retirement healthcare funding sources

A Grantor Trust

DePauw may make tax-free contributions to a tax-free investment account designated for the benefit of a retired faculty member who held appointment with tenure and that faculty member's eligible dependent spouse. Such a Grantor Trust may be used for the cost of premiums of a fully insured health insurance plan. Investment strategies are selected by DePauw. Un-used funds in a Grantor Trust revert to DePauw upon the death of the retiree and spouse. This fund is tapped first for the premiums paid by a retiree.

DePauw EMERITI Account

DePauw makes monthly tax-free contributions to a tax-free investment account designated for the future benefit of each active (and benefit-eligible) employee. If the employee satisfies the Rule of 80 (or the earlier rule noted on Page 1 for employees whose continuous

employment began before July 1, 1996) before retiring, after retirement the retiree may use these funds and earnings for medical expenses of the retiree, eligible spouse, and eligible dependent children (for premiums, deductibles, co-pays, and certain other allowed medical expenses recognized by the IRS). The retiree may select from among several investment options. Unused funds in a DePauw EMERITI account (due to early departure of an employee from employment at DePauw, or death of the retiree and eligible dependent spouse and loss of eligibility of initially eligible dependent children) revert to DePauw for other EMERITI obligations.

Individual EMERITI Health Spending Account

An employee, or a rule-of-80-qualifying retiree, may make after-tax contributions to a tax-free investment account for the benefit of the employee and eligible dependents to be used for medical expenses recognized by the IRS. The employee/retiree may select from among several investment options. These funds revert to the employee's estate after the death of the employee and the death or loss of eligibility of initially eligible dependents.

D R A F T
DEPAUW UNIVERSITY INTELLECTUAL PROPERTY POLICY

Preamble

DePauw University benefits from an active and productive faculty, and from encouraging faculty work and creativity both on and off the Greencastle campus.

Intellectual property inevitably will be created in the course of research, teaching and service activities of DePauw University's faculty and staff. By longstanding practice, DePauw University has recognized and honored the academic tradition that individual faculty members own the copyrights in course-related, scholarly, and other creative original works of authorship that they produce in the course of their employment by DePauw University. DePauw University continues to recognize and honor this academic tradition, notwithstanding that federal law may give DePauw University presumptive ownership of original works of authorship created by its faculty within the scope of their employment. Accordingly, this DePauw University Intellectual Property Policy (the “Policy”) identifies the ownership interests of DePauw University and its faculty and staff with respect to original works of authorship created in the academic setting.

This Policy is incorporated by reference into the policies governing conditions of employment of all DePauw University employees, and is binding as between DePauw University and its employees. In the event that this Policy, in conjunction with federal copyright or intellectual property law, does not effect the desired rights of ownership described below, DePauw University and its employees shall work in a good faith manner consistent with the principles in this Policy and execute any documentation necessary to carry out the intent of this Policy and its desired results.

Rights of Ownership

I. University Works

DePauw University shall own all “University Works,” meaning original works of authorship or invention that are created, in whole or in part:

1. with the use of “Substantial University Resources,” meaning financial, material, personnel or other support provided to an employee that is beyond the level of common research and teaching support typically provided by DePauw University to that employee. [Note: This accounts for, and by implication assumes, that faculty members may be supported at differing levels, i.e. there is not a standard/definable support applicable to all]; or
2. as a specific requirement of employment, pursuant to an explicit DePauw University assignment by a supervisor or duty, on commission from DePauw University for its own use, or pursuant to a gift, grant or contract which requires ownership by DePauw University.

University Works shall be owned by DePauw University as works made for hire within the scope of employment by DePauw University. The following works presumptively shall be considered University Works:

“Courseware,” meaning the copyrightable set of tools or technologies used to present course content, including but not limited to: videotapes and other recordings of all course lectures or presentations;

“University Publications,” meaning DePauw University-sponsored or owned journals, periodicals, yearbooks and other print or electronic publications; and

“University Administrative Materials,” meaning policies, curricula, promotional materials, web sites, and similar works, including but not limited to works created for faculty and DePauw University committees, works created by faculty members in assigned administrative roles, and works created by department chairs and program coordinators on behalf of their programs.

DePauw University grants faculty and staff non-exclusive rights to non-commercial use and distribution of University Works that they have authored unless otherwise prohibited by contractual or legal restrictions.

II. Staff Works

DePauw University shall own all “Staff Works,” meaning original works of authorship that are created:

1. by non-faculty employees within the scope of employment by DePauw University; or
2. by non-employees, consultants, or contractors expressly for DePauw University.

Exceptions may be granted in particular circumstances, such as for work done in an approved consultancy for another institution, or creative and scholarly work produced with DePauw University resources not related to the job description if so identified by the supervising vice president. DePauw University does not claim ownership of works created by non-faculty employees outside of the scope of employment by DePauw University.

III. Faculty Works

Faculty shall own all “Faculty Works,” meaning original works of authorship that reflect scholarly research and creativity produced by and on the initiative of faculty within the scope of employment by DePauw University, including but not limited to: syllabi for courses, tests, assignments, instructor's notes, instructional materials (including websites¹ and videos), textbooks, monographs, journal articles, other works of non-fiction and fiction, poems, speeches and other creative works such as musical compositions and visual works of art. As an exception, the University Electronic Communication Policy governs the right of the

¹ DePauw University shall not require individual faculty members to post syllabi and other course materials on the publicly accessible portions of the DePauw University website. However, DePauw University, its faculty, staff and students shall have the right to use, distribute and create derivative works from any materials posted by the choice of the individual faculty member on the publicly accessible portions of the DePauw University website.

University to take possession of or to provide access to materials produced using the University's electronic communications system.

Academic departments, the Committee on Faculty in the course of its deliberations, or the DePauw University administration may require individual faculty members to share copies of scholarly research and creativity, such as instructional and other materials used for ordinary classroom and program use, as part of the ordinary processes of administration, evaluation and internal or external review or in case of a disciplinary hearing. Additionally, faculty members may be asked to provide copies of scholarly research and creativity as part of internal or external review processes or in the course of applying for DePauw University funding of scholarly and other creative work. Such requirements to share and permit limited use of these works shall not otherwise limit a faculty member's copyright in scholarly research and creativity.

In cases where DePauw University is asked to make an extraordinary investment to enable faculty research or other work, ownership conditions will be negotiated at the time of the budget request so that DePauw University may receive a fair return on its investment. In the case of scholarly, creative, or pedagogical work done collaboratively with other institutions or for-profit corporations, or where granting bodies take a different approach to ownership, agreements may be worked out ahead of time and subject to review and revision by the Chief Academic Officer, who shall apply the principle of maximizing academic freedom, fair use, open scholarly inquiry, and respect for the rights of authors and inventors.

IV. Student Works

Students shall own all "Student Works," meaning materials produced as part of their academic work for graduation credit, including written assignments, creative and artistic work, quizzes and examinations. As an exception, the University Electronic Communication Policy governs the right of the University to take possession of or to provide access to materials produced using the University's electronic communications system.

Materials produced by students as employees of the University are governed by the "staff works" section of this policy.

Work by students produced in collaborative projects with faculty members or other DePauw employees shall be governed by the policies that govern the University employees unless there are particular stipulations made at the time of the start of the collaborative project.

Student works may be copied and retained by faculty members for use as needed in fulfilling their responsibilities as faculty members and as part of the academic personnel evaluation policy. Student works may not be shared by faculty members with others outside of the previous provisions without permission of the student.

In cases where DePauw University is asked to make an extraordinary investment to enable student research or other work, DePauw University ownership conditions will be negotiated

prior to the budget approval so that DePauw University may receive a fair return on its investment. In the case of scholarly, creative, or pedagogical work done collaboratively with other institutions or for-profit corporations, or where granting bodies take a different approach to ownership, agreements may be worked out ahead of time and subject to review and revision and final approval by the Chief Academic Officer, who shall apply the principle of maximizing academic freedom, fair use, open scholarly inquiry, and respect for the rights of authors and inventors.

Students who produce work during internships for hosts other than DePauw University (even if for academic credit and if partially supported by stipends from DePauw) shall retain ownership of those products except as they may be required to assign those rights to their internship hosts.

Copyright Notice and Use of the DePauw University Name

I. Notice

The following form of copyright notice shall be used on all University Works or any other works owned by DePauw University:

© [year of first publication] DePauw University. All Rights Reserved.

II. Use of the DePauw University Name

The DePauw University name, associated symbols, and seal are important and valuable representations of DePauw University and its academic reputation. Therefore, use of the DePauw University name, associated symbols, and seal in connection with a work, other than for the sole purpose of identifying the author as a university employee or as a student affiliated with DePauw University, requires the advanced written permission of the supervising DePauw University Vice President. This does not limit the right of university employees or students to use the DePauw University name in accurate descriptions of events and activities that have taken place at DePauw. Furthermore, faculty members, staff members and students at DePauw University may not participate in the creation or use of works that might give the impression of DePauw University sponsorship where there is none. If the DePauw University name, associated symbols, or seal is to be used in connection with any works created under collaborative agreements with outside entities, other than to identify the creator by his or her title at DePauw University, such agreements must be approved in advance and in writing by an authorized DePauw University administrator.

Administration, Interpretation and Dispute Resolution

Interpretation of this Policy

I. Administration

This policy shall be administered by the supervising vice presidents.

II. Interpretation and Dispute Resolution

All issues of interpretation and dispute resolution shall be managed by the Executive Vice President or another senior officer designated by the President.