

**Faculty Meeting Minutes  
October 7, 2019**

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

**The meeting was called to order at 4:02 pm.**

**2. Report on the October meeting of the Board of Trustees - Kathy Vrabeck, Chair of the Board**

1. Thanks for the opportunity – appreciated the invitation to report out on the Board of Trustees (BOT) meeting last week.
2. BOT activities began on Wednesday afternoon with:
  - a. New Trustee Orientation – John Cassidy (Alumni Board Pres) and Anna Munoz (Student Trustee)
  - b. Executive Committee meeting
  - c. Faculty reception – outgrowth of some of the conversations from last year and will continue
3. Committee meetings Wednesday evening through mid-afternoon Thursday. As with many boards, the work is primarily carried out in committees.
4. Board met in plenary session on Thursday at 2pm. Besides the trustees, cabinet members and faculty members of the SPC attend.
5. Bob Leonard gave a financial update, which included last year’s final results, the 2019-20 budget, and a 5-year forecast.
6. The BOT additionally reviewed the top objectives for the cabinet for 2019-20:
  1. Develop and Implement a Strategic Enrollment and Marketing Plan and Improve Net Tuition Revenue for the Class of 2024
    - a) Develop and roll out a holistic brand strategy - encompassing brand promise, key messaging hierarchy, brand pillars, and external creative execution - that showcases DePauw’s “gold standard” educational excellence
    - b) “Reclaim Indianapolis” through high-visibility tactics in the market, personalized digital strategy, and development of digital and print material to support EM in re-establishing relationships and prospect pool, and reversing several years of declining numbers within the top 40-50 schools in greater Indianapolis
    - c) Develop a comprehensive inbound content strategy for top prospects, leveraging quality, branded content, SEO, and lead-generating digital advertising that meaningfully connects with students throughout their admission journey, from lead generation through yield
    - d) Academic Affairs will collaborate with faculty governance to develop more transfer-friendly graduation requirements and will work toward providing more support (for example, better academic advising) for transfer students.
    - e) Enroll 500 first-year students at an average discount rate of 64% (420 paying students @ 67% for class of 2023)

- f) Enroll a first-year Music Class of 40 highly competitive students (up from 29 students in class of 2023)
  2. Major Capital Projects – Manage within schedule and with minimal campus disruption, and minimize variances from cost budget
  3. Fundraising - Secure \$20 million in total gifts and commitments. This includes \$6.6 million in total annual gifts, \$5.2 million of which will be for The Fund for DePauw. Increase alumni giving participation to 22%, up from 21% in FY 2019.
  4. Student Academic Life - Continue efforts to address and lower all high-risk behavior categories that impact our students and realign the Fraternity and Sorority Life Office to improve relationships with the Greek community and Greek alumni base
  5. Academic Assessment – With leadership from the Dean of Academic Programs, Assessment and Policies, and in collaboration with faculty governance, Academic Affairs will develop an assessment plan at the University, Department and Course level and submit this plan, as required, to the Higher Learning Commission by summer 2020. Academic Affairs will also reinstitute a plan for periodic external reviews of departments and programs with the first set of reviews to be conducted during the 2019-2020 academic year.
  6. School of Music Re-accreditation – The School will complete the re-accreditation review process for the University’s renewal of membership in the National Association of Schools of Music (NASM).
7. Alan Hill presented a Student Life update, noting that campus is calmer this Fall. He asked for the continued support of the BOT as the administration addressed high risk behavior. He noted alcohol numbers continue to trend down – we are re-norming on this. Bias incidents are trending lower. We have an increased focus on mental health services.
  8. Board Governance Task Force. Consultant engaged. By-laws and charter review. Benchmarking against best-in-class governance. Early report on outline of work and initial interviews.
  9. Executive Session
  10. Campaign celebration Thursday evening – record \$383MM
  11. Friday morning session 8:30-11:30am
  12. Presidential Search update from search firm. Reported on listening sessions. Presidential profile should be completed in the next 7-10 days. They (RRA) feel like we’re positioned well.
  13. Outstanding presentation on Strategic Enrollment Management and new marketing campaign “Gold Within.” The BOT agreed that Admissions is of utmost importance this year. Hopeful all constituents working together to bring in a strong and larger class.
  14. Committee report outs and resolutions passed. Of note:
    - a) Approved the 2019-20 budget as presented.
    - b) Approved the authorization to fund construction costs for the Library and Hall 2. To note, if we can’t raise the funding, the costs will be covered through endowment draws.
    - c) Tuition approved for next year.
    - d) Housekeeping resolutions: Credit Line renewal, Acceptance of Auditors report, # of Voting Trustees for this year.
    - e) Appointed a board trustee to the joint DePauw/Methodist Church archives trustee group.
    - f) SOM re-accreditation is on track.

15. Recognize it's a transition year, which is difficult on everyone. The BOT appreciates the hard work that everyone is doing, especially the faculty, to ensure a smooth year in anticipation of a new President.

The floor was opened for questions.

**Sarah Lee** - Does the board have any idea if there will be further staff reduction?

**Kathy Vrabeck** - No plan at this time, focus on admissions and marketing, grow the topline.

**Carrie Klaus** - Approximately how much is budgeted for the library renovation?

**Bob Leonard** - Both projects approved are at 30 million, the library is up in budget from 26 million.

**Erik Wielenberg** - Admissions question, is there a theory on how we lost Indianapolis, do we have ideas to reclaim this area?

**Kathy Vrabeck** - There are billboards that highlight a student and a catchy line about being a proud DePauw student or alumni. These are placed outside the high school from which the student graduated. Actively going after target schools in the area.

**Bob Leonard** - Cabinet is spending a lot of time on marketing ideas. Bobby Andrews will be at the faculty meeting next month. We have had a large turnover in our enrollment management operation. Competing schools in the area were more aware of what we were going to see, and have been more visible in the space over the last ten years.

**Deedie Dowdle** - Rolling out ways for faculty to be involved in recruitment. Outdoor campaign is a strategy for Indianapolis. Would love to meet with more faculty groups and I welcome your ideas. We are also represented in the airport in the TSA bins.

**Geoffrey Klinger** - What came from the listening sessions last year about regaining trust of faculty? We are told the lines of communication to the trustees are open, but the by-laws state the communication is through the president's office?

**Kathy Vrabeck** - I believe that the response to the Listening sessions was shared through VP Anne Harris last spring. Faculty is the life blood of our experience here at DePauw. Nothing we want more than faculty that are engaged and motivated and feeling good about DePauw. The Academic Affairs Committee of the BOT has robust faculty participation as sub-committee chairs. Faculty reception is an excellent option for communication. Still in by-laws the way to formally communicate with the board is to go through the administration. Maintaining a communication workflow that is manageable is the reason for this.

**Pat Babington** - You did not mention the health center.

**Kathy Vrabeck** - Due to the construction of the new residence hall, the health center is being moved to the Lilly Center. I understood that a committee was formed with students, and faculty, coaching etc. for this change, and understand that some parties might have been left out of the planning. Lilly appears to be the best place to move the facility and have it centrally located for everyone.

**Seth Friedman** - Why are we investing 60 million dollars from the endowment draw for new projects instead of putting back into the lifeblood of our University?

**Kathy Vrabeck** - Priority to fundraise for both of these buildings. Felt that the renovations were so necessary and urgent and needed on the library as well as another residence hall. We couldn't wait to have money in hand.

**Sharon Crary** - Has the board heard about staff cuts and how that is affecting the student experience?

**Kathy Vrabeck** - Senior administrative leadership in each division recommended the positions to be cut to minimize the effect on the student experience. Such as cutting in the alumni office which doesn't affect

current students. We heard a little about it, but the administration would look into any incidents so that the work-load would continue to be filled. Meaningful and essential work that this still gets done. If you have specific questions about a role she would like to hear about it.

**Alica Suarez** - Our staff have taken a pay cut because of health insurance and are asked to do more, worried about retention of the staff. Morale is incredibly low, among the staff. Is this something the board talks about helping staff with cost of living increases?

**Kathy Vrabeck** - At a board level, they did not get into health care finances.

**Bob Leonard**- Our contribution favors those with the least pay for health care. How are we going to keep health care costs where they are without an increase to employees? Would have taken 30% contribution from employees, he does not recommend that we put that on our employees. They are going to go out and look at other options in healthcare, but no immediate plan to change.

**Jen Everett** - One staff member to handle international students is not enough. Jen is personally taking students to social security office. This is one instance that makes it clear that staffing reductions have impacted the student experience. International Student Services cannot work with one person.

**Doug Harms** - Staff are scared about their jobs. Feel like staff cannot speak for fear of losing their job. Some staff feel like they cannot do anymore because so much is being asked of them.

**Kathy Vrabeck**- Let the staff know, there are no more cuts planned.

**Dana Duple** - In October of 2018, was the board planning the staff cuts that happened in February 2019?

**Kathy Vrabeck**- Last October the BOT was not planning the specific cuts, but they authorized the finance team to do benchmarking when they saw our budget. It was that work that led to the staff reduction. The BOT has not authorized similar benchmarking work to happen this year.

### **3. Verification of quorum - more than 100 faculty were present.**

#### **4. Consent agenda**

##### **A. Approve minutes of September 9, 2019 faculty meeting.**

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

##### **COMM 222, Argumentation and Debate, 1 credit, AH**

This course is designed as an intensive study of one particular arena of argumentation: the engaging world of academic and public debate. The course will study the theory of debate, the component parts of arguments, significant debates in history, and political and legal argumentation. We will apply what we have learned in multiple practical exercises including a policy debate, several parliamentary debates, and an advocacy assignment. This course will require significant out of class work, including research, practice, and preparation. The culminating experience of the course will be attending and participating in an actual debate tournament.

##### **ITAL 385, Advanced Topics in Italian Lit., History and Culture, 1 credit, SS or GL**

Courses on specific topics, such as culture, literary movements or genres, linguistics, sociology, history, music history, art history and film. May address multiple areas, such as a course on European literature, culture, or History. Taught in English. May be repeated for credit with different topics.

**Consent Agenda was approved as presented.**

### **5. Curricular Policy and Planning (Tim Good)**

#### **A. Motion to be voted on:**

**Change the requirement for Global Learning credit from one credit to at least 0.75 credit.**

Old language - Students earn one course credit through the study of a culture or cultures distinct from US culture.

New language - Students earn at least 0.75 course credit through the study of a culture or cultures distinct from US culture.

Rationale: Students return from semester-long study abroad programs with courses that qualify for the Global Learning requirement, but transfer into DePauw's system as only 0.75 credit, leaving the student to try to pick up 0.25 or 0.5 course that also qualifies for Global Learning. This motion is intended to allow these semester-long study abroad experiences fully satisfy the Global Learning requirement. This aligns with current policy allowing transfer courses of 0.75 credit to count as a "course" in a major.

Motion from the committee is open for debate.

**Inge Aures** - Students can already transfer in courses for German Studies and count as one credit instead of .75 why can't we do that?

**Tim Good** - Academic credit decisions are made by the Registrar's Office. Students cannot find quarter credit courses to fill in the gap.

**Francesca Seaman** - Doesn't feel that this policy seems friendly, raise transfer credit to 1.0 and not .75 credit.

**Dave Berque** - The awarding of 0.75 credits has to do with accreditation and being consistent with course credits at DePauw and semester credit hours at other institutions. This is governed by the Higher Education Learning Commission. We can do more in other ways to become more transfer friendly.

**Nahyan Fancy** - Moving Global Learning down to .75 makes it seem less important.

**Angela Flury** - Speaks against the change as well. Global learning deserves a full credit.

**Jeff Dunn** - Students who go abroad through approved programs would automatically get the global learning. No way to transfer back as 1.0 credit without fixing a larger problem. Explicit intent to not let just any travel abroad experience to count as GL.

**Inge Aures** - It's already done, it transfer backs as .75 course credits but for the German major it counts as 1.0. Do the same as Global Learning. Just continue to make adjustments in the registrar's office.

**Dave Berque** - The way the faculty pass the graduation requirements for the distribution, it says that students do 1.0. There are not any .25 credit GL classes. A student would still need to earn that credit.

**Doug Harms** - I would add a sentence to the current Global Learning credit statement: Students who earn at least 0.75 course credit in an off-campus course will satisfy this requirement.

**Tim Good**- Is this a friendly amendment?

**Howard Brooks** – (To Tim Good) Will the committee accept the friendly amendment or not?

**Tim Good** - Declined to accept the friendly amendment to allow the discussion on the original motion to continue. He asked, 'Who approves Global Learning courses now?'

**Dave Berque** - Course and Calendar Oversight Committee.

**Karin Wimbley** - Rethink PPD and GL as the difference between distributions and competency. Start recognizing that PPD and GL should not be diminished in any way and core to student development. Rather than a check off the box.

**Carrie Klaus** - It sounds like if it transfers back as .75 it seems like it doesn't come in as enough weight, when we ask as more for other requirements? Only distribution requirement accepted off campus, is that the root of the problem?

**David Alvarez** - Echo amendment, committee had concerned a recommendation from a report.

**Geoff Klinger** - Point of Order. We need to resolve the amendment issue

**Howard Brooks** – We will proceed to vote on Friendly amendment.

**Erik Wilendberg** - clarify vote

**Howard Brooks** - Students who earn at least .75 credit in an off-campus course will meet this requirement. This line is added to the existing line.

**Kelly Hall** - If the students haven't got them preapproved for GL, then it will not count. The pre-approval part that is happening, things come back as .75 all the time. In terms of the courses they would need to be preapproved. We can't control if it comes back as .75 or 1. She is in favor of this because they are doing the course off-campus on the location. Pre-approval is complicated as it is.

**Doug Harms** –Clarifies his additional sentence as a friendly amendment to the current language: Students who earn at least 0.75 course credit in an off-campus course pre-approved as a Global Learning course will satisfy this requirement.

**Pam Propsom**- Support this because it has been approved as a short term fix for an immediate problem that students are having.

**Joe Heithaus** - Approve it now but put on to the agenda that Global Learning and PPD need to be seen as competencies instead of exposure. We see WQS as something one learns over time vertically through the curriculum. One takes a FYS, and a W, and we need to start seeing these things as that. This work needs to be done in committee while thinking as requirements as competencies.

There was a call for the question, but there was an objection to the call and debate continued.

**Nahyan Fancy** - Is it impacting student immediately? Is that why we need to do a short term fix?

**Tim Good** - Students have to petition. This request was brought to us by the Registrar's Office.

**Kelly Hall** - The Registrar's Office receives plenty of student petitions.

**Howard Brooks** - After a ruling from the Parliamentarian Geoff Klinger, as chair of the meeting, the friendly amendment was accepted. The question was called, seconded and approved to end debate.

The final language concerning Global Learning to be voted on:

**Students earn one course credit through the study of a culture or cultures distinct from US culture.**

**Students who earn at least 0.75 course credit in an off-campus course pre-approved as a Global Learning course will satisfy this requirement.**

**Motion approved.**

**Tim Good** - What does a liberally educated person need to know? Models coming soon. Spoke with trustees about general education. Make DePauw more transfer friendly. Moving towards something more inspiring. Discussing the ARC, open meeting on 11/21. Talked about pathways and themed minors with trustees. They are defining what those are. RAS meets tomorrow to consider some faster movement on programs and departments that were impacted by the early retirements. Curriculum is going to be working with Scott Spiegelberg on parts of the assessment we have to accomplish.

**Scott Spiegelberg** (Dean of Academic Programs, Assessment, and Policies) - I wanted to update you on assessment at DePauw. The big goals are: to clearly identify what we are trying to accomplish, to show that our students are achieving those goals, to uncover areas for improvement and to test strategies for improvement, and to develop processes for regular discussion of these ideas.

It is necessary to respond to HLC report from our accreditation – in August 2020. We must articulate measurable student outcomes for all curricular programs. We must have a process of assessment that includes student outcomes, assessment tools, and use of evidence to improve student learning.

The faculty is in control of curriculum assessment through the Curriculum Policy and Planning Committee, the Course and Calendar Oversight Committee, and Departments or Program Steering Committees.

According to Gloria Rogers, at the Emerging Leaders in Assessment Workshop, students learn best when:  
We build on what students already know.

They are actively engaged in their learning.

Expectations for their learning is clear.

They get timely and relevant feedback on their performance.

They can see the relevance for their careers or personal lives.

They feel that their voices are understood and being heard.

We create an inclusive classroom climate where all students are encouraged to participate.

**Learning Goals** - Students can see the relevance. These goals are the big picture ideals: Critical Thinking, Actively Engage with their Community, Life-long Learning, and Intercultural Competence. The goals are not usually measurable by themselves. The goals are linked to the mission of the university and the department/program. The goals for each major, minor, or program are controlled by the department/program.

**Student Outcomes** – Expectations for their learning are clear. Specific skills, knowledge or behaviors are directly derived from learning goals. Examples include:

-Demonstrate recognition of barriers to inclusion for groups that experience marginalization in the United States.

-Write appropriately for different writing tasks, demonstrating an ability to control the focus of papers and paragraphs.

-Understand methods of inquiry that lead to scientific knowledge.

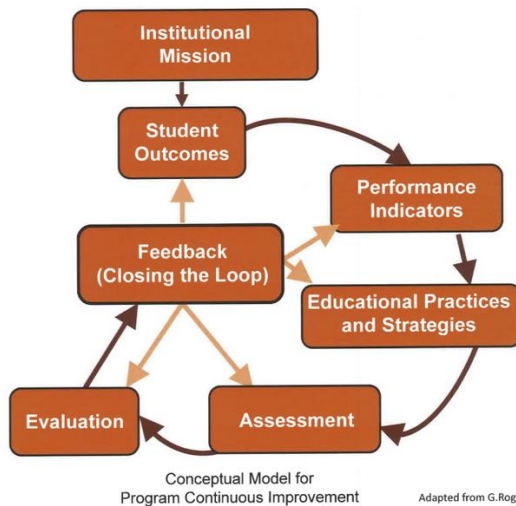
-Student outcomes are the minimum level of achievement we expect from passing students.

**Performance Indicators** – what gets measured. Clearly connected to the student outcome. Students' abilities or lack thereof to succeed at these performance indicators can be used to make decisions on how to improve the program. Examples include:

-The student can use the concepts of intersectionality and identity to describe their experience as a DePauw student.

-The student can rank high school band performances using ISSMA criteria.

To summarize consider this graphic:



**Carrie Klaus** - There is confusion on the distinctions between term involved in this assessment effort.  
**Scott Spiegelberg** - There is a lib guide with multiple examples to assist with understanding the various components of this project. I am hesitant to share a single model since there are so many differences between majors, minors and programs.

After additional comments from the floor, it was agreed that individuals and departments communicate directly with Scott to resolve the concerns. Scott expressed his willingness to attend department and program committee meetings to discuss these efforts.

**6. Faculty Priorities and Governance (David Alvarez)**

**Written Announcements:**

A. The Faculty Priorities and Governance Committee met on September 10, 17, 23, and October 1. As part of its work, the committee solicited nominations and recommended faculty representatives for the interim Dean of the School of Music search committee and also recommended other appointments to an ad hoc committee on the Gold Commitment and for faculty compensated positions that are part of a GLCA grant on best practices for institutional structures in support of global learning. The committee also met with President McCoy to discuss a draft policy on the faculty review of administrators. We are continuing our work on campus climate issues and protocols for faculty governance committees, with a focus on improved communication. All suggestions welcome.

B. In its efforts to facilitate faculty members' input about the presidential search process and the qualities they are looking for in our next president, the Governance Committee scheduled an "open meeting" on September 26 for faculty members to share their questions, concerns, and suggestions with the faculty representatives on the search committee. These comments have also been shared with the Board of Trustees and with the Russell Reynolds search firm. In addition, members of the Governance Committee and the co-chairs of the Strategic Planning Committee met with representatives of Russell Reynolds on Wednesday, September 18.

C. The Faculty Priorities and Governance committee is seeking a representative from the School of Music and one at-large representative. Please contact the committee chair ([dauidalvarez@depauw.edu](mailto:dauidalvarez@depauw.edu)) or the Chair of Faculty, Howard Brooks, ([chairoffaculty@depauw.edu](mailto: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.



<p><b>6. Faculty Personnel Policy and Review (Rob West)</b>  <b>Written Announcement:</b> The committee is continuing its work and meeting regularly.</p>
<p><b>7. Student Academic Life (Naima Shifa)</b>  <b>Written Announcements:</b> Julia Sutherlin, the Assistant Dean of Campus Life, updated the Asbury Hall’s accessibility issue. The immediate need of the student was taken care of, and Meggan Johnston, the Director of Student Accessibility Services, and her office work on individual accommodation needs. It is noted that the renovation of the old buildings with old heavy doors may not be easy to change into push-button. However, the Director for Compliance and Equity and Title IX Coordinator, Juliann Smith, and her team watching the overall issues.</p> <p>Rick Provine, the Dean of Libraries, updated the library use after the restructuring taking place. Based on the gate-count data, the libraries determined the heavy hours of library-use and serve the community with little impact for most students. Libraries shift the collections more and more to electronic, including reserves, so that students have access to the content beyond library hours. The pending renovation is also an opportunity to try some new things at the library. However, all the members of the SAL committee, are concerned about the safety of the late-night student workers.</p> <p>The SAL committee made some changes to reflect clarifications on Grade Grievance Issues to reflect conflict of interest of members and to reflect issues that might arise for cross-listed courses and reached a consensus on rewording the language in Academic Handbook to reflect this.</p> <p>The SAL committee would like to decide whether the Common Read should continue to exist or not in our next meeting by analyzing the last three years’ data and the recommendation from Student Congress and then communicate with Governance and academic affairs about the formation of the committee and the function.</p>
<p><b>9. Faculty Development (Erik Wielenberg)</b>  <b>Announcement:</b> The committee is continuing its work and meeting regularly.  <b>Erik Wielenberg</b> - Discussion between board and faculty. FDC in the spring and fall, was able to briefly meet with the Academic Affairs Committee of the board. This is another way for communication to happen. Send Erik an email and he will send you a document of what they talked about. If you have anything FDC related that you want to share with the board send him an email and they can convey that information to the Board  <b>Summer Pappachen</b>, Student Body President - Student government presented to Board last Thursday.  Pursuing current student representation at the board. DSG offered to work for faculty representation on the board and asked for faculty support of current students being on the Board.</p>
<p><b>10. Strategic Planning Committee</b>  <b>Announcements:</b> The SPC has met twice since the last faculty meeting and been engaged in discussions about instructional staffing, attending presidential search listening sessions, and reviewing our charge and membership. Members attended the BOT meeting on 10/3. We'd be happy to answer any faculty questions.</p>
<p><b>11. Diversity and Equity Committee</b>  <b>Announcements:</b>  -DEC is working on updating climate survey and looks to deploy in Spring 2020.  -DEC is looking at issues of equity for staff, students, and faculty.  -Please let us know if you have any items for DEC to address in the coming year.  -Membership: Amanda Kim (chair), Bridget Gourley, Caroline Jetton, Amanda Chavez (DSG representative), Heidi Menzel, Cheira Lewis, Sarah Rowley, Sarah Lee, Michael Boyles, Bruce Burking, Harry Brown</p>
<p><b>12. Communications from the President (Mark McCoy)</b> The President was unable to attend, and ceded his time to the report from Kathy Vrabeck.</p>
<p><b>13. Communications from the Vice President for Academic Affairs (Dave Berque)</b></p>

**Dave Berque:** Thanks to faculty who: helped with Admission lunch this Saturday, contributed to academic program for the class of 2019, attended the Faculty/Trustee Reception last week, and provided feedback on Academic Affairs Goals at September meeting.

The Board of Trustees Academic Affairs Committee Update:

The committee heard from the Curriculum Committee and Resource Allocation Subcommittee (Tim Good), the Faculty Governance and Priorities Committee (David Alvarez), the Faculty Development Committee (Erik Wielenberg), the Strategic Planning Committee (Francesca Seaman and Christina Wagner)

The VPAA shared the Academic Affairs Goals for this year (as shared with the faculty last month with the addition of morale, discussed future Trustee-Faculty interaction opportunities, provided Commitment updates, provided grant activity report (read-ahead for the committee), and discussed faculty staffing levels report (provided as a read-ahead).

Update on sharing reports with faculty: The faculty staffing levels report has been shared with the Curriculum Committee, RAS, the Strategic Planning Committee, the Governance Committee, and the Academic Affairs Board Committee. The report was discussed orally with chairs in September and I will clarify the report and share with Chairs this week. I will share the staffing report and Admission report with faculty shortly via a secure posting through Moodle.

Additionally, I am asking for individuals to volunteer to serve on search committees as external members. Assistance is needed due to the large number of faculty who cannot serve on searches in their last year of service.

Sabbatical planning for 2020-2021 is underway.

I will start to discuss low-enrollment courses with Chairs.

#### **14. Old Business**

#### **15. New Business**

#### **16. Announcements**

##### **A. Dean of the Faculty (Bridget Gourley)**

Thank you all for staying to this point in the agenda. I will try to be efficient and to the point, I have four short items.

Committees I Serve on as One of Your Representatives

There are several committees, most of which have broad representation across multiple campus constituencies.

- Potential Power Shutdown Working Group
- Capital Projects Committee
- Emergency Preparedness Committee
- Building Access Committee
- Prindle Advisory Committee
- Administrative Council
- Bias Incidence Response Team (BIRT)
- Diversity and Equity Committee
- Faculty Development Committee

If you have questions or concerns related to these any of these groups, please be in touch in person, by phone, and/or by email.

Regarding the potential power shutdown, some units have been in touch with me about their power and heat needs during the shutdown and that has been very helpful in my conversations with Facilities as we plan for the events. Please continue to provide information as we proceed. Also, understand that if the weather is difficult this project will get moved. Our goal is to be least disruptive to the academic program, recognizing that there is no time that would not be disruptive.

For the other committees, Capital Projects is updated and provides input regarding building, renovation and improvements to mitigate that which would fall under major maintenance. Emergency Preparedness is focusing on developing a culture of safety and training that makes sure we all know what to do in cases of imminent threat. Building Access focuses on issues that related to building hours and after hours access to spaces. Prindle Advisory is a committee with broad representation providing input regarding Prindle programs. The Administrative Council works closely with the President's cabinet and the Faculty Strategic Planning Committee (SPC) to liaise with the campus at large to facilitate transparent communication and dialogue with staff about initiatives and decision in support of the Institutional strategic plan. BIRT response to reports through our bias incident response process. I advise broadly and take the lead investigating incidents linked to the academic program. Diversity and Equity sits within our faculty governance structure with broad representation across campus constituencies. Faculty Development is a committee you all know well.

#### **Upcoming Faculty Development Events**

- The Ubben lecture, Condoleezza Rice, 7:30 pm Kresge, and many other campus speakers that will enrich our lives over the coming month.
- Tuesday October 8 (tomorrow) – 11:30 am Julian Auditorium – Global Learning Roundtable
- Wednesday October 23 (after break) – 11:30 am – teaching forum – Designing Effective Group work
- Monday October 28 – 11:30 am ROW Media Classroom - FITS Visualization for Exploring and Exposing Research Questions in the Humanities
- Tuesday October 29 – 11:30 am Faculty Development roundtable – Book Prospectus

#### **United Methodist Teaching Award**

While the formal call comes in December with recommendations due in early February, knowing the wonderful work of each of you I want to remind you to take note of details you might want to use in a nomination letter for the United Methodist Teaching award, an annual award with cash recognition orchestrated by United Methodist Higher Learning Commission.

The criteria states – “excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community.”

More details will follow later in the fall, still I wanted to get everyone thinking of who they would like to nominate.

#### **Thank you**

In addition to also offering my thanks to your support of Admissions events, thank you. To those of you who have supported the Academic Major/Program fair and/or the Academic Experience Banquet hosted by DePauw Student Government, thank you for that additional labor in support of our current students. Every day here a story about how individuals have been deeply impacted by their relationships and interactions with our faculty and staff. I appreciate all you do for our community, our students, our staff and each other.

#### **Other Comments**

Meeting with you one-on-one and in small groups to me is a highlight of this work, particularly when I can facilitate you doing your best work, please don't hesitate to meet with me.

Finally, I remind us all that for some members of our community, Tuesday sundown through Wednesday sundown is Yom Kippur, a day of atonement, often through quiet reflection and prayer. For those of you fasting, I hope you have an easy fast.

I know it is late, I am happy to take questions now or any time.

**B. Approved Changes in Courses by Course and Calendar Oversight Committee - only announced Announcements of changes in number, title, description, prerequisites, and/or distribution requirement designation:**

ENG 359, Old English Language and Literature [change title from Anglo-Saxon Language & Literature]

HIST 362, Voices of a Revolutionary Age [change description]

PHYS 104, Stars and Galaxies [change description]

PHYS 210, EM Waves, Relativity & Thermal [change prerequisites]

PHYS 220, Principles of Physics III [change prerequisites]

PHYS 251, Dynamics [change number from PHYS 351]

PHYS 320, Astrophysics I [change prerequisites]

PHYS 330, Astrophysics II [change prerequisites]

PHYS 350, Lasers [change number and title from PHYS 250, Optics]

PHYS 360, Gravitation and Cosmology [change prerequisites]

PHYS 370, Atomic and Molecular Physics [change prerequisites]

PHYS 380, Nuclear and Particle Physics [change prerequisites]

PHYS 410, Thermal Physics [change prerequisites]

PHYS 420, Classical Mechanics [change prerequisites]

PHYS 430, Electricity and Magnetism [change prerequisites]

PHYS 440, Quantum Mechanics [change prerequisites]

**Announcements of approval of distribution area designations:**

GRMN 314, German Cultural Studies [GL]

POLS 253, China and India in the 21st Century [GL]

POLS 335, Muslim Political Thought [GL]

REL 130, Introduction to Religions [GL]

ARTH 232, Warrior Art of Japan and the Ryūkyūs [GL]

CLST 154, Ancient Roman World [GL]

UNIV 183IA (Winter 2020), Food Psychology, Cooking, and Culture in Spain and Portugal [GL]

SOC 301A (Spring 2020), Social Justice [PPD]

HONR 102A (Spring 2020), Discourses of Disability [PPD]

ASIA 290A (Spring 2020), Japanese Horror Films: The Classics [GL]

ARTH 190A (Spring 2020), Tps: American Art History [PPD]

ARTH 290B (Spring 2020), Topics: Art & Liberation [PPD]

REL 370B (Spring 2020), Adv Tps: Contemporary Christian Demons [PPD]

CLST 200A (Spring 2020), Tps: Race & Ethnicity in Antiquity [GL]

**E. New members of Appointed Committees**

Nature Park - Avery Archer

Sustainability – Justin Glessner

**F. Committee Vacancies**

Faculty Priorities and Governance – one At-Large and School of Music representative

Honorary Degrees and University Occasions

Teacher Education Admissions

Arts Advisory

**G. Pam Propsom** - On behalf of the League of Women's Voters, today is the last day to register to vote for the municipal election on November 5.

**17. Adjournment Adjourned at 5:50 pm.**