

Faculty Meeting Minutes

November 4, 2019

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

Called to Order at 4:02 PM without quorum. Highest count of faculty in attendance was 71.

2. Report from the Presidential Search Committee- Justin Christian, Nicole Brockmann, Jeff Hansen, Matthew Oware, and Amity Reading

Justin Christian opened his remarks by outlining the steps taken thus far in the presidential search. He noted that the current 18 member committee has an equal balance between trustees and non-trustees. He outlined the work done to create the Presidential Prospectus and the work done by Russell Reynolds, the search firm. He noted that faculty had input in the selection of the firm and has a very important role in the selection of the next president.

He then took questions from the floor.

Geoff Klinger - Question on communicating with trustees through email address directly instead of the president's office.

Justin Christian- Through Academic Affairs Committee is acceptable.

Dave Berque - Yes, route the communication through the president's office, if it's about the presidential search can contact directly.

Geoff Klinger - Any decision about a hybrid search?

Justin Christian - Still proceeding that this will be some type of hybrid search. Our intent to try and include a handful of additional members of the campus community. Will continue to provide more information as we move forward.

Kent Menzel - No public presentation? Hybrid search would be some selected campus community as part of the process?

Justin Christian - If we have candidates that are okay with a public display, that might be an option. it is customary that this not the process.

Kent Menzel - Has seen proposals of open presidential searches at other institutions.

Justin Christian - Most private liberal arts institution have similar search processes that we are mirroring.

Kent Menzel - Are we asking for data that differentiates between the two?

Justin Christian - Looking for best process, this is what Russell Reynolds is okay with doing for our search.

Jeff Hansen asked the faculty present to offer possible questions for the presidential candidates.

Nicole Brockmann: "How will you keep up DePauw's academic standards? What is the importance of liberal arts colleges?"

David Alvarez: Focus on budget prioritization: "How does the budget reflect our values-- in concrete percentages?"

Francesca Seaman: Focus on building community: "What does community mean to you [candidate]?"

Rebecca Schindler: "How do you interpret data on morale from the campus climate surveys?" Present candidate hypotheticals from campus climate data: "How would women respond to survey data? How do

women respond to a particular question on the campus climate survey?" "What does it mean to have a family-friendly community?" She does not feel welcomed and safe at DePauw.

I want to hear from the candidate: "Here are some steps that I took at another institution dealing with these issues..."; Want to hear a vision for the community from the candidate

Tim Good: Referring the official intellectual aims of DePauw. "How will intellectual engagement and liberal arts be supported in a material way?"

Joe Heithaus: Want to know if the candidate faced a crisis at their university and how did they respond to it. "How does the candidate plan to create community among the various constituents?"

David Gellman: Wants to contextualize DePauw versus other schools. To the candidate: "What concrete resources will the candidate mobilize [not just budget], human values, etc.?" "How will the candidate build on DePauw's current resources?"

Geoffrey Klinger: "How does the candidate view the role of interacting with Trustees and forcefully advocate for faculty?"

3. Verification of quorum Quorum not met

4. Consent agenda (NOT APPROVED SINCE QUORUM WAS NOT MET)

A. Approve minutes of October 7, 2019 faculty meeting.

B. Approval of the following members of the Grievance Committee (term from 1 February 2020 to 31 January 2021): Representatives:

Jonathan Nichols-Pethick, Tim Good, Jeremy Anderson, Maria Soledad Forcadell, Mary Kertzman, Tom Ball, Kevin Howley, and Michele Villinski;

Alternates: Matthew Balensuela, Lori Miles, Jason Fuller, Inge Aures, Pat Babington, Mark Kannotski, Manu Raghav, and Rebecca Upton

5. Curricular Policy and Planning (Tim Good)

Written Announcements:

Descriptive "Pathways" are being developed as templates for other possible future Pathways. These are descriptive (not prescriptive) course and applied studies experiences, along with alumni profiles, that align with careers for which we do not have formal majors. The first three in development are in Journalism, Pre-Law, and Pre-Health Professions. Other Pathways that have been suggested include Marketing, Advocacy, Sustainability, Arts Administration, Publishing, and International Affairs. We are happy to hear about additional ideas for potential Pathways, which may be sent to the interim VPAA.

The Curriculum Committee is working with Dean of Academic Programs, Scott Spiegelberg, in the assessment process currently under way as a response to accreditors. Departments and Programs will send their learning goals and student outcomes for each major and minor for reviews. Curriculum also has the responsibility to define learning goals and student outcomes for the university, which it is in the process of doing as part of the General Education Discussion (see below).

An open meeting was held on 24 October 2019 to discuss General Education at DePauw.

Four main items came out of the 24 Oct 19 meeting:

1 - It is important to seek broad contributions which will lead to agreement on university-wide learning goals. Significant buy-in, especially across the faculty, will be needed for any successful re-vision. Since these decisions will affect the entire DePauw community, ideas are being sought from across campus and from alumni;

2 - It will help us all to accomplish #1 if we can provide wider access to raw data gathered by the Curriculum Committee, re: what it means to be a liberally educated person, the in-process major and minor learning goals, and anything else Curriculum gathers (to be posted on a google drive or something similar soon);
3 - We know that our curriculum, and our holistic DePauw liberal arts experience, has been successful on many levels, and we can support this conclusion with current data, and enhance it by gathering more data. We will use in-hand alumni data and survey more alumni, asking them what parts of their liberal arts experience worked especially well for them, and in what areas would they suggest new considerations;
4 - In addition to the alumni data in #3, Bridget (Dean of Faculty) agreed to work with Tim (Curriculum chair) and OIR (Office of Institutional Research) to extract data about the range of courses our graduates have actually taken. This will help us understand more clearly how many and which students have taken a wide range of courses, in what areas, etc., to lead us to more data-driven conclusions about moving forward.

Any direct discussion of General Education revision will be based on the findings above. Curriculum welcomes suggestions and ideas from all in the wider DePauw community.

Curriculum held open discussions the week of October 28, open to any and all members of our broader DePauw community, to discuss these learning goals, and any potential curricular considerations to be brought to the attention of the Committee on Curricular Policy and Planning, and to the faculty as a whole.

If you could not make any of these meetings but would like to contribute or ask questions, please contact Curriculum Chair Tim Good at tgood@depauw.edu

A draft - DRAFT please, not fully worked out and functioning policy or statement - of university learning goals was generated by the Assessment Working Group, led by Scott Spiegelberg, Dean of Academic Programs.

1. Appreciative learning for long-term personal and professional growth
2. Problem solving skills, including the ability to approach problems from a variety of perspectives.
3. Critical thinking skills
4. Reflective thinking skills
5. Ability to write in every discipline
6. Ability to speak coherently and persuasively
7. Ability to reason (quantitative reasoning)
8. Create meaningful relationships
9. Actively engage with their community
10. Develop intercultural competency
11. Engage in personal wellness and growth
12. Embark on a focused inquiry into a subject or area of knowledge
13. Advance role as a global citizen

These learning goals were developed from the DePauw Student Academic Life website, the “DePauw Education” beginning of the course catalog, and the Purposes and Aims of DePauw.

Additionally, we are not starting from zero in defining DePauw learning goals. Current intellectual aims as stated in the catalog are reproduced below. Along with the work of the Assessment Working Group, we can use these as starting points for our conversations about agreeing on the foundational intellectual aims of our university. We will then use this as the foundation for learning goals, student outcomes, and any curricular revisions.

Intellectual aims of DePauw University

The College is the Splendor and Light of the Common Good Decus Lumenque Reipublicae Collegium

The general intellectual aims of the University are to seek truth and educate minds. To these ends the members of the University strive:
to foster the love of learning and the increase of knowledge and to recognize and support intellectual and creative excellence;
to enlarge capacities for clear, thorough and independent thought;
to understand and appreciate cultural and scientific achievements, past and present;
to encourage serious reflection on the moral and ethical aspects of experience;
to respect and sustain the freedom of inquiry and speech; and
to demonstrate integrity and honesty, courage and compassion in academic work and in the activities of the University generally and in all such matters to be open to the views of others.

The DePauw curriculum is designed to introduce students to basic methods and areas of inquiry; to develop their analytic abilities; to improve their skills in writing and speech; to broaden their perspectives on humanity and culture; to give them an understanding of the contemporary world and the human prospect for the next decades; to offer them intensive training and mastery of at least one subject area; to prepare them for future careers; and to afford them the foundation for more advanced and professional studies. These intentions shape the pattern of DePauw University's environment and direct its activities. Students and deans, staff and alumni, faculty and president are all members of a community whose governance they share. Ours is a residential campus with provision for a variety of student lifestyles; and because of its residential nature, students and faculty exchange ideas outside as well as within the classroom and seminar, and students have the benefit of experience in governing themselves and living with others.

DePauw provides individual guidance to meet the particular educational and emotional needs of students and to assist them in identifying personal career preferences and possibilities. It seeks to conserve and develop physical health and has a tradition of athletic competition for men and women in a variety of intercollegiate and intramural sports, with an emphasis on participation and preparation for lifelong recreational pursuits. DePauw is a place of theatre and debate, of art exhibits and recitals, of publications and many other activities. Its honorary societies recognize academic excellence, leadership and outstanding achievement in special fields.

DePauw seeks to encourage in its students the capacity to ask hard and basic questions about the world, themselves and their commitments; to elicit a serious interest and a delight in ideas and books and works of art; to provide the intellectual setting for those who enter its community to become wise and humane persons; and to prepare them for a lifetime of service to the wider human community.

<https://www.depauw.edu/academics/catalog/university/>

MISSION

DePauw University Mission Statement, updated in 2017:

DePauw University develops leaders the world needs through an uncommon commitment to the liberal arts. DePauw's diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities, leads to a life of meaning and means. DePauw prepares graduates who support and create positive change in their communities and the world.

VISION

DePauw's strategic plan is organized around four themes and is a succinct way to measure our vision for 2025: As a great place to learn, live and work, DePauw will become a university of choice and distinction known for the integration of its rigorous liberal arts curriculum and robust co-curriculum and its unique commitment to the success of each student.

CORE VALUES

Student Focus
 Collaboration
 Curiosity
 Diversity
 Inclusion

RELATIONAL VALUES

Commitment to Excellence
 Trust
 Integrity
 Respect

<https://www.depauw.edu/discover/mission-and-vision/>

Curriculum will host another open meeting on Thu 21 November 2019 in Olin 123 from 4-5:15, to discuss the interrelated topics of General Education, the Academic Resource Center, RAS processes, and assessment.

Resource Allocation Subcommittee (RAS)

RAS met on Tue 29 Oct 2019 to agree on a process for departments and programs to request part-time, term and tenure track positions.

The online short form for part-time and term positions will be due on Tue 3 Dec 2019. The VPAA will use these short forms to negotiate positions with each department and program.

The online short form for tenure track requests will be due on Fri 31 Jan 2020. RAS will use these short forms to send teams of two RAS members to each requesting department/program to develop more complete long forms. Departments who have previously completed long forms do need only inform the VPAA that they wish their request to be reconsidered. They will have the opportunity to revise these resubmissions. This process will continue throughout the spring, ending with RAS meeting during finals week or soon thereafter to rank proposals and make recommendations to the Administration.

6. Faculty Priorities and Governance (David Alvarez)**Written Announcements:**

A. The Faculty Priorities and Governance Committee has been meeting weekly. As part of its work, it has been consulting with the administration on a policy for disseminating university reports and developing a policy on the faculty review of administrators. We have shared a draft of guidelines for committee chairs with current chairs of elected faculty governance committees. And we are continuing our work on the following: campus climate issues, whether the number of faculty members on faculty governance committees could be reduced, and improving communication structures between the Board of Trustees and faculty governance committees. All suggestions for the committee's agenda are welcome.

B. Advance notice of a motion to amend the Academic Handbook (to be voted on at the December faculty meeting):

Faculty Representation on Ad Hoc Committees

Old language: "The Faculty Priorities and Governance Committee makes faculty service assignments to Standing Appointed and Ad hoc Committees in consultation with the Core Faculty Committees." (Academic Handbook, page 12 [Section on the charge of the Faculty Priorities and Governance Committee])

New language - "All appointments of faculty members to Standing Appointed and Ad Hoc committees (including "working groups") are made by the relevant faculty core committee as determined by the Faculty Priorities and Governance committee. Committee appointments for summer committees must be

announced in the spring prior to the last faculty meeting. At the conclusion of its work, Ad Hoc committees should provide a written report to relevant faculty committee(s)."

Rationale:

The proposed changes seek to clarify the representative function of faculty representatives on Ad Hoc committees. They do so by ensuring that all faculty members on Ad Hoc committees are selected by faculty core committees.

C. The Faculty Priorities and Governance committee is seeking a representative from the School of Music. Please contact the committee chair (dauidalvarez@depauw.edu) or the Chair of Faculty, Howard Brooks, (chairoffaculty@depauw.edu) for more information or to volunteer.

D. The committee seeks your questions, suggestions for its agenda, and input on the proposals it is considering. For a fuller account of the work of the Governance Committee, please consult the posted minutes.

David Alvarez - To respect my colleague's time I will not read from the printed announcements.

I will add, though, that the Governance committee recommended the following faculty members for the search committee for the interim search for the Dean of the School of Music.

Two faculty members from the CLA:

Tim Good

Michael Seaman

Four faculty members from the SOM:

Amanda Hopson

Craig Paré

Caroline Jetton

Kerry Jennings

These faculty members were all appointed to the search committee. They have already begun meeting to identify the interim dean.

The Governance committee would like to thank them and all the members of the search committee for their work. And we would also like to thank our many colleagues who contacted the committee to express their interest in being a part of the search committee.

6. Faculty Personnel Policy and Review (Rob West)

Written Announcement: The committee is continuing its work and meeting regularly.

Geoff Klinger - I am wondering if the committee is continuing to consider policy concerning financial exigency?

Rob West - Not now.

7. Student Academic Life (Naima Shifa)

Written Announcements: The committee evaluated the past three years of orientation survey data, including this academic year, student's opinions, and suggestions from faculty and staff to analyze the necessity of the Common Read program on campus. The majority of the committee endorsed this prompt to continue. The SAL-committee will work with the Governance and the Academic Affairs to define the function and formation of the Common Read committee.

The office of Vice President for Student Academic Life informed SAL that the Smoking/Tobacco Policy Review Committee is working on updating the smoking policy in the Student Handbook.

The committee is continuing its work and meeting regularly.

Dana Dudle - Campus climate for 2015 and 2017 but not since then, it's time to do another one.

Karin Wimbley - Chair of DEC, on the way to preparing for a campus survey that will take place next semester.

9. Faculty Development (Erik Wielenberg)

Written Announcement: FDC is thinking about a GL workshop in the spring semester and welcomes suggestions about the format and content for this workshop.

10. Strategic Planning Committee (Christina Wagner and Francesca Seaman)

Written Announcements: SPC has shared its statement presented at the Board of Trustees meeting for posting on-line. SPC has begun discussing whether handbook language should be changed to reflect the new membership of the committee following staff restructuring and clarification of the role of SPC. SPC chairs have also met with chairs of Administrative Council and Staff Council to discuss how to better partner on university wide strategic initiatives. In November, SPC will be visited by VP for Enrollment Management, Robert Andrews, to discuss the survey of students who elected not to enroll at DePauw.

11. Admission and Enrollment Management Committee (Tarn Tavers)

Report from Bobby Andrews, Vice President for Enrollment Management

Update for the fall and the sweeping ethical changes to the National Association of College Admission Counseling and the potential impact

Change as a result of (2017) DOJ inquiry into anti-trust violations by member institutions in colluding to limit competition (or options) for prospective students.

1. May 1st (National Commitment deadline/day) is no longer enforceable or valid deadline/date for us to be able to remove scholarships, financial aid, or enrollment in general.
2. Recruiting students "away" after they choose to attend elsewhere (before initial enrollment and after subsequent enrollment).
3. Recruiting students attending "other" institutions regardless of their academic year
 - a. On-going retention efforts because everyone else is going to attempt to convince our students that they are better off at their institutions, potentially with any and every negative news story that comes out.
4. Incentivizing early decision applicants (Priority housing and advanced course registrations used to be the biggest factor)

Joe Heithaus - Should we be offering money to juniors and seniors that have done well in our majors? Instead of the traditional few hundred dollars?

Bobby Andrews - That is something that can be explored.

David Alvarez - Early admin strategies, do we have anything that we are perusing. Will you be willing to provide us with two or three ways the admissions process has changed since we did not get the full contingency last year.

Bobby Andrews - Started rebuilding the process two years ago, this is the first class we have had two years to talk to. The work from the marketing and communications office, why choose DePauw and distinctions on that. Articulate to students what drives them, their aspirations, and how can DePauw help them become that. Whatever it might be socially, professional etc, answer back with a University backed tagline.

Refocused in Indianapolis to remind them who we are and our proximity, and for over 100 years they have been who DePauw is. Talk about the impact that Pike or Carmel students have made at DePauw. This is a young eager group of staff working for us and promoting DePauw.

Early decision and incentivising, housing hurts. Compose the first residents hall and residential life experience in the south quad. Decided that we are using merit awards and financial aid for early decision incentives.

Karin Wimbley - Does this change the possibility of getting any full pay students here?

Bobby Andrews - No it doesn't.

Karin Wimbley - Is the Board willing to pull from endowment again? Or looking to another tightening of the belt to stand in?

Bobby Andrews - Can't speak to the board end. This is just a rework of our already financial aid budget. Better utilization of our funds. 1739 completed apps now. Speaks to better engagement now. 139 early applications, normally at 60 now. Denison pushed early decision heavily and we have been doing that as well.

David Gelman - What does early decision mean in this new environment?

Bobby Andrews - The decision is still binding for early decision students.

12. Diversity and Equity Committee

Written Announcement: DEC continues work on 5-Year Strategic Plan, with specific focus on updating and resolving areas that are not yet in compliance. Currently, we are addressing the bi-annual diversity and inclusion reports that needs to be submitted by each department/program at the end of each semester. A template for the report can be found in Appendix A.

13. Communications from the President (Mark McCoy) President McCoy is attending and speaking to the 29th Annual Strategic Enrollment Management Conference in Dallas, Texas

14. Communications from the Vice President for Academic Affairs (Dave Berque)

Let me start by delivering a welcome from President McCoy who, as you can see from your agenda, is delivering a plenary talk at an enrollment management event in Dallas today. President McCoy asked me to wish you well as your semester continues. He also asks me to congratulate the Asian Studies Program for a wonderful 30th anniversary celebration last week, and School of Music for an incredible Green Guest concert— despite a power outage!

Plans for our exciting Library renovation are in progress. We are more or less picking up with the plans that had been put on hold a year or so ago. While this is exciting work, we know we have a number of issues to work through, including planning for relocating services and study areas during the 2020-2021 academic year. Please know that Rick Provine is keeping in touch with the faculty's Library and Academic Technology Committee. You can expect to hear more updates in the coming weeks and months.

As a follow up to initial discussions I had with department chairs and program directors at the October meeting, I will be talking to chairs and directors about a number of issues in more detail this Thursday. These topics include:

- Making term and part-time staffing requests for 2020-2021. Requests will be due one month from tomorrow (December 3rd, 2019).
- Mapping departmental contributions to University curricular needs for 2020-2021. We plan to complete an initial mapping, also by December 3rd, 2019 so we can consider staffing requests in conjunction with these contributions to ensure that we are meeting the needs of our students.
- Developing strategies for dealing with low enrollment courses.
- Sharing information between departments related to strategies for increasing equity in course assignments and time bank assignments.

The chairs, and other groups, have encouraged Academic Affairs to help address these equity issues as one way of improving faculty morale.

I am also pleased to report that David Alvarez (Chair of Governance), Francesca Seaman (Co-chair of SPC) and Christina Wagner (Co-chair of SPC) have just returned from a GLCA conference where they discussed other strategies for improving faculty morale and for orienting new faculty to our community. I am eager to

work with these faculty leaders, with our Dean of Faculty, and others in moving our work forward. If you have ideas, please send them my way.

It has been our tradition for Academic Affairs to provide the faculty with an update about gender and racial diversity at various faculty ranks. I have discussed this tradition with our VP for Diversity and Inclusion, Amanda Kim and we plan to collaborate to provide a report at the December or February faculty meeting.

While the diversity report is forthcoming, we do have two other reports to share with the faculty now. In collaboration with Howard Brooks we have set up a Moodle Site called "Group – Faculty Governance" that we will use to share faculty governance related materials such as these reports. Howard used the official faculty roster to enroll colleagues in this course and I provided two reports which he has posted:

- Survey Analysis – College Choice Survey (Opinions are those of Hanover Research)
- Instructional Staffing Memo

With assistance from Ben Hogan, we have also completed our first pass at re-establishing Extended Studies rotations. We have an abundance of faculty scheduled to teach next during Winter Term of 2022 and will be seeking volunteers who wish to move to an earlier or later date. Please watch for a more detailed update soon.

Finally, in closing, I want to thank you for everything you continue to do to support our students. Please know that our colleagues in Student Academic Life value your partnership just as I know you value their contributions. Non-emergency concerns about a student that extend beyond purely academic matters, may always be directed to CARE@depauw.edu for referral to an appropriate Student Academic Life Team member.

Inge Aures - What to do in an emergency?

Dave Berque - In an emergency situation, please call public safety.

Howard Brooks - I have enrolled 280 faculty members provided by the VPAA's office into the Faculty Governance group in Moodle. You should see it on the sidebar of Moodle. You cannot opt out. If you don't want to read any documents, just do not open the group.

15. Old Business

16. New Business

17. Announcements

A. Dean of the Faculty (Bridget Gourley)

Brief updates:

- Fisher Fellowship Awardee
- Faculty Fellowship Awardees
- Additional Opportunities
- PDF funds for fall semester have been fully encumbered

First, I just have to comment, how nice it was to hear you laugh together at the end of Bobby Andrews' updates and the beginning on Dave Berque's remarks.

PDF funds for fall semester have been fully encumbered

As has been the case over the last several years, PDF fund requests are exceeding our budget. In order to preserve funds for spring semester projects, PDF fund requests for projects during the fall semester (including WT) have now been fully encumbered. This preserves funds for spring semester.

All proposals meeting criteria for PDF funding received before this announcement have been approved. Proposals for spring semester projects are still actively being reviewed.

One other request, although we will not be able to fund additional fall PDF requests, I ask you take the time to apply. The Academic Affairs Committee of the Board of Trustees has asked me to report about unmet faculty development needs during the January board meeting. Having specific examples about the number of requests and approximately dollar amount we were unable to fund would be helpful.

Faculty Fellowship Awardees

The Faculty Development Committee reviewed proposals for Faculty Fellowships beginning in Fall 2020 and found themselves energized by the many interesting projects and proposals. I am pleased to be able to announce the Faculty Fellowship Awardees.

Teaching Projects/Curricular Development:

Steven Snyder (Professor of Music) – “Study Hindustani Classical Improvisation”

Scholarly/Creative Projects:

Seth Friedman (Associate Professor of Communication and Theatre and Director of Film Studies Program) – “Contemporary American Prestige Television: Cultural and Artistic Value in the Multiplatform Era”

Christina Holmes (Associate Professor of Women’s, Gender and Sexuality Studies, Director of the Women’s, Gender and Sexuality Studies Program, and Coordinator of Latin American and Caribbean Studies Program) – “Ecofeminist Approaches to Campus Activism, Pedagogy, and Curricular Change”

Clarissa Peterson (Professor of Political Science) – “Spilling the Tea: The Emergence of Racial Resentment among Blacks and Whites”

Naima Shifa (Associate Professor of Mathematics) – “General Linear Models: Theory and Application in Social and Behavioral Sciences”

Combination of Teaching Projects/Curricular Development and Scholarly/Creative/Service Projects:

Susanne Biehle (Kenneth S. Wagoner Professor of Psychology and Associate Professor of Psychology) (with Christina Wagner) – “Facilitating Mental Health and Flourishing at DePauw”

Christina Wagner (Associate Professor of Psychology and Chair of the Psychology and Neuroscience Department) (with Susanne Biehle) – “Facilitating Mental Health and Flourishing at DePauw”

Amity Reading (Associate Professor of English) – “Sources of Anglo-Saxon Literary Culture Online Database”

Please join me in congratulating our colleagues and wishing them all the best as they pursue this work in the coming three years.

Next, let me move to the Fisher Fellowship. The Fisher Fellowship comes with a semester reassigned time to pursue a professional project.

Fisher Fellowship Awardee

Manu Raghav (Hiram L. Jome Professor of Economics and Management and Associate Professor of Economics and Management) – “Tuition Rates in American Colleges and Universities: Underlying Factors in Variations across Institutions and Related Issues”

Please join me in congratulating Manu as well as celebrating broadly all of our scholarly and creative work.

All awardees will be receiving formal award letters in the next couple of days.

Additional Opportunities

Faculty Fellowships

We have two additional Faculty Fellowships that can be awarded. The deadline for proposals is November 20, more details will be released via email this evening.

Faculty Development Coordinator

Nahyan Fancy, our current Faculty Development Coordinator, is in the final year of his three-year term. Additionally, he will be on sabbatical leave next year. The call for colleagues interested in the position will be released via email this evening. Letters of interest should be submitted by November 20.

Thank you

Thank you for all you continue to do, I know the last two weeks have been particularly busy with advising on top of your on-going interactions students.

Last month I mentioned that every day we hear a story about how individuals have been deeply impacted by their relationships and interactions with our faculty and staff. Today I want to share a story Sharon Crary shared with me, from a parent she spoke with during Saturday's Admission visit day brunch. The parent indicated they had made the rounds to several of our GLCA competitors, Grinnell, Dennison, etc. Those parents were impressed with the number of faculty who, in their words, gave up their Saturday to come talk with prospective students and their families. The parents noted and acknowledged that when we say we care, we mean it as was evidence by our presence on Saturday. The parents further commented how important it was to parents to see and talk with faculty during the campus visits. So if you wonder the impact of taking the time it is meaningful.

Other Comments

I am happy to answer any questions you may have now or any time.

B. Course and Calendar Oversight Committee:

Changes in online course proposal forms: The committee reviewed changes developed by the Dean of Academic Programs to the online forms for proposing new courses and for adding distribution requirement designations. The changes clarify some language, update various references to departments and programs, and should make it easier for the committee to evaluate how the proposal meets the relevant learning goals. When the forms are updated, the most significant addition will be a place to upload a sample syllabus supporting the proposal.

Announcements of approval of distribution area designations:

GFS 205, À la Une: France Today [GL]

HIST 111, European Civilization I, 1300-1800 [GL]

HIST 222, The Crusades [GL]

REL 132, Judaism, Christianity, and Islam [GL]

REL 360, Bob Marley, Caribbean Religions and Culture [PPD]

SOC 220, Sociology of Hip Hop [PPD]

ANTH 256A (Spring 2020), Anthropology of Food [GL]

ENG 264A (Spring 2020), African American Women Poets [PPD]

COMM 315A (Spring 2020), Latin American Theatre: Topics in Theatre Hist/Theory [PPD]

HIST 100A (Spring 2020), Historical Encounters: Abolishing Slavery [PPD]

HIST 100B (Spring 2020), Eco-Fascism: A Global History [GL]

HIST 200A (Spring 2020), Holiday in Latin America: A History of Travel and Tourism [GL]

HIST 200B (Spring 2020), Climate Crisis and Social Change [GL]

C. Assisting DePauw Theatre production: At the end of the meeting please help the theatre rehearsal scheduled for 7 pm by moving the chairs in the ballroom to the edges of the room.

D. Gateway courses and community-engaged learning in humanistic fields

Grinnell College has recently received a \$1 million grant from the Mellon Foundation to highlight the vitality and relevance of humanistic fields. Two of the main goals of the grant are:

- Helping faculty members and departments develop new gateway courses (intro courses or other courses that are often students' first exposure to a particular field in the humanities or humanistic social sciences) that showcase why the humanities are important, interesting, and worthy of study, and
- Helping faculty members and departments develop courses in humanistic fields that engage with our local community (and creating opportunities for students to build on their community-engaged coursework through follow-up research projects, internships, or service learning).

Examples of each of these categories are at the end of this announcement.

Particularly in the first year of the grant, Grinnell is interested in learning more about what other institutions have done in these areas. If you have developed interesting new introductory/gateway courses in humanistic fields, or are doing great things with community engagement in these fields, we'd be really grateful if you could let us know about their work using [this form](#). Our interest is twofold: in the near term, our PIs (and other Grinnell faculty) will be interested in learning more from folks who have developed successful projects. In the longer term, the grant will allow us to host a couple of convenings on gateway courses, community engagement, and related topics, and we'd love to start getting a sense of who might be interested in participating in these events. We would be hugely grateful for any ideas you can share!

Gateway course examples:

- A music department overhauling their intro course to better exemplify the breadth of the department (integrating fields like jazz and ethnomusicology) and broadening its appeal to students with less pre-college exposure to music theory.
- A philosophy department rolling out a new intro course called "Philosophy for Life" that emphasizes the everyday importance of philosophy rather than focusing on a chronological approach to the subject.
- A history faculty member cutting an underenrolled 200-level course on early Russian history and replacing it with a new course on the history of surveillance. (Not a formal intro course, but students often enter our history major by taking a 200-level course and going back to take the intro.)

Community-engaged course examples:

- An anthropology member teaching a course in which students perform needs assessment and program evaluations for local non-profits.
- A philosophy faculty member developing a new course that helps students draw upon the epistemological tradition and the expertise of local disability rights activists to develop infographics for mental health policy advocacy.
- A Spanish faculty member bringing a police chief, a nun, and a social worker into her class to discuss immigrant rights and challenges in a neighboring community with a significant Latino immigrant population.

18. Adjournment

Although the meeting never officially opened, the meeting was closed at 5:28 pm.

Appendix A. From the Diversity and Equity Committee

Department/Program Diversity and Inclusion Bi-Annual Report *(Template)*

Each department/program is required, according to the 5-Year Diversity and Inclusion Strategic Plan, to submit a report at the end of each semester detailing their efforts in supporting diversity and inclusion.

Each department/program should discuss the prompts with colleagues and identify where they believe the department/program stands with regard to being an inclusive presence on campus and educating students (and others) about valuing diversity and difference. Each unit should also consider courses in its curriculum, the topics covered in these courses, how welcome students feel in these courses and in their department/program, and interactions between and among students, faculty and staff.

Concrete steps to consider (though not limited to): course submission for PPD and IE designation; messaging for hiring and recruiting a diverse applicant pool, application procedures, and criteria and process for extending invitations to interview and join departments/program; creating peer groups to positively impact retention of multicultural students; creating a diversity and inclusion subcommittee for each department/program committee.

Each department/program will receive a response from the VPAA, Dean of Faculty and the VP of Diversity and Inclusion.

The Dean of Faculty will share the gathered information with DEC. The DEC will identify common trends and themes in the submitted plans and develop a list of recommended programming and other support that the University will provide in the short-term and long-term. DEC will categorize information gathered in the reports into "goals" and "needs" as part of the recommendations.

1. **What specific area(s) of focus will allow your department/program to move forward with regard to diversity and inclusion?**

2. **What are a few (3-5) concrete steps you will take within the next year?**

3. **How can the University support you in these efforts?**

4. **How does the work in your department/program support the 5-year inclusion plan (insert link)?**