

**Faculty Meeting Minutes
March 5, 2018**

1. Call to Order – 4 p.m. Union Building Ballroom

The meeting was called to order at 4:02 p.m.

2. Communications from the President (Mark McCoy)

The President updated the faculty on several ongoing dialogues.

- Parents and prospective students at Honors and Fellows weekend were energized and excited about DePauw and our YTD numbers are impressive.
- The dialogue with students in a recent class with Professor Pollack-Milgate reinforced how important our work is and how impressive our students and faculty are.
- Dialogue with state legislators has been successful with favorable outcomes concerning state aid and tax exemptions for charitable contributions to private colleges in Indiana
- Dialogue with federal legislators continues with a successful outcome on the endowment tax, a projected favorable (eventual) outcome on DACA and continuing dialogue on the Higher Education Act.
- Dialogue with the board has been encouraging and they are very supportive of the strategic plan, the 5- year model, and investments in living units and green energy.
- Dialogue with Faculty and Staff continues about finance (including staffing and compensation,) The Commitment, FYS and soon, the curriculum.

3. Verification of Quorum

The quorum was met at 4:09 p.m.

4. Consent Agenda

A. Approve Minutes from the February 5, 2018 Faculty Meeting

B. Approval of changes to the Religious Studies major (recommended by Course and Calendar Oversight):

[additions in **bold**, deletions in ~~strikethrough~~]

TOTAL COURSES REQUIRED: Nine

CORE COURSES: ~~REL 130 (or REL 130E)~~, REL 479

OTHER REQUIRED COURSES:

~~One course in biblical literature chosen from the following: REL 141, REL 142, REL 241.~~

One course in Western religious traditions chosen from the following: REL 132, **REL 141, REL 142, REL 241,** REL 244, REL 250, REL 252.

One course in Eastern religious traditions chosen from the following: REL 253, REL 257, REL 258, **REL 259.**

NUMBER 300 AND 400 LEVEL COURSES: Three (inclusive of REL 479)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE: The senior requirement consists of the completion of REL 479 with a grade of C or better. Students should consult with their major advisors about the senior seminar before the beginning of the senior year.

WRITING IN THE MAJOR:

The writing in the major requirement for Religious Studies is filled through REL ~~480~~ **479**, Senior Seminar. This course is designed to cultivate discipline-specific writing skills within the major consistent with norms of

professional competence in the field of Religious Studies. Through the analysis and critique of multiple drafts of written work in close and intensive consultation with the instructor/faculty mentor, students spend the entire semester developing "publishable" article-length theses. In class writing includes brainstorming assignments, autobiographical writing, free-writing exercises, long essay exam compositions and the construction of group work reports. Out-of-class writing assignments are sequenced to produce a final scholarly project worthy of the discipline, with care given to the use of appropriate documentation and sources. In addition to the composition and sharing of multiple drafts of each section of their research papers, students are required to submit and defend anywhere from 3-5 drafts of their final 25-30 page paper to the seminar instructor. Satisfactory completion of the senior seminar requires students to achieve a grade of C or higher.

Religious Studies courses at the beginning, intermediate and advanced levels build toward the senior thesis. At the intermediate and advanced levels multiple 5-10 page papers may be required as well as longer and more complex essay exam questions. Final papers ranging from 10 to 20 pages and developed over multiple drafts in consultation with faculty members are not unusual. Total written work for the semester will typically include a variety of the following: exam questions, quizzes, in-class writing assignments, discussion prompts, short papers, long papers, message boards, e-mail correspondence, workgroup write-ups, outlining of reading chapters, book reviews, and summaries from oral presentations.

**C. Approval of the following new course (recommended by Course and Calendar Oversight):
HIST 245: The Holocaust, 1 credit, AH, PPD (previously offered as a topics course)**

The Holocaust was one of the defining experiences of the 20th century and the memory of its horrors continues to haunt our imaginations. In this course we will examine the background, development, and the historical and moral impact of the Holocaust in Europe. We will use historical documents and historical scholarship, but also literature, autobiography, films, etc.

**D. Announcements of changes in course number, description, or distribution requirement designation:
(recommended by Course and Calendar Oversight)**

ARTH 236: Eccentrics & the Exotic in 17th & 18th c. China & Japan, 1 credit, AH, PPD (was mistakenly announced as ARTH 235 last month)

(recommended by Course and Calendar Oversight)

ARTS 163: Introduction to Photography, 1 credit, AH (new description)

This survey class is an introduction to photography as an art form. This course provides opportunities for learning personal expression, critical thinking, and the aesthetics of photography through studio assignments, critiques, demonstrations, lectures and discussions. Students will use both digital and non-digital cameras, print in the darkroom, and learn the magic of chemical photography, while also outputting digitally. By learning the history of the medium students will come to know that photography does not have to be tied to the camera industry. A Digital SLR camera, with full manual capabilities, is required.

(recommended by Course and Calendar Oversight)

ARTS 256: Intermediate Painting: The Contemporary Figure, 1 credit, AH, PPD (add PPD)

(recommended by Course and Calendar Oversight)

ARTS 356: Advanced Painting: The Contemporary Figure, 1 credit, AH, PPD (add PPD)

(recommended by the Curricular Policy and Planning Committee)

English 161, "Reading Literature: Visual and Digital Narratives" changed to English 267, "Visual and Digital Narratives"

"[...] Teaching visual and digital narratives does not easily lend itself to teaching poetry, which is one of the goals of our "Reading Literature" suite of 100-level courses. We also offer a 100-level course, English 167, "Introduction to Film," and so moving the course from the 100- to 200-level provides an opportunity for students to continue their work in visual narratives."

(recommended by the Curricular Policy and Planning Committee)

Title change to English 191 from "Reading Literature: Science and Technology" to "Reading Literature: Science, Nature, and Technology"

"[...] We wanted to give faculty members and students a wider range of topics and texts to explore in that course."

F. Announcement of one-time distribution requirement designations for topics course (from Course Calendar and Oversight):

ANTH 390A, Fugitive Slaves in Global Perspective, 1 credit, SS, IE (Fall 2018)

The consent agenda was approved.

4. University Strategic Planning Committee (Howard Brooks)

Motion to be voted on:

The language of the Academic Handbook concerning the University Strategic Planning Committee be changed as follows:

Current language:

2. Membership. Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance.

Faculty membership: Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives.

Administrative members: Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities.

Student members: Three (3), appointed by Student Government.

Staff members: Two (2), appointed by Human Resources in consultation with the President of the University.

New language:

2. Membership. Six (6) senior administrators (Vice President for Academic Affairs, Dean of the School of Music, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), six(6) faculty members (one elected from each curricular area and two elected at-large).The Vice President for Strategic Initiatives and a faculty representative will co-chair the committee.

Rationale: The new membership insures faculty representation from all curricular areas. It also removes the burden of expecting faculty already serving on a core committee or as chair of the faculty from being placed on Strategic Planning. Many of the discussions over the past two years, and anticipated discussions into the future, have required the committee to excuse the students from attending. The staff members from the current membership description have been filled by members of the President's Cabinet. Staff members are part of the Administrative Council which regularly meets with the Strategic Planning Committee.

Question from Faculty Member – I have a question about the staff part. We used to have two staff members appointed by the Human Resources office. Why is it now that the staffing is coming from members of the cabinet? What is the administrative council and what do they do?

Answer from Carol Smith – The administrative council has representatives from across campus acting as a peer to the university strategic planning committee. We are working on projects and initiatives, in particular, ones that are directly supportive of the commitment. As the administrative companion to the Strategic Planning Committee, we look at high level decisions that need to be made. This committee is pretty new. It was in place last year, but a little bit different than it is this year.

The motion was voted on by the faculty and was approved.

5. Faculty Personnel Policy and Review (Clarissa Peterson)

Advanced notice of a motion to be voted on at the April 9, 2018 faculty meeting

Insert in Personnel Policies after: VIII. Faculty Grievance Process

IX. Faculty Review of Lesser Sanctions

A. Overview

The Lesser Sanctions Advisory Committee (LSAC) consists of three tenured faculty members, each of whom must have at least two years of experience on the Faculty Personnel and Policy Review Committee (Review Committee) or on its precursor, the Committee on Faculty (COF). The LSAC is appointed by the Review Committee from a pool of those eligible, which will be provided annually by the Governance Committee. Faculty members nominated to serve on the LSAC may decline participation for any reason. Upon review of appointments, either or both the Vice President for Academic Affairs and the faculty member have the option to strike one name from the list. The Review Committee will select the next eligible candidate(s) for the committee.

The Lesser Sanctions process comes into play when the Vice President for Academic Affairs has determined that a faculty member has violated DePauw policy or behaved in a way inconsistent with professional and ethical standards, but does not rise to the level that warrants initiating the dismissal process [Section VI, B of Personnel Policies]. The Vice President for Academic Affairs will initially investigate and propose a resolution, following the procedure detailed in section B. Process.

Lesser sanctions may consist of (and only of) one or more of the following: development of a plan for improvement, letter of reprimand placed in the personnel file, ineligibility for Faculty Development Awards, reduced salary, removal from eligibility for promotion, denial of promotion, demotion in rank, un-paid leave, change in job responsibilities. These sanctions may be temporary or permanent.

Faculty members undergoing a Lesser Sanctions process are entitled to have a faculty advisor present throughout. All LSAC members shall agree, by virtue of their service, to honor the confidentiality of the process and not to breach the obligation of confidentiality absent a legal obligation to do so.

B. Process

Initial Phase.

The Vice President for Academic Affairs notifies the faculty member that a situation warranting a lesser sanction exists, gathers facts, and proposes a resolution in writing within three in-session days. The faculty member has five in-session days to respond to the Vice President for Academic Affairs. The VPAA and the faculty member meet to discuss the proposed implementation.

If the faculty member contests the proposed resolution, the Lesser Sanctions process moves forward to the next phase.

Formal Phase.

If the matter cannot be resolved between the faculty member and the Vice President for Academic Affairs, the formal Lesser Sanctions process begins with the assembly of the LSAC. The Vice President for Academic Affairs notifies the LSAC, and presents his or her findings in writing to the LSAC, along with a summary of the evidence used in reaching his or her decision, with a copy to the faculty member for whom the sanction is proposed. The faculty member has five in-session days to respond, and may bring forward additional evidence within three in-session days of the assembly of the LSAC.

The LSAC makes a written recommendation to the Vice President for Academic Affairs and the President within ten in-session days of receiving the faculty member's response. The recommendation is shared with the faculty member, who may respond in writing within five in-session days to the VPAA and the President. The LSAC will review evidence, deliberate, and communicate in writing to the Vice President for Academic Affairs and the President whether it agrees with the recommended sanction or feels that some other sanction or no sanction is warranted. If the LSAC determines that a different sanction is warranted, the LSAC will recommend a specific sanction. The recommendation will include the reasons for the sanction, any specific problems that must be addressed, and the time limits of the sanction.

The President has the final authority to affirm the decision of either the VPAA or the LSAC. If the President reaches a decision contrary to the LSAC's recommendations, he or she must report his or her reasons to the LSAC in writing.

A sanctioned faculty member has the right to appeal the President's decision. The appeal must be filed within five in-session days. The appeal process follows the regular procedures for appeals and grievances stated in the University's Personnel Policies (VIII. Faculty Grievance Process).

At the end of each semester, the Vice President for Academic Affairs shall report to the Faculty Personnel and Policy Review Committee the number and nature of any Lesser Sanctions that have been applied, without revealing the identity of those sanctioned. These reports will be available for consultation by the LSAC.

Rationale: Although lesser sanctions rarely happen on this campus, the aim of this policy is to provide faculty members with a peer review process when they believe an unwarranted lesser sanction has been imposed. The policy addresses the role that faculty will have in resolving lesser sanction disagreements between a faculty member and the VPAA.

Question from Faculty Member – I would like to thank many faculty members over the years for their labor on this policy. I strongly support it, but need some clarity. How does this pertain to the School of Music? What is the authority of the Dean of School of Music?

Clarissa Peterson – Our understanding is that we are one faculty and the Dean of School of Music is not in a position to bring a lesser sanction.

Question from Faculty Member – If a department chair or the Dean of the School of Music would bring a plan of Improvement to a faculty member would that be within this policy? How do we handle that?

Anne Harris – In that particular scenario the faculty member has recourse to the VPAA. That only occurs when all other conversations have been had with department chairs or the Dean of the School of Music.

Question from Faculty – The Dean of School of Music serves on other committees. Why is it not the same?

Anne Harris - We only serve parallel on term searches and tenure and promotion. All retirements and other similar issues go through the VPAA, we are one faculty.

Question from Faculty – Will the administration have access to legal counsel to read through whatever lesser sanctions are proposed and have more access than the faculty members have?

Clarissa Peterson – The administration does not have any more access than any one does. They may consult to make sure we are not violating the law but that is it. I just wanted to add that this is not about lesser sanction it's about faculty review of lesser sanction.

6. Curricular Policy and Planning (Scott Spiegelberg)

Administration has been telling all of us about the budget shortfalls brought about by small class sizes and decreased amounts of tuition collected. RAS has had to address these concerns by revising the hiring plan put in place last year. With a reduced amount of resources available for full-time positions, we plan to only recommend 6 tenure-track hires over the next three years. Because there are many more proposals than that submitted this year alone, we voted on a series of priorities that RAS will use to make recommendations for the foreseeable future. These priorities are not listed in an order of importance; the five points have been deemed of equal value by RAS.

- 1) The number of students impacted by the position: this will be determined by enrollments in classes, not the number of majors, and will be comparing trends over 10 years, not a snapshot of the most recent enrollments. RAS also recognizes that certain subjects necessitate limited class sizes because of resource constraints (lab space, number of easels, etc), and will take that into account.
- 2) Gaps in the curriculum at the university level: addressing difficulties in staffing Gen-Ed courses such as FYS, the competencies, and the distribution requirements.
- 3) Gaps in curriculum at the department/program level: addressing difficulties in staffing courses required for the major and to maintain a coherent discipline.
- 4) Engagement in the public sphere: addressing contemporary dialogs, whether it is better ways to teach a particular discipline or better ways to prepare students for their lives after DePauw.
- 5) Diversity and Inclusion: addressing diverse learning styles in pedagogy, diverse perspectives of the discipline in the curriculum and content, and inclusiveness in the approach of the department or program in recruiting students and colleagues.

Question from Faculty – 6 over three years? Will that number potentially change with changes in retirements and people leavings for other reasons?

Anne Harris - We have awareness of the general plans of retirement that is based upon those planned. Going forward after this there is a general plan after people retire on how we will be doing searches. Could things change, yes!

Question from Faculty – With the changes to First Year Seminars, what has the committee’s role been in guiding that process?

Scott Spiegelberg - We have been discussing FYS. We have met with the writing curriculum committee and advising committee to discuss ways to reinvigorate the FYS group effort in moving forward with it.

7. Faculty Priorities and Governance (David Worthington)

Question from Faculty – What is the faculty governance doing?

David Worthington – We are working with VPAA on some discussions about faculty workload and First Year Seminar. We are looking at the review document that the committee has been working on for the administrative review.

Questions from Faculty Member – Has there been any discussion on the Confidentially policy.

David Worthington – No, but I will let Glen Kuecker speak as he was the previous chair.

Glen Kuecker – This process has been moved down in the list of items to discuss. Hoping to return to it real soon.

8. Faculty Development (Angela Flury)

Announcements: Concerning the deadline for GLCA Grant Challenge proposals as well as upcoming deadlines for FDC.

Faculty meeting announcements from FDC, March 5, 2018

1. FDC reminders

March 7: Faculty-student summer research proposals are due to FDC

April 11: Faculty summer stipend applications are due to FDC

2. GLCA reminders

Proposals for DePauw's Global Crossroads "Institutional Innovation Fund" grant on "**Sustainabilities**" are being accepted until **April 4, 2018**.

Among other things, the grant can be used to fund

- Global learning and research projects
- International faculty-student research
- Bringing visiting speakers to DePauw or participating in off-campus symposia on global topics
- Connecting with scholars in your field of research at other liberal arts schools from around the world
- Joining group travel to other liberal arts institutions in Europe, Latin America, Asia, or Africa to expand DePauw's collaborative global learning efforts

This year's theme is meant to be broadly conceived, serving as an umbrella topic for a wide range of issues that invite participation from staff and faculty members in all fields. If you have an idea you would like pursue, please contact David Alvarez.

9. Student Academic Life (Rich Martoglio)

Written Announcements:

The SAL Committee met in February with Reverend Kate Smanik and Professor Rebecca Schindler to discuss religious diversity and inclusion, spaces dedicated to worship and prayer, administrative spaces and positions (specifically, Director of Spiritual Life) and student attendance policies. Increasing the awareness of religious holidays amongst faculty, staff and students was also discussed (Ramadan will commence during finals week this semester). The committee encourages faculty to discuss with their classes the policy regarding attendance during religious holidays at the beginning of the semester and requests that faculty include a statement of observance of religious holidays in their syllabi. The committee would like to emphasize the importance of excusing students from classes so that they may attend religious observances. The committee is reviewing the current handbook language that addresses religious holy days and is working towards a motion to change the handbook language. The committee is not proposing substantive changes in policy, but aims to make clearer the accommodations for students that wish to observe religious holidays. A motion will be brought to the faculty at the April meeting and voted on in May. The committee is also discussing ways to gather input from students regarding religious diversity and inclusion.

Alesha Bowman (Director of Multicultural Student Services) will attend the April faculty meeting to present information from the most recent Student Campus Climate Survey.

10. Honorary Degrees (David Worthington)

Written Announcement: The committee continues to seek nominations for honorary degrees for May 2019 and requests that letters of nomination be sent directly to any committee members (David Worthington, Brooke Cox, and Debby Geis).

David Worthington – I would like to add that we would like to have these nominations by March 23, 2018.

11. Diversity and Equity Committee (Jarrod Hunt)

Summary of findings from the Faculty/Staff Climate Survey are page 11-13.

Question from Faculty Member – What was the response rate?

Jarrod Hunt – It is 50% total of university workers. We do not have the breakdown between faculty and staff.

Question from Faculty Member – Do we have staff committees? Something that they can come together and serve on.

Caleb (student) –Is this answer broken down on different racial categories or just people of color?

Renee Madison – It will be only people of color to preserve confidentiality.

Question from Faculty Member—Where are we in next steps? Have we set any goals?

Jarrod Hunt - Conversation is still ongoing. We are still working on this. There is a campus wide committee. We are all in this together. Working on ideas to address this.

Question from Faculty Member – I have the data from the 2008 campus climate task force. I would be more than happy to share

Question from Faculty Member – Word clouds – what should we make of this?

Jarrod Hunt - The one advantage of this is it shows you're the range of responses. Not a perfect measure, and will skew results in different ways. I do think that it captures a general essence of where we stand.

Question from Faculty Member – Gender disparity is standing out. Something to study in more depth I would just like to bring up that there are other dynamics form women then children and family

12. Communications from the Vice President for Academic Affairs (Anne Harris) –

I come before you to express my thanks for the campus-wide conversations that are currently occurring and to report out on their progress and interaction with committees:

- FYS
 - Great ideas that are coming forward
 - Discussion with chairs for a sustainable future
- Writing Program Director
 - Working with Rebecca Schindler and looking at job duties
 - Will settle the FYS first
- Commitment Conversations (LibGuide), where summaries of the discussions are posted
 - Alternate Thursdays at 8 a.m. and 5 p.m. in Daseke (next one March 15)
 - Next ideas: Generation Z, Commitment Advisors, meeting w/ Centers Directors
- DePauw Dialogue discussions, for which we need to find a mechanism to post summaries
 - Starting Monday, March 19, every Monday from 11:30-12:30 p.m. in Daseke
 - Regular communication format being worked out; also w/ committees
- Academic Stewardship conversations on March 8, w/ further conversations in committees, departments, programs and divisions (which will be announced if open to campus)
 - 8 a.m. and 5 p.m. session in Peeler Auditorium:
 - 5 p.m. session will continue into a working dinner with chairs and directors
 - addressing state of the curriculum (20 years of academic development since the Holton gift); curricular intersections (possible Venn diagrams of credit); and creating a sustainable structure for the FYS

The AAUP deadline for faculty and salary information was February 1, so we do not yet have the comparative data, which is annually presented. We should be able to do so by the April faculty mtg. In the meantime, the Strategic Planning Committee is working through a broad benefits comparison spread sheet to engage their own work with DePauw faculty benefits.

The other forthcoming report this spring will be about Winter Term – Dave Berque and I will be reporting out on student access to Winter Term off-campus courses and beginning the process with faculty committee of closing out the trial period.

For now, then, I am glad to take questions about the Commitment Conversations, DePauw Dialogue, and/or the Academic Stewardship conversations – with all my thanks to the faculty.

Question from Faculty Member - Since there is limited seating it might be hard for some of us to be there. Will slides be made available? Will there be more information on the financial end? Will we be getting some type of break down? If we can get some breakdown on faculty salaries to the academic budget, but does not include faculty rank that are administrators.

Anne Harris – That is already how it is set up. The president or VPAA or Andy Cullison are not counted in the faculty count. There are all different types of models. The center directors will be administrative positions. Bob and I have talked, but have had some information that we wouldn't want circulated. But if you want to look at that information let's talk it through.

Question from Faculty Member– When is the winter term closing out its trial period?

Anne Harris - When we made our vote we are currently in a trial period in which faculty are contributing to winter term offering basis. What we noticed was that the trial period was never given an end date. Very eager to give report. More alums coming back to teach. A winter term conversation needs to be had

Question from Faculty Member – If a faculty member opts out of teaching winter term is that then reassigned time or time off? How is that overseen?

Anne Harris – It's neither. You either use your time for teaching which you are compensated. If you are using your time for research you are not compensated.

Question from Faculty Member – To what extent will faculty members be a part of the conversation. A lot of faculty members might not be happy with alumni teaching. How much of a say so will we have?

Anne Harris – Course calendar and oversight committee is the course that works with this. Faculty proposals are given first priority, then staff and then alumni's.

Dave Berque – This year the committee started by reviewing only proposal where at least one proposal was tenured and tenured track member. We still needed additional courses academic affairs approved which were to be taught by alumni.

Additional Business

Unfinished Business

New Business

Announcements

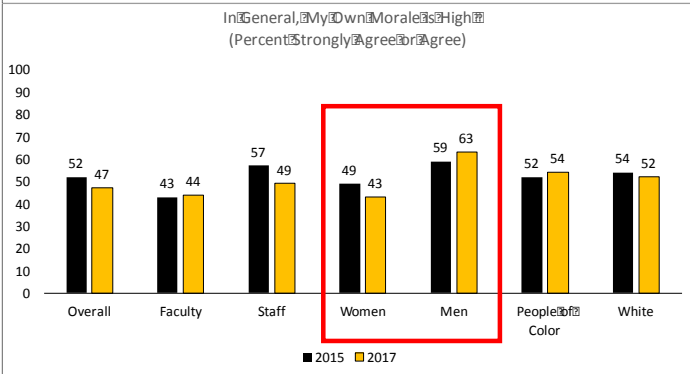
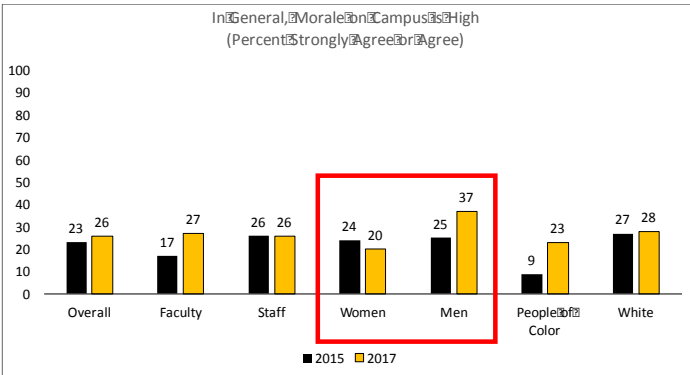
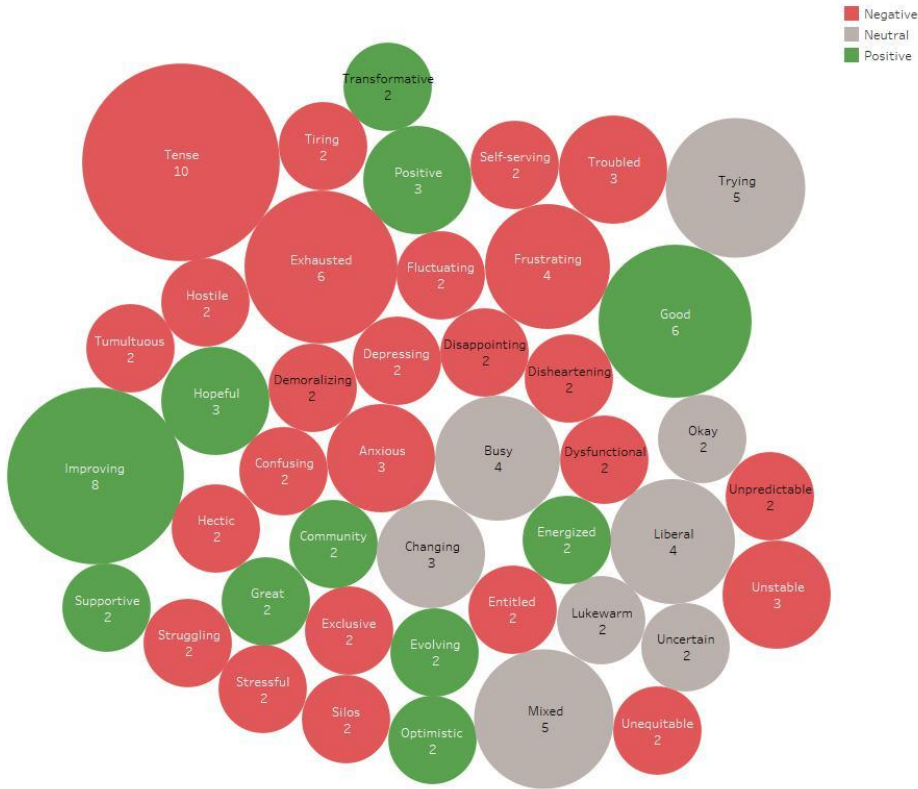
A. Putnam County Relay for Life is Saturday, May 5 from 11:00 a.m.-11:00 p.m. This event is a wonderful opportunity for the DePauw and Greencastle communities to work together to raise money for a worthy cause: The American Cancer Society. If you would like to join our team (Cool Profs & Staff) or start your own team, you can do so online or by contacting Jackie Roberts or Pam Propsom.

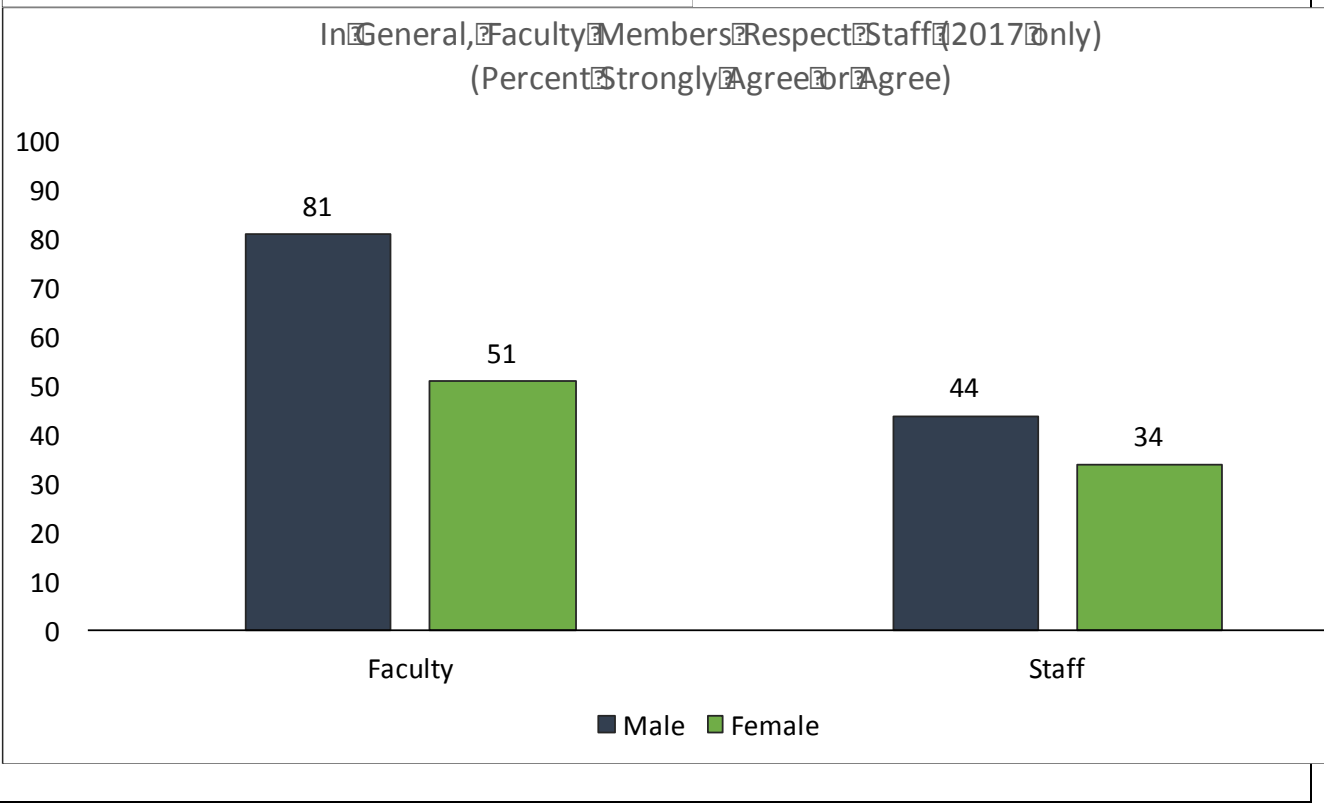
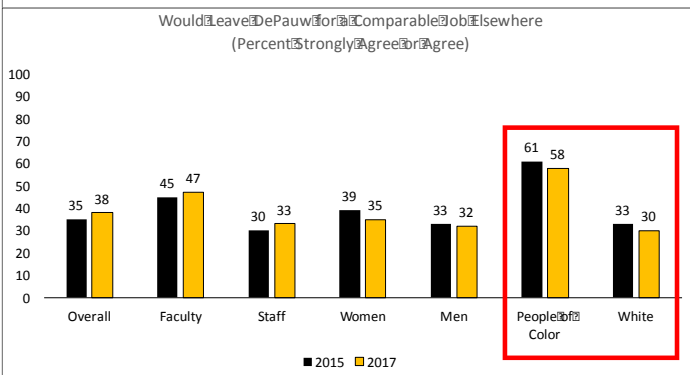
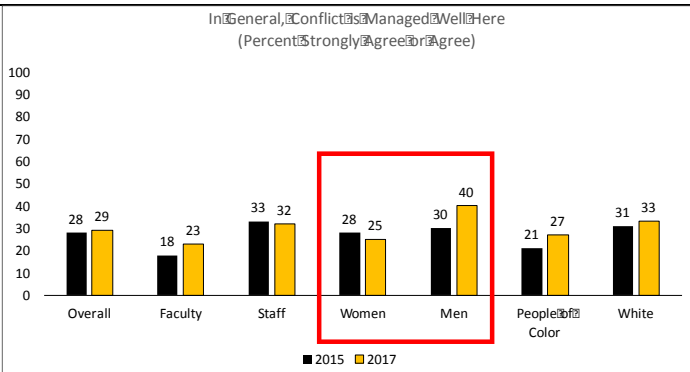
B. Many vacancies remain on the elected position and committee ballot. Efforts will be made to fill the vacancies, but the voting booth will be open the week of March 18, with the booth closing on March 23.

Adjournment

The meeting was adjourned at 5:20 p.m.

What single word best describes the climate at DePauw? (Words appearing 2 times or more)





Appreciation for Multicultural and International Communities
(Percent Very Much or Quite a Bit)

