

**Faculty Meeting Minutes
May 7, 2018**

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

The meeting was called to order at 4:00 p.m.

2. Report on Campus Master Plan - Warren Whitesell

The report on the Campus Master Plan is found in the appendix at the end of the minutes.

3. Verification of Quorum

The quorum was met at 4:02 pm.

4. Consent Agenda

A. Approve Minutes from the April 9, 2018 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight):

PSY 344, Health Psychology with Lab, 1 credit

Health psychology uses the biopsychosocial model to examine the interaction of health with physiological, psychological and behavioral processes and the social/cultural environment. Topics include the effects of stress on health, health protective factors, theories of health behavior change, coping, social support and chronic illness. The laboratory component of class allows students hands on experience designing and conducting health psychology research with single subject and group designs. Prerequisite: PSY 100.

MATH 348, Introduction to Statistical Computing, 1 credit, Language

This course is designed to provide students with an introduction to statistical computing using RStudio. This course will have two components. In the first part of the course, students will learn data manipulations, data structures, matrix manipulation, database operation, and functions. In the second part of the course, students will learn statistical computing topics including simulation studies and Monte Carlo methods, numerical optimization, Bootstrap resampling methods, and visualization. Students will be introduced to some packages and technologies that are useful for statistical computing. Through producing numerical summaries and creating customized graphs, students will be able to discuss the results obtained from their analyses and to generate dynamic and reproducible documents. Prerequisites: Math 141 (or ECON 350/BIO 375/PSY 214) and Math 151 (or MATH 135-136).

C. Announcements of changes in distribution requirement designation:

MUS 390, Music History Topics: Broadway Musicals and American Culture (Fall 2018: AH, PPD)

REL 370, Militant Muslim Movements (IE)

UNIV 183, Life After Mandela (WT 2019: IE)

D. Approval of the summer Italian studies program at Grado for IE credit.

E. Motion to confer degrees on Spring Term and May Term 2018 Graduates

The consent agenda was approved.

4. Student Academic Life (Rich Martoglio)

Motion to be voted on:

In response to concerns related to student observances of religious holidays, the Student Academic Life committee notifies the faculty of proposing the following changes to the Academic Handbook language (**additions in bold**, ~~deletions in strikeout~~):

RELIGIOUS HOLY DAYS

DePauw University embraces the religious diversity of its students, faculty, and staff. Accordingly, faculty members are expected to accommodate students who are adherents of a religious tradition and wish to fulfill obligations of that religious tradition on excuse students from class and be flexible with respect to deadlines for required coursework in order to enable students to observe religious holy days. Faculty are also expected to make it possible for students observing holy days to make up any work they miss, provided arrangements are made in advance. Students are expected to notify their instructors of their intent to fulfill the obligations of their religious tradition well in advance of these days **observe holy days at least one week in advance of these days.** For the sake of this policy, "holy days" are defined as periods of time in which either:

- activities required by normal class participation are prohibited by a religious tradition, or
- a special worship obligation is required by a religious tradition.

Students with questions or concerns about this policy should contact the Office of Student Academic Life.

Statement from a Faculty Member – I want to remind us that regardless of what is in our handbook when students approach us about their identity our response goes along way. Hope you vote on this and hope you take in consideration how you speak to the students and how you work this in to your work.

Statement from a Faculty Member – I support and add that the current policy makes for an awkward conversation.

Statement from a Faculty Member – I am against this policy for several reasons. It is difficult to reschedule things, especially labs. I had one student miss three days for religious reasons and that was fine. I had a colleague that said a student missed a week for religious reasons. If they ask off, then they are basically saying they are excused of work. It will cost me a lot of time and money to make up some of the work that they miss and some of it just can't be made up. What holidays are we going to observe? There are several.

Statement from a Faculty Member – I have been here for a long time. The first year I was here at DePauw a motion much weaker than this I have been told that I should not bring this forward because I was asking for special privileges. I was told that this does not matter because that there were not very many Jewish students at this university. Every single year it is publicly available when the Jewish holidays are especially the ones in the fall which are quite important. Every year something important is scheduled on this date. Every year we write a letter and we receive an apology from a certain someone. I think it needs to change.

Statement from a Faculty Member – The SAL committee that helped develop this. We did worry about the potential for abuse. The thinking was that we would address it if it was happening. The difficulty of rearranging labs isn't this a problem if someone is ill or athletics. How would this accommodation be different than that? Students should arrange for accommodations and make up any work they have missed for this. Give them opportunity to make up. Student should give a week in advance notice.

Statement from a Faculty Member – The problem is that current faculty say no when they come and ask them to be off for religious reasons. That is a bad behavior by faculty. Is that why we are creating this rule, to correct bad faculty behavior? All faculty should be able to make this work. Under this rule they will still need to approach us, the only thing different is they have to say yes. I am distributed that we continue to change the policies due to inappropriate behavior. I am sick of voting on things that are

inspired by bad faculty behavior.

Statement from a Faculty Member – I am very sensitive to the challenges that we all face. I have done a lot of work thinking about inclusive pedagogy. I encourage this language change and welcome the fairness and equity to everyone’s academic experience. Are there alternate ways to make a learning experience equal? I hope we all think about this as we place our vote in a bit.

Statement from a Faculty Member – I have two points. We need to get rid of word accommodate and stop using it.

Statement from a Faculty Member – We need more clear definition of the expectations.

The vote was by secret ballot. The motion was approved.

5. Faculty Priorities and Governance (David Worthington)

A. Motion to be voted on:

Change the membership of the Faculty Priorities and Governance Committee

Current Handbook language:

2. Membership.

Faculty membership: One (1) representative from the Core Faculty Committees: Curricular Policy and Planning, Faculty Personnel Policy and Review, Faculty Development, and Student Academic Life; three (3) directly elected faculty members including one representative for the School of Music and the Chair of the Faculty, for a total of eight (8) faculty members.

New Handbook language

2. Membership.

Faculty membership: Seven directly elected faculty members: one (1) representative from each of the four Curricular Areas, one (1) representative for the School of Music, and two (2) representatives at-large.

Rationale: Having appointed members of the committee from other Core Faculty Committees is problematic. These individuals are in fact subject to significant workloads on two Core Committees. In most cases, the faculty members selected to fill these appointed positions are only available for one year. Having half of the committee members being one-year positions hampers the work of the committee from one year to the next. This year we were fortunate to have three individuals returning. However, based on the current situation, there might be only one returning member for AY 18-19. Additionally, the Core Faculty Committee appointees were not elected by the faculty to serve on Governance. The appointed process also carries the risk of unbalanced representation, either in curricular area, or other identifiers. The new membership insures faculty representation from all curricular areas. The committee believes that direct election is preferable. The direct election of faculty to this committee, instead of appointments from the Core committees, insures that the faculty are aware and intentionally elect the members of the committee.

In proposing these changes, Faculty Priorities and Governance Committee discussed and debated its impact on its steering committee function. It concluded that steering committee charge can be met without direct representation from the core committees as long as committee chairs communicate with the chair of Faculty Priorities and Governance Committee. If particular issues raise to a level the merit Faculty Priorities and Governance Committee deliberation and/or action, a representative from the committee can meet with Faculty Priorities and Governance Committee to consider the issue. Likewise, if an issue comes before Governance that merits consideration of a particular committee or committees, then Faculty Priorities and Governance Committee can request the committee(s) to send a representative to its meeting for discussion.

The motion was approved.

B. Announcement:

Faculty Priorities and Governance and the Writing Curriculum Committee inform the faculty of the creation of a working group on the first year seminar.

Rationale for/Request to form a Working Group on the First-Year Seminar

Discussions in AY 2017-18 about the curriculum, staffing, and oversight of the FYS program have indicated that the current administrative structure of the FYS is not efficient or effective. Currently, the WCC oversees all aspects of the FYS, including the curriculum (particularly the writing component), the requests for and processing of faculty proposals for new seminars, and the assessment of the program. Given that the WCC has significant responsibilities beyond FYS, a revision to curricular/programmatic oversight is needed.

Charge for the FYS Working Group:

The Working Group will determine the best model for management and oversight of the FYS program and make a recommendation to the faculty. The working group should take into consideration the curricular goals of the FYS program, staffing FYS courses, and advising in the first year, as well as the role of the standing committees in the oversight of the program.

Membership in the FYS Working Group:

4 faculty representatives from the four broad disciplinary areas
1 representative from the WCC
1 representative from the advising committee
1 representative from the curriculum committee
1 representative from the SOM
The Registrar *or representative*
The Dean of first-year students *or representative*
The FYS coordinator
The VPAA *or representative*

In appointing faculty members to the Working Group and in selecting representatives from the Curriculum, Advising, and Writing Committees, the Governance Committee should strive to ensure that at least two faculty members on Working Group have knowledge of the history of the FYS and Writing programs.

Coordination and Duration of the Working Group:

By the end of the fall 2018 semester, the working group should have a proposal for revising the administrative structure of the FYS program. The proposal should be brought to the Governance committee and the VPAA. The Governance committee may grant an extension, if necessary.

C. Advanced notice of a motion to be voted on at the September 10, 2018 faculty meeting:

The following language is to be added to the Academic Handbook under Personnel Policies.

Section IX. Faculty Participation in Recruitment/Appointment of Senior Administrators

This policy applies to the following senior administrators: Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries. This list is to be amended as administrative roles, titles, and positions change. The Faculty

Priorities and Governance Committee (or its successor should a new committee structure be adopted) has the primary function of amending this list, in consultation and agreement with the administration.

Faculty participates in the formation of job description and serves on search committees. Faculty Priorities and Governance Committee reviews job descriptions, and appoints faculty to search committees through a call for volunteers. Faculty has the opportunity to hear from candidates and ask questions of them, either through open meetings or through elected representatives, normally selected by the Faculty Priorities and Governance Committee. For both internal and external recruitment processes, there is an open call for faculty applicants.

Searches are open for the final, "on-campus" phase. Faculty are to have access to the finalists for hearing and question the candidate.

Faculty Priorities and Governance Committee issues a call for faculty volunteers to serve on the search committee and selects the representatives from the resulting pool. Faculty participates in the creation of the job description.

Rationale:

The Board of Trustees, President, and Vice President of Academic Affairs each have prerogatives and authority regarding the recruitment/appointment of senior administrators. Best practices in shared governance, however, include faculty participation in the decision-making processes. Best practices also invite having language about faculty participation in recruitment/appointment in the Academic Handbook. With regard to university practices and processes for the recruitment/appointment of senior administrators with significant role in the academic mission of the university, the following principles apply: a spirit of shared governance guides policies, alignment of prerogatives between faculty and administration is desired, and except for confidential information transparency is to be maintained. The Faculty Priorities and Governance Committee is guided by AAUP policies, including: Statement on Government of Colleges and Universities (1966); Faculty Participation in the Selection, and Evaluation, and Retention of Administrator.

Links to AAUP policies

Statement on Government of Colleges and Universities (1966)

<https://www.aaup.org/report/statement-government-colleges-and-universities>

Faculty Participation in the Selection, Evaluation, and Retention of Administrators.

<https://www.aaup.org/report/faculty-participation-selection-evaluation-and-retention-administrators>

Statement from a Faculty Member – This means that basically for a presidential search this policy does not apply. This goes against the AAUP policy. Why is this being removed? The board is refusing to follow guidelines

Statement from a Faculty Member – My understanding is that we are in conversations with the administration. The committee is working on an attempt to work out a process for the presidential level. We separate the presidential level process because it is different from the senior administrators. We support the AAUP policies regarding open searches. At this point we have not heard a formal position from the Trustees and what their position is. We have only heard from the Office of the President. If the faculty wants to have this; I think it can be done. Look at the AAUP policy. The link is in the agenda.

President McCoy – In conversations with the committee we discussed that everything in this motion really deals is at the administration's level with the exception of the President which is solely Board prerogative. The board is not bound to the AAUP principals. The reason the boards have search policies such as ours is that it allows faculty participation without requiring potential candidates to declare openly. If a President is currently in a position and is required to declare openly, they typically will not apply. A search firm told me that about 80% of searches are closed for this reason.

Statement from a Faculty Member – What you are seeing is the portion of a very long discussion on recruitment review and retention. This is just a small portion. We have been able to get to a point to put this forward. The other items were not there yet. Review and Retention. Important work to be had.

D. A letter to be sent to the Board of Trustees

The Faculty Priorities and Governance Committee writes this letter with deep collective concern about the health and well-being of DePauw University. We share with the board a lifetime commitment to the welfare and prosperity of the institution but today believe that DePauw is in a state of crisis. Fearing further erosion of the campus climate, we believe the best way to address the problem is to develop channels of communication between the faculty and the board. Thus, we request that, as soon as practical, the Executive Committee of the Board of Trustees meet with select faculty members to discuss ways to address our mutual concerns.

Statement from a Faculty Member – Who is the select Faculty? I would like more context.

Statement from a Faculty Member - We didn't go through selecting people. We were thinking that it would be a member of the major standing committees that would self-nominate themselves. We didn't figure out a number. That was not part of the concern.

Statement from a Faculty Member – This feels very DePauw-ish. As a faculty representative, I am finding a state of crisis pretty vague.

Statement from a Faculty Member – There are a variety of things. Experience of the committee – lack of trust. Some people have suggested that as a climate of fear. The fear of disagreeing with administration in fear of retribution. There is a lack of transparency. Students being subject to what is terroristic threats has not always been handled as what is best. That direct discussion with the board might help develop some solutions.

Statement from a Faculty Member – Do we not already have faculty that meet with the board?

Statement from a Faculty Member – Not to my knowledge. Not a standing meeting. We are asking for a special meeting. Looking for longer term channels between faculty and trustees

Statement from a Faculty Member – I had a related thought. I wonder if the faculty staff student climate survey has been shared with the board?

President McCoy - Yes it has.

Statement from a Faculty Member – The written announcement met with demands. Wondering can you share with us the issues raised? I was curious if governance had any plans on our systems and how it might play into this.

Statement from a Faculty Member – The list of demands – pretty specific to governance committee and who sits on the committee. They asked for students on this Committee which we have, but not AAAS students. The other committee they requested students on does not exist.

Written announcements:

In addition to its regular bi-weekly meetings, the committee has held two special meetings to address the concerns raised by the AAAS and other issues.

The chair of the faculty encouraged people to run for the committee – 5 open seats.

6. Curricular Policy and Planning (Scott Spiegelberg)

A. Motion to be voted on:

Proposal to change Language Requirement for Graduation

GENERAL POLICIES FOR ALL UNDERGRADUATE DEGREE PROGRAMS

- Students must complete distribution requirements appropriate to their degree objective. ~~Satisfactory performance in language proficiency examinations may count toward meeting distribution requirements.~~

THE DEPAUW CURRICULUM

DISTRIBUTION REQUIREMENTS

GLOBAL AND LOCAL AWARENESS

LANGUAGE REQUIREMENT

~~Students attain second semester ability in a language other than English. In these courses students practice effective and appreciative communication within another language and across cultures. Students also may satisfy this requirement through a proficiency/placement examination or participation in an off-campus study program in a non-English speaking country and enrolling in a minimum of two courses, including a language course and a course related to the program's location. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar.~~

Students will complete two semesters of a language other than English, beginning at an appropriate level according to a placement exam and in consultation with the coordinator of the language program. Students may choose to complete this requirement with a language they have studied previously (by testing into the appropriate level), or they may choose to begin a new language at the first-semester level.

Students may take one semester of the language in an off-campus program with the approval of the relevant language coordinator.

Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, **and in consultation with the director of English for Academic Purposes.**

Rationale

The Department of Modern Languages self-study process has coincided fortuitously with the University's development of a Global Awareness (IE and PPD) component in the general education program. As new programs such as the Global Health Major and the International Business Minor emerge, and as Interdisciplinary Studies develop, it has become clear that the university must offer a language requirement that can consistently do justice to its prioritization of a more globally-minded and cross-culturally driven

academic program. If we are to help provide a credible and worthy Global Awareness experience for students, an option for students to “test out” of a university language requirement is counterintuitive. While most students at DePauw do pursue language study at some level, the exemption of even some students is glaring, especially when all other general education requirements call for coursework in areas in which students have had some exposure prior to their DePauw arrival. Our two semester requirement brings languages into proper alignment with the Arts & Humanities, Science & Math and Social Sciences graduation requirements. The university’s commitment to language study over the last twenty years is manifest in the development and staff support for eight language programs and a breadth of study abroad options. It is time to reaffirm that commitment by solidifying expectations for students in the general education program and beyond.

While students may well have developed language skills prior to enrolling to DePauw, our revised language program will more directly help them attend to the university’s greater mandate for international and cross-cultural competence. In addition, the new requirement is designed to help students adequately prepare themselves for meaningful off-campus study and study abroad, not simply by exposing them to a given language, but by helping them experience and negotiate the otherness that they will experience off campus. This is particularly important when in the last academic year, one third (33.3%) of DePauw students sought off-campus study and language study in a region where one of our languages is spoken.

ML recognizes the seriousness of a commitment to language study in the general education landscape, and proposes this revised requirement as a means of ensuring that further development of global and international programming DePauw at curricular, co-curricular, and experiential levels may flourish.

Professor Spiegelberg offered the following data:

Current Offerings in Languages

Fall 2017: 607 seats

Spring 2018: 611 seats

Fall 2018: 615 seats

Chinese, French, German, Greek, Italian, Japanese, Latin, Spanish

100, 200, and 300 level courses

Average class size 16, range from 5-22

Course Demand

students that would be fulfilling language requirement each year: 540

majors taking courses: 75

students studying abroad: 40

Expected average demand for language courses: 575

Question from a Faculty Member - How many of these are 100 level?

Response from Prof. Spiegelberg - The stronger majority is. I would have to pull the spreadsheet.

Response from a Prof. Alex Puga – Our research show there is about 2000 enrollments in past 5 years. This is a test in policy. Students that do test in higher levels have more opportunity. There is an increase demand for Spanish. Any kind of faculty proposal should not be seen as that we are opening up more Spanish. We will look at other enrollments. For me, we are here to discuss an inconsistency. We are the only discipline that does not require two courses. Another concern is that this motion that might complicate this advising landscape. Restructuring of modern language department should not stop this discussion.

Question from a Faculty Member – I think what concerns me with students who have bilingual already. I am worried that we are not acknowledging bilingual families. This seems like a problem.

Response from a Faculty Member – That point is valid. My understanding is that international students that identify themselves as such will have a course just for them. We welcome heritage learners.

Question from a Faculty Member – Clarification on the k-12 education. What the process is for that? Is there some kind of petition for this process?

Response from a Faculty Member – The petition process will go through the Registrar's Office.

Question from a Faculty Member – Does the curriculum endorse this change? I am a little disturbed by the data today. This doesn't give us time to review the data. There are larger issues in our curriculum that require general education but we need to be practical with us not being able to hire many more faculty in future.

Response from Prof. Spiegelberg – Schedule of classes is where these numbers come from.

Statement from a Faculty Member – We shouldn't have to do math ourselves. Doesn't give us time to think about it.

Question from a Faculty Member – Staffing requests – right now how many students take 1 or more languages?

Response from a Faculty Member – 25% students do not take anything. 1 is a number we can pull up. Ultimately as far as staffing goes we have to make argument through RAS. It will take work in other areas. Conversation about language taken will go beyond what language you would like to take. We need to make sure all of our permanent staff is engaged in our mission.

Question from a Faculty Member – Not only will there not be any hiring we are going to continue to shrink. And so, there is going to be a net increase in modern languages at the expense. I think we need to recognize this and look at the entire curriculum. I want to bring forward that I would need to see more evidence. How does this serve our students?

Response from a Prof. Spiegelberg – Took average of last four years. Quarter of that average. Likely to go down.

Statement from a Faculty Member – I want to point out that the people who will have to take extra are the ones who placed out of this. Spanish does have excess capacity. It will go to either unused capacity or the elementary classes. We have a lot of room. This will enable us to use our staffing more efficiently. Help Spanish prioritize staffing better. We need to take this seriously. Language requirement is a joke. Let's them off the hook before it gets interesting.

Response from Dave Berque – In the first sentence, students will complete a language other than English. The intent is for incoming students of 2019 – yes. We have overestimated number of seats. Almost have 400 international students that might take a language.

Question from a Faculty Member – If you know a little bit of Spanish and you take the exam and bomb it, will you have to start over?

Response from a Faculty Member – No, if you want to study Spanish it's an incentive to get into upper level courses that do not have those pressures on them.

Question from a Faculty Member – How many students will be fulfilling the requirement of the two classes. What is the proportion of those classes? If that's not acceptable then why not 3?

Response from a Faculty Member – It was originally argued for placement into the next level. It seemed more consistent to do two. Seventy-five percent of students do two requirements as it exists.

Question from a Faculty Member – Does this mean not offering Spanish 100 at all.

Response from a Faculty Member - One of our decisions is that we are liberal arts. We offer 100 levels. We have a policy in Spanish that if a student takes 3 years in high school that they have to go in higher course.

Statement from a Faculty Member - You have many classes that do not fill up. I'm not convinced students will do that. That buffer will go away fast. Hesitant to think that students will take classes that they were not planning on. We continue to add new requirements for the students, as we do it we crimp the students more and more and more. I worry that if we pass this we will be unable to do a fair gen ed discussion on what students are missing. Very little movement on changing that. There is no science test that allows you to quiz out on this.

Statement from a Faculty Member - Curriculum has been discussing the science and mathematics requirement. We are not ready to make recommendations on this. We are concerned, but not feeling same pressure.

Statement from a Faculty Member – I'm going to encourage us to wait on this. I feel like it's dangerous to start tinkering when we need to have a bigger conversation.

A motion was made to send the matter back to committee. The motion is seconded.

Statement from a Faculty Member - Curriculum has been having a wide range of discussion on gen ed. We were looking at the bigger picture of gen ed.

Statement from a Faculty Member – I would like to see the bigger picture. I would like to see it discussed together.

Statement from a Faculty Member – How hard it is to get stuff done around here. It seems to me that we got stuck a lot of times by trying to do the vote thing. I'm not really seeing that this proposal competes with other things that we might want to do in general ed. By filling some of the under used seats that will free up more seats elsewhere. Would like to vote now.

Statement from a Faculty Member - I would like to support motion. No matter what other general ed changes might happen there is not going to be a time where I won't be in favor of two language courses.

Statement from a Faculty Member – I would like to thank the committee for their hard work. I concur with the previous comments. Let's move forward. Multiple opportunities for discussion and debate. My understanding is that as this is standing we are not going to be seeing a request for additional staff. Truly think that the concern has been addressed.

The motion was not approved to refer back to committee, with 49 Yes and 53 No votes

The original motion was approved with 51 Yes and 43 No votes.

B. Advising Committee – Invitation for Commitment Advisors

C. Learning Goals for Power, Privilege, and Diversity courses and International Experience courses

Curriculum Policy and Planning has developed learning goals for PPD and IE, based on work done by the 2016 PPD summer workshop and 2017 IE summer workshop. We started the discussions last fall, and finished polishing the learning goals on March 12.

A. For Power, Privilege, and Diversity courses, we want PPD courses to directly address issues of difference and marginalization in the United States.

Learning Goals:

1. **Recognition:** Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
2. **Historical/structural analysis:** Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
3. **Lived experiences:** Understand and assess inequities, perspectives, and lived experience for groups that experience marginalization in the United States.

B. For the International Experience courses, we want to rename this General Education requirement as Global Learning (GL).

Learning Goals:

1. **Engagement with cultural difference:** Gain a critical understanding of perspectives and voices of specific peoples and places outside of the U.S.
2. **Historical/structural analysis:** Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
3. **Recognition and development of cross-cultural skills:** Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.

Statement from a Faculty Member – I urge us to not delay this to next semester with all the concern to PPD.

Question from a Faculty Member – Who decides whether this requires a handbook change or not? Seems to me that currently there is no explanation worthy of the name for what the criteria is. My colleagues have been asking for some clarity on what it is. We have had enough time.

Question from a Faculty Member - When the PPD came started the concern was concern that there was not enough faculty that could teach this. Are there enough now?

Response from a Faculty Member - Yes

7. Faculty Development (Angela Flury)

Announcements: from FDC and from the Dean of the Faculty

FDC is happy to announce that 33 faculty members have signed up for the PPD faculty development program this coming fall. Deadline for signing up is May 9.

In hashing out the program—which includes, consecutively, a keynote address by Dr. Sheila Jaswal on Friday, August 24; a workshop/discussion day on Saturday, August 25; four monthly reading group meetings, and an outreach activity in the spring of 2019—the faculty development committee arrived at a model embedded in an ongoing, shared learning process. We are currently laying the groundwork for a similar

faculty development program for Global Learning (formerly known as I.E. International Experience) --to be offered in the spring of 2019--with the expectation that a communal/collective model may serve our campus well in establishing diversity and inclusion in local as well as global contexts. We are looking forward to trying out and learning from this kind of faculty development model.

I also want to add that we will try to arrange for one of the PPD reading groups to meet in the morning—this is to accommodate faculty members for whom meetings during the week after 5:00 p.m. are difficult to attend due to child care.

In the spirit of embracing a more communal/collective faculty development model, FDC encourages the administration to consider utilizing the Faculty Institute as a space where we might all address the challenges of power, diversity, inclusion, and global learning. As neither PPD nor Global Learning is a “competence requirement” and thus neither requires mandatory training, the Faculty Institute provides a convenient and needed opportunity to address a large assembly of faculty and staff to solicit input, share knowledge, and foster learning.

Dean of Faculty Tamara Beauboeuf

The Dean of Faculty made five announcements:

1. There are 19 faculty and staff (9 men and 10 women) signed up for participating in the 2018-2019 SEED seminar.
2. Building on the momentum of two years of writing groups, we will be offering a summer drop-in Wednesday Writing Group during the months of June and July.
3. A few faculty and staff have asked to organize three summer reading groups. The selected texts are *What Does it Mean to be White?* (2016) by Robin DiAngelo; *The Only Woman in the Room: Why Science is Still a Boys' Club* (2016) by Ellen Pollack, and *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* (2017), by Ozlem Sensory, Robin DiAngelo and James A. Banks. An email will be sent inviting participation in the writing and reading groups.
4. To keep abreast of changes and conversations in higher education, we in Academic Affairs will be reading the following this summer: *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (2017) by Cathy H. Davidson, *Breakpoint: The Changing Marketplace for Higher Education* (2015) by Jon McGee, and *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2016) by Edward E. Baptist.
5. In continuing our long and distinguished tradition of identifying faculty peers who "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community," I am pleased to announce that the 2018 United Methodist Exemplary Teacher Award recipient is assistant professor of Psychology and Neuroscience, Suzanne Biehle.

8. Faculty Personnel Policy and Review (Clarissa Peterson) –

We have completed our personnel reviews.

We are continuing discussing student opinion forms.

We hope that faculty will volunteer to serve on the Review Committee, we have made it a priority to get out of the meetings by 6pm and hope others will do the same. The university has also already promoted the big class of faculty who were hired during our growth stage. As a result, there should be less work in the future.

9. Honorary Degrees (Deborah Geis) – All four were overwhelming were approved and will be brought to Board of Trustees.

10. Preliminary Report on Extended Studies Program (Dave Berque) –

I was going to show an eleven-page PowerPoint Deck to provide a preliminary report on the Extended Studies Program, given that the Class of 2018 is the first class to have experienced all four years under the new system. However, because of the late hour, I will re-work the PowerPoint slides into a short narrative that I will share with the faculty over the summer. The narrative will touch on three areas: (a) student participation levels in Extended Studies for the Class of 2018, (b) faculty participation levels in Extended Studies during our pilot period since changing the Extended Studies system, and (c) issues related to financial access for students. Note that the faculty have asked for information about the first and third of these points. More evaluation, and discussion with the Curriculum Committee, in the fall.

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

Dear colleagues,

The end of the semester finds us thanking each other for the support and sustenance that have been given to and received by colleagues and students in the midst of campus racism, threats to marginalized identities, student protests, and the deep institutional work that is called for. For some of you, this is the first time, for others of you, this is too many times. For all of us, the past four weeks are a time that will, that must, inform our practice and our work in the months and years to come.

In June of 2016, at the National Conference on Race and Ethnicity in Higher Education, Dolores Huerta stated “Education is the new civil rights movement.” I cite this phrase, which I have shared with you in this space before, because I think that it can deepen our understanding of what is at stake in the need to address the relationship between our practice as educators and the progress of American democracy in its mission to safeguard and uphold the rights and dignity of individuals in a civil society. It may sound far-fetched to say that from this room in this small town in the Midwest – but it is not when you witness our alumni gather here from all over the world; it is not when during this past week-end’s Coming Together discussions, alumni of color made precisely this point by citing the influence that DePauw graduates have in every room they are in (and, I would add, our responsibility to that influence). If DePauw is to live up to its motto to be the “splendor and the light of the common good, or *the republic*” we must embrace our purpose in educating ourselves so that we may educate our students as they will meaningfully contribute to a diverse democracy and a global society.

What this means for us now (for the academic contribution to this work happening across campus) is to **commit to teaching our students in the complexity of their whole personhood**; to engage in the reading, and debating, and struggling, and training, and collaboration necessary to address the marginalization and fear that too many of our students feel because of their identity – their race, their ethnicity, their religion, or their sexuality. This commitment takes sustained work:

- in **anti-bias classroom training** (so that all faculty members (all) are able to build or further build upon the skills needed in higher education today by receiving the training and support necessary to recognize and address bias situations that disrupt the learning communities we seek to foster). *The group Sustained Dialogue is currently being researched for this training, having worked with (and been recommended by) other GLCA and small liberal arts campuses.*
- in understanding the **histories and current states of our disciplines**, analyzing their data and questioning systems or practices that privilege some experiences over others. *Tamara named some of the books that are being read this summer; please let us know of more.*

- in examining **our pedagogies and our curricula** and looking to representation and content, to how we validate our students in their learning, and holding ourselves accountable for the persistence of all of our students, not just in our majors but throughout the education we collaborate to build. *And here, I am so grateful for the creation of a FYS working group to examine how we introduce our students to a DePauw education, and to the endeavor of living and learning together and from each other.*

If this feels like another call to action, it is. Now, I am aware that a call can be so loud as to silence dissenting voices. And I understand, and own, that I need to create spaces and platforms where people can disagree, provide their own perspectives and doubts, and their own articles. Come speak with me, or Tamara (as Dean of Faculty), or Renee (as Senior Advisor on Diversity), or the Diversity and Equity Committee, or the staff of the Center for Diversity and Inclusion – we seek your ideas *and critiques* so that we can keep learning together and from each other. We won't all agree – and we shouldn't as an institution driven by critical thinking that valorizes difference - but I will maintain that we do need to commit to the **principle of education in its relationship with society**. We need to keep building on the momentum created by the dedicated work that is already happening with training and visiting speakers in many divisions, departments and programs, and in multiple faculty committees so that *every* student can experience the fullness and dedication of a DePauw education. In that work, DePauw as an institution long committed to the arc of social progress, and we as a faculty who came to this work through a passion for the transformative power of knowledge, can claim this contribution to democracy and to the thriving and well-being of our students.

12. Communications from the President (Mark McCoy)

My comments today will be brief. I'll begin and end with a thank you.

Thank you for the many ways you have reached out to our students, staff, and faculty that are in need, fear, or pain. I have personally appreciated the many notes and calls of support and know that each of us, when receiving such support, are most appreciative. Thank you for your care. I especially thank you for the support you have shown our religious students with this vote today. Together, we can build the inclusive climate we desire.

I would also call upon each of us to find the ways that we can come together to continue to support each of us. Let us look out for each of our students and colleagues, regardless of background or position, race or gender, religion or standing. These are challenging times in higher education made only more so through unnecessary divisions. Navigating the challenges facing higher education and the challenges facing our country and indeed, our world, will require a refined commitment to our ability to work together.

I will take a moment to thank Bobby Andrews and the admissions team and to update you on the class. At this moment we have 600 students, above our target of 585. That said, we are below our revenue target due to financial aid awards two percentage points higher than our goal. We will be discussing the financial challenge that this creates with the board this week.

Finally, thank you for your commitment to the transformative education we provide our students. Let us all celebrate the hundreds of accomplished graduates that will cross that stage into a world made different by the education you provide. At this time of year, we are all weary but there are still many things to celebrate—most especially those students who have garnered this profound education and will soon be college graduates. Thank you for transforming their lives and setting them on the path to a life of meaning and purpose.

Question from a Faculty Member – What is the overview for admissions on multicultural students?

Answer from Bobby Andrews – The admissions for international students is 100 students, Domestic Students is 27% and first generation is 27%.

Question from a Faculty Member – Is there anything that you would do differently responding to the recent incidents on campus?

Response from Dr. McCoy – Always looking to find ways to make things better. We live in a world of perception. I think the perception is that the administration called the news vans to campus. The administration was working around the clock and the news crews were asking for individual interviews. We decided to get all news together and do it at once and we would answer their questions via a press conference. We were just trying to make the best of the time that was being asked.. The most important thing is that students were heard and concerns were felt. The first incident was shared on social media on Wednesday and was reported on Thursday. Alan and I and many other members met in CDI that night. There were concerns about the PATH of safe ride. We changed the path right away. We have put more people on watch. We have added more police officers. After another incident, we called state police and the FBI to make certain we were doing all in our power to make people safe. I would tell parents that we are doing everything in our power to make students feel safe.

Question from Faculty Member – I have three questions 1 – Target was 585 and I am wondering why 585 was target, but we needed 620? 2 – You would do press conference but why did you lock the door? 3 – Is our partnership with POSSE in jeopardy?

Response from Dr. McCoy – We typically try to get 600 or over. Bring down discount rate. We did really good on both. The way it turned out we got more than the 585 but 2 points higher on the discount rate. Locking the door – I wasn't aware the door was locked. We were expecting no one at that. If door was intentionally locked I was not aware. As for the POSSE I have heard that concern as well. I had a couple students at the house who also expressed concerns. I don't think anything would come of that. We spent time talking to POSSE about it.

Question from Faculty Member – I have a concern about transparency and timeliness of information. Some communication given was big. I think that when I find out of things from students through social media instead of administration I find that troubling.

Response from Dr. McCoy – There are fine lines with communication protocols. Why didn't we have a lock down. The protocols haven't been met. No active shooter no active person. Email went out as required by Clary act. We always to try and be as clear as possible without compromising an open investigation. As we continue to have events happen we are trying to be as clear and straight forward, but do not want to compromise or enflame situation. A lot of people in the rooms when decisions are being made. Several times we found out through social media. Bringing in FBI and the reward helped loosen some of the clues to this. We are attempting to be as straight forward as we can be.

Additional Business

Unfinished Business

New Business

Announcements

A. NSF Curricular Reform Award Winners

The Science and Math Liaisons would like to congratulate the following individuals who have been awarded funding through a DePauw National Science Foundation grant for STEM Curricular Reform Awards.

- Bridget Gourley, Hilary Eppley and Selma Poturovic for pedagogical changes to Chem 130
- Janet Vaglia for creating a new Bio 290 (Topics: The Survival Paradox: Organism development in a changing environment) course
- Suman Balasubramanian for developing a new course in Mathematics titled Mathematical Modeling I

B. Faculty Meeting Dates for 2018-19

2017-18	Faculty	Chair	Open
Sept	10	13	27
Oct	1	11	25
Nov	5	8	29
Dec	3	13	None
Feb	4	7	21
Mar	4	7	21
Apr	8	11	25
May	6	9	None

C. Committee meeting schedule for AY18-19, at 4 pm

Monday – Curricular

Tuesday – Governance (1st and 3rd)

Wednesday – Review, Faculty Development, Student Academic Life, Course and Calendar Oversight

Thursday – Strategic Planning, Chairs and Directors

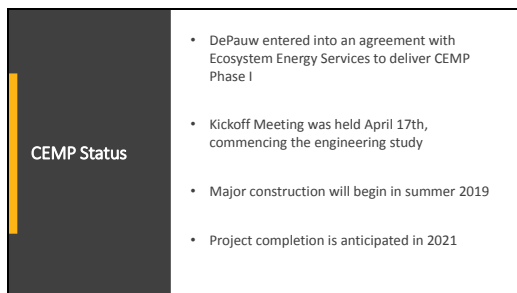
Adjournment

The meeting was adjourned at 6:47 pm.

Respectfully submitted,

Howard Brooks, Chair of the Faculty

Appendix: Report on the Campus Energy Master Plan by Warren Whitesell



Guaranteed Outcomes

- \$750,000 Estimated Annual Energy Savings
- 28% Estimated Reduction in Greenhouse Gas (GHG) Emissions
- Complete Renewal of Central Heating & Cooling
 - \$4.6M deferred maintenance value
 - Root cause of steam leaks, ruptured pipes, and risks to valuable university assets will be resolved
- Maximum Project Price \$12M
- Study Delivered September 28, 2018
 - Facilitates detailed update at October Board

Scope of Work – Prior to Next Board Meeting

- Complete:
 - Team Kickoff (April)
- Engineering Study
 - Present – Sept 28, 2018
 - Confirms project timetable, price and scope
 - Validates outcomes
- Integrated Project Development
 - Local trades
 - Local engineering resources
 - Coordination with Student Housing Project team
 - Vacating College Street

Project Summary

Initiatives

1. Heating & Cooling Plant – Update to Steam & Chilled Water Networks
2. Lighting – Replacement, Optimization & Re-Fixturing of Light Bulbs
3. Controls – Building Automation System Used to Optimize Energy Usage
4. Solar Photovoltaic – Generate Clean Energy on Campus
5. Low Flow Fixtures – Reduce Excess Water Usage

Objective Checklist

Critical Deferred Maintenance

- Critical Update to Heating & Cooling - \$4,500,000
- Improved Redundancy and Reach of Central Plant
- Reduce Risk of Major Failure
- Reduction in Comfort Issues & Cost Resulting from Maintenance

Annual Operational Savings

- Energy \$18,270,774
- Maintenance \$74,600
- Total \$18,345,374

Greenhouse Gas Reduction

- 7,300 Tons Per Year or 28%
- Equivalent to Taking 1,550 Cars off the Road
- 20 Year Outlook 142,000 Tons

Improve Occupant Comfort & Campus Experience

- Better Temperature Control
- Improved Lighting
- Better Air Quality & Safety
- Sustainability Plan Aligned with Student Values