

**DePauw University Faculty Meeting Agenda
November 7, 2016**

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

The meeting was called to order at 4:02 p.m by the Chair Howard Brooks.

2. Verification of quorum

Prior to achieving a quorum, the report from the University Strategic Planning Committee members was given. The summary of those comments appears under their committee report.

The chair confirmed that the quorum was met at the conclusion of their report.

3. Consent Agenda

There was no request to move anything from the consent agenda to a regular item of business. The consent agenda was approved.

A. Approve Minutes from the October 10, 2016 Faculty Meeting

- B. Approval of courses satisfying Privilege, Power and Diversity (PPD) or International Experience (IE)**
UNIV 290A Mathematics Across Cultures (IE Offering)
COMM 291B Tps: Theatre, Culture and Society (PPD offering)
ML 295 Propaganda & Subversion (IE offering)
HONR 300CB War and Society (PPD offering)
HONR 102 Divided Cities (IE offering)

C. Approval of new courses (course descriptions in appendix A.)

- GLH 301 Practicum Experience in Global Health (.5 credit)**
GLH 401 Senior Seminar in Global Health (1 credit)
POLS 265 Introduction to Environmental Policy (1 credit, SS)

Reports from Core Committees

4. Faculty Priorities and Governance (Glen Kuecker)

I call your attention to the written announcements in the agenda, and offer to answer questions.

Last month, the committee gave advance notice for a faculty vote that does two things. First, it changes membership of the committee by adding a directly elected faculty member who serves as a representative for the School of Music. Second, we deleted the *ex officio* member, who was the chair of chairs.

The rationale for the first change is to enhance and facilitate communication between the College of Liberal Arts and School of Music faculty. The change permits for stronger voice and representation for the faculty of the School of Music in faculty governance matters, as well as providing better opportunities to participate in university wide shared governance.

The rationale for the second Handbook change is to cut redundancy, as the Chair of the Faculty attends the department chairs meeting as well as the Faculty Priorities and Governance meeting.

I am happy to answer any questions before the vote.

A. Faculty Priorities and Governance Committee moves to make changes in the Academic Handbook pertaining to the membership of the committee.

Changes to the Membership of the Faculty Priorities and Governance Committee in the Academic Handbook

Deleted language ~~struck through~~, **additions in bold italics**

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; ~~two(2)~~ **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. ~~All representatives serve for two years to facilitate continuity on the committee.~~

Administrative members: Ex officio (without vote): ~~Chair of Chairs.~~ ***None***

Student members: None.

The motion was approved for by a show of hands.

Written Announcement- The Faculty Priorities and Governance Committee continues its work on recommendations for enhancing internal governance within the School of Music, and has vetted proposed Handbook changes pertaining to the Dean of School of Music and Associate Dean of School of Music positions. The committee is preparing to begin discussions of faculty voice in recruiting, review, and retention of senior administrators with responsibilities pertinent to the university's academic mission. We are anticipating conversations with the VPAA concerning the consultant report on DePauw's academic centers. The chair is happy to answer any questions from the floor.

5. Curricular Policy and Planning (John Caraher)

A. Proposed changes to the World Literature Minor

Since the October faculty meeting, it has come to our attention that the version of the proposed changes originally published would remove FREN 327, GER 307, or SPAN 335 from the minor. The intent had been for these to remain as Other Required Courses.

CP&P moves that the faculty approve the following changes to the World Literature minor:

There is a change to the core courses (deletions in ~~striketrough~~, addition underlined):

CORE COURSES

~~ENG 151 and ENG 250. FREN 327, GER 307, or SPAN 335 may be substituted for ENG 151.~~
WLIT 205 (ENG 250)

Rationale for change: One primary aspect of this course is to survey world literature and introduce students to diverse conceptions and forms of literature from a range of cultures and traditions. We can offer the course twice a year and it can be taught by faculty from programs and departments affiliated with world literature. Therefore, substitutions are no longer necessary.

There are additions to Other Required Courses (additions underlined):

Three courses from:

Courses in literature taught in English: ASIA 281, ASIA 282, CLST 100, ENG 151, ENG 161, ENG 171, ENG 181, ENG 191, ENG 261, ENG 396, FREN 327, GER 307, M L 194, M L 227, M L 260, M L 264, M L 326, SPAN 335. The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, M L 197, M L 295, M L 395, WLIT 215, WLIT 315, ENG 460.

Courses in literature taught in another language: LAT 224, LAT 341, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.

Rationale for change: ENG 151, ENG 161, ENG 171, ENG 181, ENG 191 are introductory courses imparting essential concepts of literary and cultural studies. ENG 151 was previously offered as a substitute for ENG 250/WLIT 205 (see above). WLIT 215 and WLIT 315 are core topics courses with the flexibility to address current critical interests. ENG 460, an independent studies course, will count towards the minor if the topic of the course is world literature.

The motion was approved by a show of hands.

B. Proposed changes to BME degree

CP&P moves that the faculty approve the following changes to the BME degree requirements:

1. Require that all BME students complete one Extended Studies internship in a secondary school

Rationale: In order to incorporate two 21CM courses and the NASM-prescribed percentage of CLA classes and expectation of elective options for students pursuing the BME, *MUS 375: Field Experience* was removed from the degree requirements in the 21CM music education curriculum. Given that our students are licensed to teach grades P-12, they must have sufficient pre-service field experiences at each developmental level (i.e., early childhood, elementary, middle school, and high school). At present they have extended field experiences at the early childhood level (within *MUS 262: Music in Early Childhood*), elementary level (within *MUS 351: Elementary General Music*), and either the middle or high school level (within *MUS 352: Secondary Vocal Music* or *MUS 354: Elementary and Secondary Instrumental Materials*). Adding this Extended Studies internship in the secondary schools ensures that students have sufficient field experiences at all four developmental levels as is required by our state accrediting body, the Indiana Department of Education. Approving this proposal means that if a student completes an Extended Studies internship at the middle school level, he/she will complete field experience at the high school level in *MUS 352* or *MUS 354*.

2. Require that instrumental/general BME students study both applied bassoon and oboe (1/2 semester of study on each instrument)

Rationale: This proposed change is the same requirement as was in the pre-21CM music education curriculum. The current language in the 21CM curriculum is “bassoon or oboe.” While students enroll in *Woodwind Techniques*, the class content does not cover double reeds. Instrumental music teachers need experience with both bassoon and oboe.

The motion was approved by a show of hands.

C. Consistency in naming “PPD”

The official catalog language, reflecting the proposal approved by the faculty, refers to a “Privilege, Power and Diversity” requirement, often referred to by the acronym “PPD.” However, the term more commonly used to refer to this requirement puts “Power” first, which seems quite appropriate given the subject matter.

The Curriculum committee moves that the faculty vote to change the catalog language to reflect what has proven the more common parlance.

Graduation Requirements, Fall 2016

These requirements apply to students entering Fall 2016 and after. They include two new distribution requirements: International Experience and ~~Privilege, Power~~ Power, Privilege and Diversity.

~~PRIVILEGE, POWER~~ POWER, PRIVILEGE AND DIVERSITY

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

The motion was approved by a show of hands.

D. Minor in Accounting and Finance for Decision Making

CP&P offers prior notice of its intent to ask at the December faculty meeting that the faculty approve the new minor in Accounting and Finance for Decision Making, proposed by the Department of Economics and Management (see Appendix B)

There were no questions nor discussion concerning the new minor.

6. Faculty Personnel Policy and Review (Meryl Altman)

Review Committee brings advanced notice a motion to be voted on at the December faculty meeting concerning a small change to the ByLaws and Standing Rules of the Faculty, under section IV B 2 a.

[IV (Academic Organizations and Operations)
B (Interdisciplinary, Honors and Competency Programs)
2 (Director or Coordinator)
a (Interdisciplinary and Honors Programs)]

This section currently reads in part:

The director of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs from a department which is participating in the Interdisciplinary Program. Normally the term of office will be three years.

The proposed substitute (and partly new) language would read:

The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the VPAA. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the VPAA will appoint a coordinator after consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

Rationale:

Greater clarity, and less of an ad hoc flavor, to the selection of program directors. Faculty appointments are now sometimes made directly to these programs, which means that steering committees do the same work as DPCs. Better integration of interdisciplinary programs to faculty governance at DePauw.

Additional proposed changes will be brought. The only significant one will include language about the composition of steering committees.

For clarification purposes: we use the term "director" for leadership of a major-granting program, "coordinator" for the leadership of other programs.

7. Faculty Development (Susan Anthony)

Written Announcement:

**Faculty Development Funding for Privilege, Power, and Diversity (PPD) Courses
Summer 2017**

In support of the new general education requirement in the area of Privilege, Power, and Diversity (PPD), the Faculty Development Committee will set aside funding for nine faculty summer stipends in 2017 (\$2500 each) for the development of new courses or for significant revision of full-credit courses and curricula.

Recipients of these stipends will form a **PPD Learning Community** for summer 2017. All recipients will be expected to attend a one-day PPD Learning Community Kick-Off Event in May 2017 that will feature an evening event with an invited speaker, followed by a full-day workshop. The Learning Community will include a small number of faculty members at DePauw with disciplinary expertise in the areas of privilege, power, and diversity who will serve as **Resource Faculty** to the PPD Learning Community as needed or desired over the course of the summer. This kick-off event will also include a discussion of goals and desired outcomes

for PPD courses, as well as an opportunity for each recipient of a stipend to present his or her course development (or enhancement) project briefly. An additional optional midsummer gathering (with lunch or dinner) will also be scheduled for members of the PPD Learning Community to meet to exchange ideas, discuss progress, and share drafts of syllabi and other materials if desired.

PPD Resource Faculty will receive modest remuneration (\$200) to participate in the Learning Community's events, to suggest readings and other resources or provide feedback on syllabi and activities as desired, and to check in with members of the Learning Community from time to time over the course of the summer.

Reports will be due on the first Monday of the Fall semester (August 28, 2017) and should include a course syllabus or documentation of curricular revision and supporting materials as appropriate. In addition recipients of these faculty summer stipends will be invited to share their thoughts and the courses they have developed (or revised) at a series of teaching roundtables or other similar events open to all faculty in the early Fall 2017 semester.

Deadline: April 5, 2017

There were no questions or discussion.

8. Student Academic Life (Tim Good)

A. Student Academic Life moves to approve changes to the Classroom Atmosphere Policy. The specific changes to the policy are found in Appendix C.

The motion was approved by a show of hands.

B. Student Academic Life moves to approve changes to the appeals section of the policy on "Student-Initiated Grievance on Grading and Other Forms of Evaluation by Faculty". The specific handbook language changes are found in Appendix D.

The motion was approved by a show of hands.

C. Student Academic Life moves to approve changes to the appeals section of the Academic Integrity Policy. The specific language is found in Appendix E.

The motion was approved by a show of hands.

Reports from other Committees

9. University Strategic Planning Committee (Jackie Roberts)

Prof. Jackie Roberts began the summary of the faculty interaction with the Board of Trustees. All seven faculty members of the Strategic Planning Committee were invited to attend subcommittees during the recent Board of Trustees meeting on DePauw campus. We did not attend the main meeting as they were participating in a session run by Dartlet. The four elected faculty members will also be invited to the winter Board meeting in February.

I attended the Ad Hoc Committee on Inclusion where we discussed "what markers or outcomes of diversity and inclusion will make DePauw a leader in higher education" and "how do we raise funds for Inclusion Excellence at DePauw." We had a very open and frank discussion as the group grappled with issues of inclusive excellence at DePauw. At the next Board meeting they plan to identify and prioritize the outcomes that they will focus on and continue to monitor in the coming years.

I would like to invite other faculty from the committee to discuss their interactions.

Prof. Greg Schwipps – Greencastle Ad Hoc Committee

- 1) there continues to be strong momentum that is driven by outside funding sources (not stealing from our operations or from financial aid),
- 2) that most of the specific development opportunities are in critical stages of negotiation and are therefore best kept confidential at this time,
- 3) but that it is worth mentioning there was a healthy discussion of faculty housing options in Greencastle (or lack thereof) and how efforts on that front might positively impact faculty experiences/quality of life for faculty at DePauw.

Prof. Michael Roberts – Student Academic Life Committee

The meeting covered three main topics:

1. Campus housing strategic master plan
2. Stevie Baker-Watson gave an update on several diversity and inclusion initiatives in athletics
3. Anthony Jones gave a mini version of his Admissions presentation that he gave in more detail elsewhere

Prof. Julia Bruggemann - Academic Affairs Committee

First, Craig Hadley, Director and Curator of Exhibitions, delivered a short presentation designed to support a so-called Statement of Permanence for our museums, so they can become accredited. After Craig's presentation, the present Board members voted to support the Statement.

Then, VPAA Anne Harris took over the floor. She offered a presentation about the Centers at DePauw. Based on the feedback from an outside evaluator, Sheila Curran, she argued for moving from separate centers to a dynamic collaboration, to create an integrated and deliberate co-curricular trajectory for our students. The idea behind this is that we should not ask our curriculum to be a career path, but to build a co-curricular career path with the centers. The exact details and timeline of implementation are still under consideration at this point, but the idea seems to be that the centers can help our students in building job-relevant skills. In my understanding of such an approach, the centers would be leveraged to help all our students, not only those in the Honors Programs. I suspect Anne can share more details with us about this today or some other time.

Andy Cullison gave an example of how such collaboration between centers could work but showcasing his 'Social entrepreneurship program' where the Prindle partnered with the McDermond Center.

Finally, the VPAA introduced the Board members to the new Class Dean System and advising software, especially as a retention strategies with a collaborative, whole-student approach to advising.

Prof. Scott Spiegelberg – Hubbard Center Ad Hoc Committee

Vice President for Student Academic Life Alan Hill presented the program offerings of the Hubbard Center, emphasizing the goal of having students get help/instruction at different stages of their college career, from first on-campus job to internships to post-graduate job applications. The committee was very supportive, asking questions on how they could best help the Center's efforts. VPSAL Hill hopes to make connections with each academic department/school/program, addressing specific needs of students in those majors.

Prof. Howard Brooks – Admission Ad Hoc Committee

A. J. Jones presented the developing strategy to enhance our recruitment and enrollment management efforts. The targeted goals for the Fall 2017 entering class are 620 students who will generate a net tuition revenue of \$11.5 million. The new strategy includes the assignment of a financial aid counselor to each prospective student earlier in the recruitment process. All aspects of the recruitment process, including literature and targeted contacts through the use of outside contractors is under review.

Written announcement:

The committee has been looking at the campus climate survey data for faculty and staff and is working on the faculty compensation data as a comparison to other schools in our consortium.

10. Diversity and Equity Committee (Veronica Pejril)

Written announcement: The committee's primary focus for this year is on ensuring that action-items enumerated in the 5-year diversity plan are being followed-through by the various responsible parties around campus. Renee Madison will be our primary point-person for contacting individuals to touch-base on these items.

Communications

11. Remarks from the President (Mark McCoy)

Dr. McCoy thanked everyone for participating in the focus groups. Dartlet has very important work to do now. He has requested that faculty members send him ideas of good things that have happened in the classroom or with students for the Friday email. In this recent Board of Trustees meeting, Hoover Hall was dedicated and the board spoke about the change in meal plan. It is really great to walk through Hoover and see faculty and students together. There are good discussions going on about diversity and inclusion. The campaign goal is doing very good and discussion is going on about if we can extend the goal timeline and the amount. We are expecting by the end of the year to have an update. The audit this year was clean and approved. The tuition is set to increase at 2.9%. We do not want it to be any lower due to making signals in the market. Big Kudos to Brad Kelsheimer. He has been working with the USDA debt refunding program and will save 1 million a year for 20 years. Everyone is working really hard at making the budget come together. The line of credit has been reapproved by the board. We do not currently use the line of credit, but it is there if we need. It. The smaller class three years ago has really made an impact on our budget. This year's class is small as well so we are trying to manage this shift. It will be a challenge for several years to come, but we are in good shape. We are doing everything we can to admit a new good class for next fall.

12. Remarks from the VPAA (Anne Harris)

The VPAA notifies the faculty that the Cabinet has reviewed the Personnel Policy Handbook changes pertaining to Faculty Development Reports in the tenure and promotion review process, and, in accordance with the Handbook, accepts the changes.

The VPAA is unable to attend the faculty meeting since she is attending a Chief Academic Officers' meeting of the Council for Independent Colleges (CIC) and that she sends her very best wishes, and is looking forward to returning to campus with ideas and actions for our shared endeavor.

Additional Business

13. Unfinished Business

14. New Business

The Chair of the Faculty gives advanced notice of the intention to approve at the December 2016 faculty meeting various changes to the Academic Handbook due to reorganization of the academic administration.

ADDING: Dean of the School of Music to:

University Strategic Planning and Faculty Personnel Policy and Review (Ex Officio)

ADDING: Vice President for Student Academic Life (or representative) to:

Athletic Board, Course Calendar and Oversight, Sustainability, Hartman Center, and Library and Academic Technology

DELETING: Vice President for Academic Affairs (or representative) from Athletic Board

Change in committee title: From Admission to Admissions and Enrollment Management

15. Announcements

16. Adjournment

The meeting was adjourned at 5:10 p.m.

Howard Brooks, Chair of the Faculty

Ashley Dayhuff, Assistant

Appendices

Appendix A: New Courses

GLH 301 Practicum Experience in Global Health (.5 credit)

GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or other kind of experiential learning (January and May projects and certain off-campus study projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This Practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the GLH Major requires students to work a range of 80 - 120 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

GLH 401 Senior Seminar in Global Health (1 credit)

GLH 401 is a full credit senior seminar course focused on contemporary issues in global health using theoretical and methodological skills acquired and discussed in prior foundational courses in the major. The topic will vary based on the expertise of the instructor, but must remain accessible to students with a variety of backgrounds given the interdisciplinary nature of the major. Students will discuss common readings and research and produce a Senior Project such as a thesis, creative work, or research contribution that fulfills the capstone experience in the Global Health major. Topics for GLH401 will be approved by the GLH steering committee.

POLS 265 Introduction to Environmental Policy (1 credit, SS)

This course examines the different actors, interests, and institutions that aim to govern or regulate the environment and its resources. Students will learn how environmental policy has evolved over time to deal with changing needs and threats, ranging from domestic pollution issues to longer-term threats such as climate change and drought. Much of the course material will focus on environmental policy at the federal level in the US, though students will also look at more local and international efforts to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policy in order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.

Appendix B: Minor in Accounting and Finance for Decision Making

Catalog description: [Accounting and Finance for Decision Making Minor](#)

This minor is designed for students who are interested in business and want to gain a foundational understanding of accounting and finance, both core business related disciplines. Accounting and finance focus on the preparation, communication and use of economic information for organizations and in personal decision making. At their core is decision making. Accounting-based information is the central means of communicating within a business and to the business' stakeholders. Finance uses accounting and other information for making decisions within profit and non-profit organizations and financial institutions, as well as for personal investing. Six courses are needed to complete this minor.

Students electing this minor must complete the following:

Required Core: ECON 100, ECON 220, ECON 280, ECON 360*, ECON 393*

Electives (choose a minimum of one additional course): ECON 398: Business Policy, ECON 470: Money, Banking and the Financial System, MATH 336: An Introduction to Financial Engineering, or other elective as determined by the chair of the department.

Students who complete the Accounting and Finance for Decision Making minor are encouraged, but not required, to complete a Winter Term business internship and are encouraged, but not required, to attend 6 lectures from the McDermond Center Lecture Series during their junior or senior year.

A minimum of four courses must be outside of the student's major(s) and other minor(s).

*Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 275, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SPC 401)

Rationale

The minor, *Accounting and Finance for Decision Making*, fits well within the DePauw tradition and draws on courses that the department has been offering for decades (ECON 100, ECON 220, ECON 280, ECON 360, ECON 393 and ECON 470). The minor builds on the liberal arts foundation, with its emphasis on developing analytical and communication skills, while also offering fundamental knowledge used in any number of business professions. This minor provides students who are interested in business and who do not want to major in economics an opportunity to obtain some fundamental study in the accounting and finance disciplines.

Appendix C: Proposed change to the Academic Handbook regarding the Classroom Atmosphere Policy

In the Academic Handbook this policy is found under Academic Policies, VIII. Classroom Atmosphere Deleted language ~~struck through~~, new language ***in bold italics***.

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.***

Use of Technology during Class

~~Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students.~~

Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

(Note: this section is moved down to Appendix A)

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below.

Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by this policy ***the Classroom Atmosphere Policy***. However, each case is different and given these complexities faculty members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

I. Options for Students

1. ~~Students may consult with~~ ***Get advice from*** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center ~~to seek advice informally~~. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.
2. ~~Students are encouraged to provide~~ ***Provide*** their input using the student opinion form that is administered at the end of the semester in almost all DePauw courses. When students feel

comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

3. DePauw has **File** a formal grade grievance policy that may be applicable **if applicable**, depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/
4. ~~Students may file~~ **File** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: www.depauw.edu/handbooks/academic/personnel/). Actions taken through these procedures are typically confidential.

II. Steps for Faculty Members

Faculty members may wish to consult with the student's academic advisor, the Department Chair, and/or a designated member of ~~Academic Affairs~~ **Student Academic Life** (currently the Dean of Academic Life), even at the stage of informal interventions. If informal measures are unsuccessful, faculty members should follow these procedures:

1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in **Student Academic Life**.~~Academic Affairs.~~
2. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.
3. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.
4. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with the person whom they are accompanying, but they do not enter the discussion.
5. As soon as possible after the meeting the faculty member makes a recommendation to the Dean of Academic Life.
 - o If the faculty member recommends that the student be allowed to remain in the course then the dean and faculty member should consult regarding how best to convey this decision and any stipulations or conditions to the student.

- If the faculty member recommends that the student be dropped from the course, he or she reports this conclusion in writing to the dean of Academic Life; the dean then conveys the faculty member's conclusions along with a written summary of the three-way meeting to the Vice President for Academic Affairs.
 - A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the student is not allowed to return to the course, the Vice President for Academic Affairs decides what appears on student's transcript for the course: W, F, or no entry.
6. A pattern of disruptive behavior in several courses may be addressed by representatives of the offices of Academic Affairs and Student **Academic** Life.

Please note: This policy is not meant to cover behavior that occurs outside the classroom and/or involves harassment. Other policies are in place to handle those situations; the University's harassment policies are published in the Student and Academic Handbooks. Incidents of harassment should be reported immediately to the Vice President of Academic Affairs, the Dean of Students, or Campus Public Safety officers.

Appendix A: Use of Technology during Class

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: *There are two exceptions to the broad discretion given to faculty members above.*

- (a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.***
- (b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.***

Revised and adopted by the Faculty, ~~September 8, 2014~~ **November 7, 2016.**

Appendix D: Proposed change to the Grade Grievance Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

A student or faculty member who wishes to appeal the URC decision on procedural grounds must do so in writing to the Vice President for Academic Affairs within three business days of receiving the decision from the committee. ***The Vice President for Academic Affairs will consult with the Vice President for Student***

Academic Life while considering the appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Adopted by the Faculty November 4, 2002; revised April 3, 2006; ***revised November 7, 2016. Hearing Procedures are updated and revised periodically by the Student Academic Life administration in consultation with the Student Academic Life Committee.***)

Appendix E: Proposed change to the Academic Integrity Policy – Appeals Section

Deletions are ~~struck through~~, Additions are in ***bold italics***

Either the instructor or the student may appeal the decision of the URC to the Vice President for Academic Affairs ***who will consult with the Vice President for Student Academic Life while considering an appeal.***

Appeals must be made in writing to the Vice President for Academic Affairs within three business days of receiving the written notification of the decision. Appeals will be considered only if they are based on one or more of the following criteria: 1. new evidence not reasonably available at the time of the original hearing and which is provided as part of the written appeal; or 2. procedural error that can be shown to have affected the outcome of the hearing; or 3. appropriateness of sanction only in cases of suspension or dismissal. The Vice President for Academic Affairs will decide whether or not there is a basis for appeal, and, if so, upon consideration of the appeal, may revise the URC decision or the penalty. The decision of the Vice President for Academic Affairs is final and will be communicated to both parties involved in the hearing, to the convenor of the URC and to the chair of the URC.

(Approved by the Faculty, November 4, 2002; updated April 14, 2014; ***updated November 7, 2016.***

University Review Committee (URC) Hearing Procedures are available in the office of ***Student Academic Life***. Hearing Procedures are updated and revised periodically by the ~~Academic Affairs~~ ***Student Academic Life*** administration in consultation with the Student Academic Life Committee.)