

**Faculty Meeting Minutes  
September 17, 2018**

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

The meeting was called to order at 4:02 p.m. by **Howard Brooks (HB)**, chair of the faculty.

**2. Welcome and Comments (Howard Brooks)**

Possible change of date for first meeting next year. If holidays would delay the September meeting until the third Monday, then the first meeting might be on the last Monday in August.

Reminders: Try not to speak in acronyms, please identify yourself in terms of name, department or program representation. Please send by email extended comments for minutes.

**3. Announcement of Quorum for Fall 2018 Semester (VPAA Anne Harris)**

266 voting faculty members -35 voting part-time faculty members, -15 on leave academic year  
- 9 on leave fall semester =  $207 \times .4 = 83$  is quorum for Fall 2018.

Verification of quorum – The quorum is 83. The chair verified the number was met

**4. Moment of Silence**

**Three faculty colleagues passed away since our May faculty meeting.**

Bob Hershberger, Professor of Modern Languages, 1998 - 2018

John Anderson, Professor Emeritus of Mathematics, 1960 - 1992

Tom Musser, Professor Emeritus of Economics and Management, 2001-2018

**Oral tributes with written comments in the minutes will be delivered during the next three meetings.**

**5. Consent Agenda**

**A. Approve Minutes from the May 7, 2018 Faculty Meeting**

**B. Announcements of changes to course number or title:**

HIST 200, Topics (was HIST 290)

EDUC 331, Theorizing Discipline in Educational Contexts (was School Discipline: Practices, Issues and Trends)

**C. Announcements of changes in distribution requirement designation:**

MUS 183, DePauw Chamber Symphony Concert Tour to Japan (January 2019, add IE)

UNIV 183, I'm all the way up: A cross-cultural journey through the Peruvian Andes (January 2019, add IE)

UNIV 183, 'Dreaming' Western Australia: Art and Environment (May 2019, add IE)

UNIV 183, History and Monuments of Rome and Southern Italy (May 2019, add IE)

**D. Approval of the election of Manu Raghav to the Faculty Priorities and Governance Committee.**

**Bridget Gourley moved to accept the consent agenda. Tim Good seconded. Motion was approved.**

#### 4. **Student Academic Life** (Rich Martoglio)

##### **Written Announcements:**

Julia Sutherlin (Assistant Dean of Campus Life and Director of Alcohol Initiatives) reported on issues regarding student alcohol usage. Areas of note include: 1) During 2018 the binge drinking rates decreased from 65% to 56%. There has also been an increase in peer calls and an overall reduction in BAC for hospital runs. 2) Efforts are being made to have public safety officers more present. For example, there are now two officers who conduct bike patrols, which allow them to more easily interact with people as opposed to being in a vehicle. 3) DePauw Student Government is providing food trucks alongside other events as a way to provide alternatives to parties and also to help counteract the effects of alcohol. 4) DePauw works with two security firms for alcohol related events to ensure no providing of alcohol, helping with safety, and notifying public safety in the moment. 5) Recent efforts focus on reducing high risk behavior, upholding handbook policies and supporting the policies and guidelines of the national and international fraternities and sororities.

The SAL committee encourages faculty to discuss the Medical Amnesty Policy and Indiana Lifeline Law with students in their classes (please see email sent, 9/6/2018).

Students will be meeting to talk about the DePauw demonstration policy and the SAL committee intends to continue discussions related to the demonstration policy.

The SAL Committee invites faculty to propose items that they would like the committee to address during the 2018-2019 academic year.

#### 5. **Faculty Priorities and Governance** (David Worthington)

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

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

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

This policy applies to the following senior administrators: Vice President of Academic Affairs; Vice President of Student Academic Life; Dean of the Faculty; Dean of School of Music; Dean of Academic Life; and Dean of Libraries. This list is to be amended as administrative roles, titles, and positions change. The Faculty Priorities and Governance Committee (or its successor should a new committee structure be adopted) has the primary function of amending this list, in consultation and agreement with the administration.

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

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

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

*Rationale:*

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

*Links to AAUP policies*

Statement on Government of Colleges and Universities (1966)

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

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

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

Howard Brooks: You may not be sure if you are for or against a motion, you might just have a question about the motion. We will entertain questions after David Worthington presents and then move to speakers for and against the motion.

Questions: none

Faculty comments against: none

Vote all those in favor aye, pass, motion carries

**Pam Propsom:** This is one of the things that we have an agreement with the administration on?

**David Worthington (DW):** Yes.

**Anne Harris (AH):** For personal policies, some sections are developed mutually. This was developed mutually and will be in the Academic Handbook.

**Nahyan Fancy (NF) -** Reviewing last faculty meeting's minutes, I noticed a comment about there being a discussion in Governance on the review and retention of senior administrators. Can you inform us about that discussion?

**DW:** This document was advanced because we could not find common ground on a document that would address recruitment, review, and retention. We advanced this recruitment only document because we believed we should advance what could reasonably be passed. It wasn't as mutual as this was because conversations between governance and the president and administration. This started prior to D.W. in fall of 2016 there was an effort to pass a policy that dealt with review and retention as well as hiring. The process started to move through but in 2017 it seemed that problems arose. As written the board of trustees would not approve it, there was the risk of alienating the trustees, no support of presidential search from board. No other college has open hiring, it would tie the hands of administration, guidelines beyond AAUP, they were antiquated. Constitute post tenure review of administrators. Overall board of trustees would not go for it.

**Glen Kuecker (GK) -** As David mentioned present for a lot of meeting and chairing. In the arc of the process

of working in collaboration with administration and the office of the president. His perspective that we had reached a point of review of retention etc. that the presidential search seemed to be where we wouldn't get the agreement. The president's position shifted pretty significantly, president came to governance and this wouldn't work because of a post tenure review of faculty. Because the president and the VPAA are faculty appointees. Something had gone terribly wrong in the process. This was not going to go forward in his eye to a positive outcome. The committee switched to trying to secure what we can for the faculty. Power dynamic shifted significantly. I was dismayed that the president came and threw that at them.

**President McCoy** - I had shared that a search firm told me that 80% of colleges have closed searches for president. I had suggested limiting this motion to questions that the president and the administration can answer—those that deal with senior academic administrators. This administration is attempting to be transparent and is in agreement with this motion. As president, I cannot make decisions on what the board can do with presidential searches. If these two issues are presented as one the board would not approve. The suggestion was to limit to what the president can approve and that is what has happened.

**NF** – I understand that presidential hiring is a board matter. I am struggling to understand how the review and retention of senior administrators (excluding the president) is also a board matter. Could you please explain?

**DW** – There were questions about who gets covered over a review and retention. Would the faculty have any say over non-academic review in the cabinet (which we agreed faculty should not) or only those who are tenured in the cabinet. This is where the conversation seemed to take a major turn regarding how the president thought we could go forward with the process.

**Susan Hahn (SH)** – This speaks to the larger issue which is representation on the board of trustees. If our arguments/positions as faculty are only represented to the board by the president then we have no confidence that our position on closed searches or anything else is accurately represented to the board. We have a failed system that we cannot get our representation to the board of trustees. As colleges are striving to change policies, better representation on the board of trustees is the thing to do. The non-response by board of trustees last Spring proves that we were not able to make our ideas known to the board of trustees.

**DW:** Governance wrote a letter to the board of trustees, which I read to the faculty at the May meeting, the letter went through Howard and then from the board chair back to Howard. We were told that this type of communication violated the University Charter and By-laws.

**SH** – We are asking for a change.

**GK** – Echo professor Hahn's statement and recommendation on how we might move forward as an institution. Better and deeper climate with the faculty appropriate in the needs of the administration. Governance committee that select members of the faculty have a conversation on the state of the University. Shared with the faculty. In response to a situation that was critical. Two separate groups of faculty that were asking about governance committee, what is the process of doing a non-confidence vote. Two separate faculty groups were asking. There is no mechanism for that process. Governance instead of viewing a no confidence vote, the best avenue forward was to communicate with the board. We may have done it poorly or well. The reply was to quote directly from the Charter and the By-laws of the University. Referenced the section in the Charter. Chair of faculty went to University Archives to find these by-laws. Procedure to follow is communication with the board of trustees goes to the president's office. Question and challenge, how does that go to the board that challenges the president without causing a power differential when asking the president to convey that the faculty is unhappy with the president. The Board

reply was to have an informal gathering with the faculty. Reach out to us and find ways to work on communication and community building.

**DW** - We have a new board chair since that communication.

**GK** – Only direct communication path is through a no-confidence vote.

**AH** – Bylaws are up on faculty governance website. Academic Affairs committee as a site between faculty and trustees. SPC has been in place before. Have more faculty present at academic affairs.

**HB** – Inspired by the rediscovery of the charter and by-laws, I will be sending through the President’s office to the Board of Trustees Academic Affairs committee board chairman, Justin Christian, the summary reports from the core faculty committees. We are attempting to get back into regular process as defined in the charter.

**AH** – Shared the language concerning faculty relations with the board of trustees from Article VII Section 4 of the University By-Laws

**Section 4. Relations with the Board of Trustees.** All actions of the faculty materially affecting any segment of the University shall be reported to the Academic Affairs Committee, which shall be responsible for determining the matters to be referred to, reviewed, and approved as necessary by the Board of Trustees. Reasonable opportunities shall be provided for faculty representatives to attend meetings of the Academic Affairs Committee and to present to the Trustees their recommendations concerning the University.

**SH** – thank you Anne for citing that. No reasonable paths have ever been provided to academic affairs for the faculty to present their concerns of the administration. In practice, it has not been the way that was just read. I would urge and encourage faculty colleagues to know that trying to initiate better communication with the board has taken 3-5 years worth of work within the faculty committee system (as the president recommended) and yet nothing has happened. This is discouraging and demoralizing. I want to thank the faculty who have worked to get us to this point. Yet, We need to move forward—if the Academic Affairs Committee is the entry point of communication to the board, we should go for it and take our agenda to the board of trustees.

**President McCoy** – the board is designed to have a very long term view of the institution. No one that is currently employed by DePauw has a vote on the board. No cabinet, administrators etc. The board has the long view and what is the best for the long term interests of DePauw. Faculty has representation at the board meetings, it used to be COA, then that was changed to SPC. Faculty were selected to go to the board. There is no effort to keep faculty from the conversation. There is an effort to not have 180 different voices, but instead a collective read. The administration and board is also looking at additional ways to increase faculty/board collaboration. Regardless of which administration, the challenges remain and they are working to move us through them.

**David Alvarez (DA)** – Important for everyone to realize what faculty does and what the board does. Process is for the academic affairs to bring the information from the faculty to the board of trustees. Language is there, and we will have more meetings and specific ways to meet. Ask governance committee to go back to the language on review and retention with the president’s office.

## **6. Curricular Policy and Planning (David Alvarez)**

**A. Advising Committee Report**–Jacob Hale, physics and astronomy asked the faculty to read the report from the advising committee which is posted on the faculty governance website. He is encouraged that the Curricular committee has already looked at the report. Previous reports were ignored. He is no longer chair; Melanie Finney is the current chair.

**Jacob Hale** – Responding to advising report and recent comments and emails about the financial matters, there were some concerns to bring forward. Issues that the committee found in advising that were deeply rooted in service broadly. He expressed appreciation, that while he was a junior faculty member, he received mentoring from stellar faculty members, in all three areas of his job: teaching, service, scholarship. However, there has been inequity in the treatment of service and it has been hard to see that. Our job description which is the same for everyone, expects advising in addition to the expected teaching loads. Advising is critical, especially with the commitment. Please let's analyze where advising is put in terms of review. Consider how service is who we are as part of DePauw. So our job descriptions match that for which we are held accountable.

**Written Announcement:** The Curricular Policy and Planning Committee has begun reviewing transfer student policies, General Education requirements, and the relationship between academic programs and the Centers. We welcome input from all members of the DePauw community.

## **7. Faculty Development (Erik Wielenberg)**

### **Announcements: from FDC and from the Dean of the Faculty**

Erik is the face of FDC direct complaints to chair Lili Wright. FDC needs a 1-year replacement from the social sciences. Let Howard know.

Draw attention to two FDC deadlines, Wednesday, September 19 for the Fisher Fellowship, October 3 for Faculty Fellowship applications

Everyone will soon receive via email from FDC a survey on faculty morale. FDC's goal is to find ways to improve faculty morale. Share results by the end of the semester.

No Questions

## **8. Faculty Personnel Policy and Review (Jeff Hansen) –**

**Written Announcement:** Due to a less than full faculty contingent on the committee the Faculty Personnel Policy and Review Committee is even harder at work than usual. We are in the midst of our work to advise the VPAA about department chair selection for eight departments as well as advising on external members for search committees and Appendix Bs. Policy issues that the committee is taking on include clarifying the Academic Handbook in regards to the job description for faculty members, Student Opinion Surveys, and the role of Service in work of the faculty. The committee is committed to addressing significant issues with bias in Student Opinion Surveys. To that end there will be an open meeting on Thursday, September 27th. Given the difficulty we are having in filling committees not only in the Review Committee but throughout faculty governance, the issue of Service is especially pertinent and Review Committee is also committed to addressing this issue this year.

**Jeff Hansen** – The Review Committee wants to emphasize that there will be a faculty open meeting on Thursday 9/27 to have a conversation about the student opinion survey. Review Committee has already had numerous discussions particular about the presence of bias in our survey mechanism.

Thank you to Jacob Hale for excellent comments earlier in the meeting regarding service. I would like to add some numbers to that discussion; 207 full time faculty that are eligible for service on faculty

committees this semester. We have 99 committee slots for those faculty to fill, 66 are actually filled as of July.

**HB** – more than 85 spots now filled, some that remain are appointed, and will be filled soon.

**JH** - I encourage anyone who is not filling a spot, particular for review committee. We have quite a lot of work to do. This work involves more than faculty files. Other work of the committee requires a full committee to accomplish. Review Committee currently does not have a full committee and that makes more work for those already on the committee. We need a couple more people to step up and join the committee.

**Bruce Stinebrickner** – Bias and student opinion surveys, does that have to do with the survey instruments or the responses to.

**JH** – Both, hopefully we will have data on this at the open meeting.

### **9. Strategic Planning Committee (Jeane Pope)**

The Strategic Planning had its first meeting on Sept 6. During that time we elected a faculty co-chair to partner with VP of Strategic Initiatives Cindy Babington - that's me - discussed old business for the committee, received updates on summer administrative work, and (4) began developing our agenda for the semester. My report, therefore, is a summary of this meeting so that the faculty is aware of the discussions happening within the committee.

First, Anne Harris thanked SPC for structuring a conversation about sabbaticals and let us know that a recommendation and full proposal will go forth to the President and the Board once it's been finalized with information that needs to be provided by the VPAA and the VP of Finance and Administration.

Second, Renee Madison shared a progress report about a summer working group that was formed to review DePauw's health benefits plan. The Committee provided its recommendation to the President on Friday. The Committee had one representative from Strategic Planning and one from the Administrative Council. We believe that an announcement of any changes will be made soon (by the end of this month). Human Resources will lead information sessions after final decisions are made about the recommendations and implementation of changes.

Finally, Cindy Babington shared updates to the Strategy Map; these were also shared at Faculty Staff Institute and are available on the DePauw website. Part of the work of the SPC this year will be to devise methods to engage faculty voices in various pieces of this map, including an improved campus climate and optimized financial health. I suspect that we will work with the Chair of the Faculty to use open forum times, though there will be other mechanisms for input and discussion, too. In the meanwhile, you are welcome to contact me (jpope) or any of the committee members, which I will announce at the end of my comments.

After receiving these updates, the committee discussed two issues that will likely be of interest to faculty. The first is related to our committee charge. As you know, there was a quite a bit of email discussion about the current Strategic Planning Committee and its similarity/differences to a disbanded committee called the Committee on Administration (COA). If you are interested in, but didn't catch this informative discussion, I encourage you to go back and look at the email thread with the subject line "Clarification concerning Strategic Planning Committee and the Committee on Administration" as a number of our colleagues have provided thoughtful perspectives on institutional history. Further, this discussion exposed the reality that SPC's charge, as described in the Academic Handbook, is not the way that this committee has been operating for at least several years. It is my goal as co-chair to

reconcile the difference between the faculty's sense of the *spirit* of SPC with our actual operations and bring forth a revised charge for your consideration as soon as possible.

The second discussion related to faculty morale, our voice within the shared governance of DePauw, and to some extent, what it means to be a faculty representative on a committee. As you can imagine, these are weighty issues and cannot be addressed by SPC alone. We plan on working with the Chair of the Faculty and other committees as needed to devise mechanisms for faculty input into decision-making processes.

Finally, I want to thank David Alvarez for noting that SPC minutes were not posted last year; we are rectifying this problem and minutes and you will be able to find committee minutes on the faculty governance website after they have received committee approval.

The committee members for the year, in alphabetical order, are:

Bobby Andrews, Cindy Babington, Julia Bruggemann, Anne Harris, Alan Hill, Bob Leonard, Renee Madison, Mellasenah Morris, me - Jeane Pope, Rick Provine, Smita Rahman, Francesca Seaman, and Christina Wagner.

The faculty members and the academic areas that they represent can be found under the "Committee and Contacts" link from the Faculty Governance web page. This page can be found within the front Academic Affairs page *or* by googling "DePauw faculty governance." I welcome your questions at this time.

**Written announcements:** Much of work of the Strategic Planning Committee this year will be informed by and in support of the 2018 - 2019 objectives of DePauw's strategy map; a handout of these objectives was distributed at the Faculty Staff Institute and can be found on the DePauw website. We welcome faculty commentary on these initiatives. Recognize that we are sensitive to, transparency of process and creating opportunities for faculty to have a voice to the administration.

**Questions:**

**Matthew Oware** – Could you provide additional information about the sabbatical funding?

**Jeane Pope(JP)** - Board charged the administration to look for savings, and one of the areas that Academic Affairs was considering the sabbatical areas. At the close of the spring semester, SPC recommended that Academic Affairs retain the benefit as is at the 2/3 level, which puts us in the upper level of GLCA schools. - only Kenyon has a benefit like DePauw.

**Anne Harris (AH)** – There are a variety sabbatical compensations. Most classic way is full year at half pay, and half year at full pay. Another model is accumulating a certain number of courses and then taking a semester. A certain number of student credit hours, you go off to renew. Increasingly, competitive model. 10 are given within a competitive process. Alternately, time is given, but not funding. Some institutions are looking at shared but not funded sabbaticals. Time is a factor, some sabbaticals are competitive for just time. Clear that this is in process. This is only where we are right now. Still work with Bob Leonard, formal proposal to the president to take to the board. Interesting to see what is out there, purpose of sabbatical to see what is out there. Similar situations to ours. Going to pick up again. Update new members, see where we are. Not done yet, financial work and more.

**JP** – I echo what Anne said. There is a limit to the decisions that the committee can make, anything for compensation or benefits are decided by the board.

**Jeff Kenney (JK)** – If there are changes to sabbaticals, when will they be implemented?

**AH** – This conversation started at the January Board of Trustees meeting. Nothing would go into effect until the 2020/2021 academic year. The current deferred compensation will be honored absolutely. Whatever is already incurred will not be swept away. Bob Leonard conversation on how that will be honored.

**JK** – Since we've lost Jane, does anyone have Jane's accounts with our lives?

**AH** – Jane is still with us in terms of working long distance. Carol Cox has taken over faculty profiles. Improved system, projected course reassignments and deferred.

**Alicia Suarez** – Please clarify deferred compensation. Banking was 10% and it is now 6%. How we should be making decisions on doing extended studies? Is it going away?

**AH** – Information not a plan, process is still going. Transparency is messy because we are all working through the planning phase together. Went from 10% for extended studies with an obligation to teach a WT every 3 years, to 6.15% once that obligation was suspended. It is on suspension right now. If we would continue the suspension of the faculty obligation to teach extended studies, that teaching would remain purely voluntary. We require 2 extended classes of our students. Must be sure the requirement for students is met by faculty supply of classes. Will be establishing an end date to the suspension period. If we maintain at a voluntary level, we would have to change the teaching assignment at DePauw and that goes to the board of trustees. Precisely why we are taking our time. We want to take this conversation into account as well.

**Sarah Rowley** – Asked the SPC to think about intergenerational equity in terms of faculty and the opportunities that we have.

**Lili Wright** – SPC looked at this and decided to recommend that the sabbatical structure wouldn't change?

**JP** – Last January the administration was charged by the board of trustees to look at compensation, which is why SPC looked at sabbaticals, what the purpose they serve, how we sit with GLCA and more. It's not only the sabbatical compensation but also a range of benefits, which is why HR would like to consider total compensation. We came to a pause at the end of the semester with a sense among the committee that retaining the 2/3 benefit as we have now is in line with our values. That is where we rested at the end of summer. What Anne and Bob have to do now is consider how to pay for sabbaticals. Committee made a recommendation based on values. If need be, Anne and Bob will come back and the committee will look at it again.

**Howard Pollack-Milgate** – Confused about the health benefits committee. Expected to hear why our insurance went up so much. Thought that health insurance was set from July to July.

**JP** – Health Benefits Committee included faculty members: Manu Raghav, Jeane Pope, Jackie Roberts, and Marcia Mckelligan, plus staff members, and trustees. Received reports from the consultants, committee looked at different models. Insurance report went to the president on Friday. Committee was able to identify in aggregate save DePauw money and faculty staff money. Recommendations going to the president going forward that came from that committee. We don't know what changes will come, but these changes will come in January.

**President McCoy** – The board did ask that we try to save money and to specifically look into healthcare

costs. Rather than implement a sweeping change without faculty/staff input, we decided to share the increase and continue with our current provider on July 1 then call for a committee of faculty and staff to discuss changes and come out with a more comprehensive plan that we would implement on January 1. On Tuesday, September 5, we shared the details about healthcare and that standard operating procedure for most businesses is that the increase is shared 50% between employer and employee. DePauw has never done that. This was closer to it. The challenge is our health care cost has grown exponentially. Board broke it into two parts, get it out there share the increase. Change health care provider, find a way for us all to save money. This goes into effect January 1.

**Nahyan Fancy** – If the yearly cost increases are shared at 50/50, then the overall contribution by the institution will go down over time. Since 80/20 has been the norm in other schools for healthcare costs for several years that means that those other universities are not sharing yearly increases at 50/50. It is great that there is faculty representation, we are hearing now for the first time that January 1 is when these changes will take place. Even now we are not getting the details, we should know now that something is going into effect. When considering year-long sabbatical leaves at 50% in other GLCA schools, we should remember that many are also on a 3/2 load with leave in the 3 course semester. Finally, we were told last year and this was confirmed at the Budget session, that the Strategic Planning Committee has not been following the charge listed in the handbook. May I ask, what is preventing the Strategic Planning Committee, as a faculty committee, from following its charge?

**JP** – I don't know if there has been an announcement, there was an email in March to serve on the committee, which signaled that there was discussion around health benefit. There are discussions about what it is to work at this institution that faculty do not have control over or input into because they fall under the purview of the BOT. There will be another effort to change to the charge of the committee because it has not been functioning as charged for a number of years. Former President Casey wanted the committee to set tuition rates. There was only one time that we the committee submitted a report in the fall about the financial impact of all the strategies. Hasn't happened since then. Membership has changed, faculty voted to change the membership, which I would argue means that we are no longer in a position to create the budget. Instead, we shouldn't be thinking about the annual budget but rather the long term financial model. We haven't been doing that. I don't know why.

**Susan Hahn (SH)**-

Item B on the agenda for today's meeting says we will receive a report from the health benefits committee—yet we are not getting that, as stated.

**JP**- I offered an update to what was happening, the word choice for the agenda was not the best.

**SH** – So, now we are hearing that the results of the committee are already a done deal. I am concerned that the faculty representatives on committees like this one are being told they can't talk to other faculty about what is being decided. I think this is a misunderstanding of confidentiality rules. Why can't other faculty tell us what happens at the committee? Today we still aren't hearing what the report says; faculty do not have input. I encourage this committee and the President to tell us if there is a proposal and that we must do it in time to get some faculty response. The rumor is that the PPO plan is being deleted from our choices. Yet, when I ask about the percentage of people who have the PPO plan, I'm told it is confidential. Why? How is the number or percentage of people affected confidential? This does not reveal any names, just how many affected. As Mark has pointed out, we know that the board members aren't paid, but we don't feel that the board knows how severely we are getting hit. They need to know from faculty and staff before they make decisions. Also, I do not believe that Mark was transparent at the budget meeting of faculty and staff: If we already knew that

we were going to cut health costs, he should not have said that the reason for the only 1% raise was due to absorbing the health premium cost increase. He knew when he said that that the university was going to immediately cut benefits and the amount they paid. That is NOT transparency.

**JP** – I would not say that the cut is a reduction in services. Significant savings was found by changing providers. It is hoped that this will be a mechanism for recouping money as the changes are made.

**GK** – Thank the chair of the committee for providing insights. Conversations going on are very important. Point of clarification, report is it in fact confidential. Can it be circulated? Recommend that it be released. Concerned how we can have better mechanisms for shared governance. Take great pride in the hard work that people have done in the committees in trying to move forward in the shared governance. Put forward in shared governance, finance meeting then we are told that this information is confidential. Guidance for basic rules when a report generated by the University is or is not confidential. Moving forward into the 21<sup>st</sup> century. Arbitrary power. Deal with a confidentiality policy.

**JP** – I must clarify that it is unfortunate that I'm speaking about the health benefits committee and chairing SPC. The two are different. As the faculty co-chair of the Strategic initiative Committee, I am interested in confidentiality and working with the governance committee to better understand what that means at DePauw.

**Renee Madison**- Hopeful that she will have a conversation with the president, who just got the report. Promise for a follow up for the recommendations of the release. There were some documents that were provided during the working group but not everything was confidential. Share the report? Will provide an answer in short order.

**Karin Wimbley** – Feel poorly as a junior faculty hearing at this meeting that your health insurance and your sabbatical might be hosed. Increases in cost of living are appreciated, the majority of the people in this room make more than the junior faculty. Cuts are going to hit them far greater than senior faculty. WT, are we getting 6%? Has the cash option been changed?

**AH** – Phrase hits hard, talking with the board, let us reconfigure things in academic affairs to make things work. The goal is not to take it away. Jim Stewart spoke about the value of sabbatical. How do we preserve it in light of all the things that are happening? Sorry for the uncertainty that it leaves us with. Go back to the committee, go to the president, to the trustees. This will get resolved: how to preserve that power of time, thinking about all the different tiers of faculty of DePauw. 86% of the faculty are tenured; of those who are tenured, 68% are full professors. Thank you for thinking more in differentiated experiences. A lot of faculty did not have full pre-tenure leave. How do we have that conversation of 1, 2, 3, sabbaticals. Nothing is determined now, deferred compensation or \$2500 on campus \$2500 off campus with travel. This is all connected compensations. Everything that happens this year will be honored.

**Rich Cameron** – To Jeane Pope: Health Benefits, charge to the committee this summer. The money we are trying to save by the change in providers it seems that they are trivial to the cost raises that we are going through. We are freaking out over solutions over non-solutions. Continual problem in changing insurance plans. If we want to get this under control, highly impractical changes that put us back in the same problems 2 years down the road.

**JP** – I would like to acknowledge that I am just chairing the committee. In this role, I am happy to bring the conversations to you and use this space and other spaces to hear concerns. It is clear that a lot of people are a lot upset, FDC is looking at this. Strategic planning's job to see what we can do.

**Doug Harms** - Thank Karin for bringing up the fact that we have different levels. This hurts staff even more since hourly staff don't earn faculty salaries.

**JP** -2 or 3 years ago the administrative council was created to get staff input.

**Kelly Hall** – We need to distinguish between hourly staff and salaried staff, part-time etc.

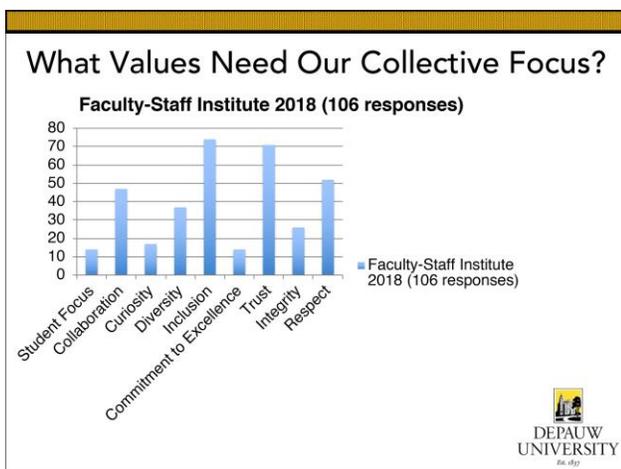
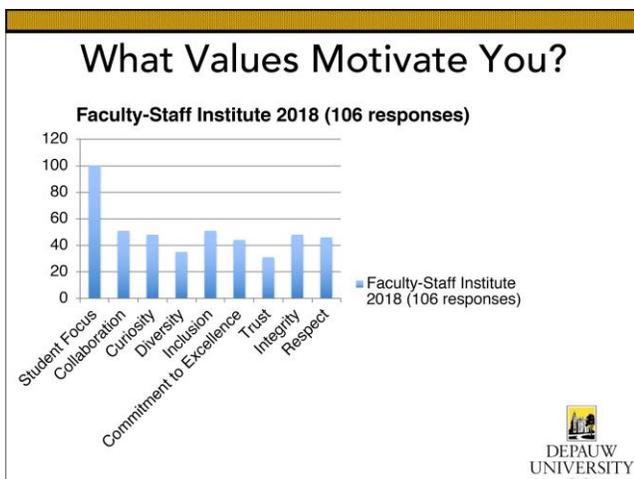
**Melanie Finney** – In that regard the survey that is going to be given to faculty, you should also survey staff. Do we really need that survey? This is showing how low everything is. Is a survey going to fix that?

**JP**- a survey will yield information, not solutions, Eric and Lili will hear that request and consider mechanisms to hear the staff issues as well.

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

Good afternoon, everyone – and welcome and welcome back. We ended the academic year with many conversations and projects designed to steward our academic enterprise cued up to begin again right away and indeed, we have. I will actually begin by ceding the first few minutes of my time to Dean of Faculty Tamara Beauboeuf who will report out on two such large-scale faculty endeavors.

**Tamara Beauboeuf (TB)** - Shared this slides from the faculty/staff institute:





## Academic Affairs Initiatives for 2018-19

Title	Content	Timeline	Team	Outcome	Benefit to Students
<i>Academic Stewardship</i>	Dept. dashboards Enrollment economy Time banks	Summer research Fall implementation	*OIR *Chairs and Directors *Registrar	Stabilized course offerings for chairs and directors Stability and predictability in SOC	Better access to classes
<i>SEM – Strategic Enrollment Management</i>	Coordinate divisions to market the academic program	Fall data research; spring recruitment strategy; next fall recruitment	*VP of Finance & Admin *VP of Enrollment Mngt *VP Marketing & Comm *Chairs and Directors *Curriculum Committee	More direct marketing of the academic program	Students coming to DePauw for its academic programs as well as its experiences
<i>General Education Curriculum (incl. FYS) Assessment and Renewal</i>	Assess general education and all of its connections (enrollment, values statement, staffing)	Fall discussions and research; spring discussions with faculty	*Curriculum Committee *Faculty Development *Chairs and Directors * Enrollment Mngt * Marketing & Comm	Clear learning outcomes for students, and possibility of assessment	Coherent and inspiring pathway through Gen Ed curriculum and co-curriculum
<i>Centers Co-Curricular Programs</i>	Off-Campus sites (Indianapolis, etc.) On-Campus programming	Tenzer, McDermond, Pulliam developments	*Centers Council *Faculty Council *Depts. and Programs	Highly visible Centers, connections w/ depts. and students	More opportunities for students for internships, experiences nearby
<i>Minors Innovations</i>	Interdisciplinary minors tracks as part of marketing academic programs	Fall discussion in Curriculum, Spring discussion in Depts	*OIR *Curriculum Committee *Depts and Programs *Registrar	Gather interdisciplinary minors that can recruit students	More options for students; dynamic interaction with majors

Title	Content	Timeline	Team	Outcome	Benefit to Students
<i>Stabilize Faculty Teaching Assignment</i>	Research and analysis of course reassignment and distribution	Summer research; fall discussions	*OIR *Governance Committee	Create a stable, predictable and more equitable teaching assignment	Stability in offerings for our students; budget stability
<i>Design strategic response to drop in Humanities Majors</i>	Study data, conduct student focus groups, examine outcomes	Summer research, fall study of Humanities White Paper	*Curriculum Committee *Depts. and Programs *VP Marketing & Comm * OIR	More robust humanities majors numbers within 3 years	Broad ed. of liberal arts, full benefit of Humanities skills (argumentation, etc)
<i>Development of Assessment following Accreditation Process</i>	Develop departmental assessment of student learning	Fall semester – discussion with chairs; spring work with Governance	*Cabinet *Accreditation team *Depts. and Programs *Governance Committee	Assessment program of student learning at the dept level at DePauw	Assessment providing information needed to improve student learning/persistence
<i>Transfer Students and Transfer Policy</i>	Examine transfer policy and barriers to transfer student access to DePauw (esp. STEM)	Fall semester analysis; spring semester new policy	*Curriculum Committee *Depts and Programs *Registrar *Finance & Admin.	A transfer student policy that creates better access for transfer students	More transfer students, possibility of relationships with Ivy Tech and other institutions
<i>Examine Service Component of Faculty Positions</i>	Gather data on service and its distribution; nomenclature	Fall discussions in Review; spring discussions with faculty	*Review Committee *Governance Committee *Faculty	Better distribution of service, esp. advising; improved faculty morale	Better access to advisors; less busy faculty
<i>Inclusive Excellence HHMI grant</i>	Manage grant and discern means of diffusion of ideas	Next five years	*Faculty Development *HHMI leadership team *Depts. and Programs	Develop shared vocabulary, dept. audits of persistence	Inclusive pedagogy that benefits all students in STEM

Most timely right now will be for me to inform you about some developments that will most immediately shape our work and stewardship.

**Accreditation.** Many, many thanks to the many of you who participated not only in the research, writing, and production of our accreditation report (available on e-services) but who also came to the open forums, drop-in sessions and the three “Areas of Focus” session. Those comprise the first three items on this list of preliminary indications of the work to emerge from our accreditation process. The last three items emerged during the course of the visit.

1. **Departmental learning goals/outcomes and student learning assessment (4-year window)** (development; Higher Learning Commission conference: April 5-9, Chicago – Tonya Branham, University Registrar and I, seek to take a faculty member with us) – this will take institutional focus and support, recommended by our accreditors to occur mostly around the senior capstone experience as it can tell us about the learning achieved in the rest of our curriculum; the benefit will be that we better understand what our students are learning so that we can better shape how we teach them. I will take the challenge of assessing our general education curriculum to the Curriculum Committee, which is designing a general education renewal process for the University. Assessment of student learning at the departmental level will be relatively new at DePauw; it is an instrument, not an end in and of itself, which, if well designed should see us achieve our ultimate mission of educating students through to degree completion and into a society they will meaningfully engage and shape. We have a current average four-year rate of graduation of 80% and we know that we want to increase that to fulfill our mission (our very purpose). Assessment can contribute to that endeavor, in partnership with the many measures moving into place for student success and graduation at DePauw.
2. **Student retention and persistence (plan)** – the goal here is to consolidate those “many measures moving into place for student success and graduation” into a plan with verifiable outcomes that show improvement. In its emphasis on public trust in higher education (severely shaken by the national four-year graduation average rate of 42%), HLC supports measures that build a “culture of continual improvement.” HLC will want us to set a target graduation rate and the work will then be to inform and engage each other in the measures to be taken by the host of support systems we have: from class deans to the HHMI grant student peer guides to advising (and an institutional commitment to further developing faculty and staff in advising).
3. **Program review (curricular & co-curricular)** – issues-based program reviews, especially on issues of student learning, curriculum, and pedagogy will characterize the schedule and purpose of program reviews that I will be working on with the Curriculum Committee. Co-curricular as well as curricular programs will benefit from these reviews, which will contribute to establishing a dynamic of assessment and improvement of the Commitment, in its dedication to creating an accessible and purposeful co-curriculum from the many options that DePauw provides.
4. **Post-tenure review/assessment of teaching** – this surprised the accreditors a great deal: that at DePauw, there is no obligated review of a faculty member after tenure (in other words, that, potentially, after seven years of teaching, a 40-year career can have no review or development at the institutional level). This matter will be taken up by Review Committee.
5. **Communication between admin and faculty** – This is a commitment that must be renewed and reshaped continuously, and, with the Chair of the Faculty, President McCoy, VP for Finance and Administration Leonard, and myself are looking to the faculty committee structure to establish mutual communication between administration and faculty.
6. **Nomenclature** – the importance of a shared vocabulary emerged many times over the course of the accreditation visit: from student assessment (learning goals/ outcomes/ objectives) to what we mean by student success (persistence/ retention/ graduation) and more. We have seen this importance in the equity work of diversity and inclusion (sense of belonging, growth mindset) and know that it takes time to build.

**DePauw Dialogue** – September 26 – coming up!

**The Schedule-** “What We Say / What We Do” – unofficial theme of this year’s Dialogue

9-10 am – Keynote speaker Melissa Harris-Perry

10:15-11:45 – Skills Workshops, I

12-1 pm – Lunch

1:10-2:40 pm – Skills Workshops, II

2:50-3:50 pm – Community Statements Discussion

**The Community Statements** (Available in Campus Labs) (We need more facilitators) – We have made these statements: do they still speak to us? How do we hold ourselves accountable to them? What skills do we need to live and practice them within our academic community?

1. Statement of Academic Freedom for Students (adopted by the faculty, April 18, 1966; Academic Handbook)
2. Statement of Student Rights, Responsibilities and Freedoms (1978, Student Handbook)
3. Statement of Community (adopted by Student Congress, May 8, 1998; Student Handbook)
4. The Community Covenant (Presidential Task Force, 2002, currently archived)
5. Institutional Values (2017 Mission & Vision)

What began as a grassroots student movement that was quickly supported by the faculty members who voted in a five-year commitment to DePauw Dialogue, is now largely managed by administrators and staff. The excellent conversations that we had Mondays during lunch in the spring gave shape to this year’s DePauw Dialogue, which has become a day-long conference held by the University to provide a large-scale communal conversation about identity, community, and equity, designed to connect with the lived experience of this institution in the fullness of its learning and living environment in all its shared spaces: classroom, curriculum, campus, co-curriculum, residence hall, extra-curriculum (always with the curriculum as core). Race, class, gender, sexuality, religion, and socio-economic class continue to shape identities within systems that education (and each of our individual academic disciplines, each in its own way) addresses and seeks to move ever-forward towards greater equity – the great and perpetual project, after all, of education in that, as Dewey reminds us, education is the midwife of democracy. And that, we can never forget, even in the midst of committee meetings, class prep, grading, meetings, reports, office hours, class discussions and all of the other intensities of the loving labor of the liberal arts, is why we are here.

Questions:

none

#### **11. Communications from the President (Mark McCoy)**

The following are the written comments that the President intended to share, but did not due to the length of the meeting:

*Welcome to a new academic year and I hope that it is a good one for every faculty and staff member and for each student. In my visits to departments, I am excited and encouraged by the clear commitment to our students, to their education, and to our work in the classroom. Almost daily I receive compliments and kudos for staff and faculty from students, alumni, parents, other faculty/staff members or community members. Thanks to each of you for your good work. DePauw has much to be proud of and I am certain that the vast majority of colleges and universities in America would happily trade places with DePauw in a heartbeat.*

*That said, these are challenging times, particularly in higher education and I provide a brief update on administrative efforts to address those challenges.*

*I am happy to lead the collegiate effort in supporting state hate-crimes legislation for the state of Indiana. The Eli Lilly Company is taking the lead role in the business world and DePauw will serve that role in higher*

*ed. Indiana is one of five states that does not have a hate-crime law and our leadership role in achieving this legislation will make Indiana safer for all members of the DePauw community and for all residents of our state. In the coming weeks, you will be asked to write to your state representatives to support this push. I hope you will do so.*

*We are facing a serious need to address student housing so in March, we formed a Student Housing Steering Committee comprised of staff, faculty, and trustees to examine housing needs. They selected the firm Mackey Mitchell to lead master planning and approved a more detailed vision for South Quad including the development of the Dells. An initial plan will be presented to the Board in October and detail design work has begun on the first structure which will replace Hogate Hall. This will be funded through a mixture of philanthropy and borrowing. You can expect more news on this front throughout the year and we are hopeful to see improved housing on campus soon.*

*The Campaign for DePauw is coming to an end with a June 30, 2019 close. With some hard work, a lot of philanthropy and a little luck, we may be able to make this the most successful campaign in DePauw's history. Our last campaign ended at \$376M and included the unexpected \$128M Holton gift. Even without a gift of that size, we are within shouting distance of that total. Many thanks to Steve Setchell and his team for the good work to get us across the finish line. I continue to meet regularly with alumni, donors and potential donors to secure a financially sustainable DePauw.*

*Finally, many thanks to those that attended Tuesday's budget info session. It is clear that like all of higher education, DePauw has fiscal challenges that are very real. Together, we can build a university of choice an distinction that is truly a great place to learn, live, and work. As we do so, we will call upon our shared values to light the way.*

*Thank you.*

From meeting:

I want to share with you what I have heard today including a concern about the equity across faculty and staff and junior/senior faculty. There is a need for a greater sense of communication that we are happy to continue increase our communications. We hold post-board meetings to which all are invited and and publish information and hope everyone gets it but it is clear that not everyone does. We need to address this situation further. The challenges are real, we draw more than 5% from the endowment, and run a structural budget deficit, every year. Several other institutions are addressing these issues as well. The board and the administration is committed to our stewardship roll. My Email and door are always open.

Questions:

**Bridget Gourley** – Can we share the written comments from the President immediately? It is timely information.

**HB** - Can now edit the governance website and will post the written comments.

## **12. Old Business**

**HB** – Remaining vacancies on faculty committees will be shared with the faculty. Serious challenges are being presented to our governance systems. Membership limits based on curricular area while also having limits on the number from a committee from a department prevents some willing faculty from service on some committees. The language may be left over from the time when we had divisions and all members of a specific department were in the same division.

## **13. New Business**

**A. The Oberlin letter and DePauw**(Glen Kuecker)

**See the text of the letter in the Appendix.**

**Glen Kuecker** - Posted the Oberlin letter. Available to the community to see how their communications happens. Reached out to other GLCA schools and find out how these things work at their institutions. How their president sends out information on strategic initiatives and financial issues, get feedback, and share ideas. Received several responses with similar letters, however they were not public documents. Not going to share other letters because they are not public. The Oberlin letter is publically posted. The letter, with its acknowledgement of the hurt that came to the community, outlines what are they were going to do about it, steps board of trustees was taken on how to reconfigure how they do business, and most significantly stepping forward and acknowledging ownership of the problems. This is a real conversation that is going on in their community. Invite you to read the document and highlight what you think is.

**President McCoy** – passed that among the administration as well. Valuable document. They have gone through a very hard time, our ability to work with them is very important. They have faced a lot of changes including healthcare, no raises, cut 403B, other schools are thriving in this town. Move from barely going to thriving. We are going to have to do this together. Energized and excited about the future of DePauw. First year housing, we have not prepared for major challenge that we are facing. Move ourselves from a struggling into a surviving.

**Rebecca Bordt** – Thank you Glen for doing this letter. It wasn't about that they have a similar problem. It's that their response was so different than others.

**Susan Hahn** – I also want to emphasize also how differently Oberlin handled the situation. I Especially want acknowledge the third paragraph of the letter. Oberlin's board framed it in as an acknowledgement that the cuts would hurt. Part of the reason why as a senior faculty member she is speaking up more is because Junior faculty might not feel they are able to. Glad when Junior faculty are willing to speak up. Faculty should not let administration divide us, and hopefully faculty and staff are not divided. We are concerned that the 1% or 2% raises are not keeping up with cost of living. We cannot discover our version of this 21<sup>st</sup> century liberal arts university--as Oberlin is trying to do, without like Oberlin, including our faculty and staff. The Board needs to hear from faculty and staff regularly. I do not recall a letter from the board of trustees acknowledging how their decision affect the faculty and staff-- that would be helpful. I have A sign on my door right now, in solidarity with Teachers across America calling for fair pay, their rallying cry is "How can you put students first, if you put teachers last?". As teachers and staff we ask ourselves everyday: How can we put student learning first. As Tamara's information suggests—we are willing to go to and do service on committees or training that actively improve student life through inclusion and diversity. These things build community. The Board of Trustees needs to understand that with a 650million dollar safety net, we don't "have to sell the house," (as another speaker has asked if we need to). We need a little perspective, our endowment is large, saving one million on health insurance or one million by not giving a raise, is not substantively addressing the problems we face. It is penny wise and pound foolish. We have to figure out a paradigm that doesn't destroy faculty and staff morale (death by a thousand cuts), but allows us to build the future so that the students can have the strong educational experiences we can give them at DePauw. I plead with the board: Don't put the teachers (and staff) last.

## **14. Announcements**

### **A. Academic Mini Week (Kayla Sullivan, Student Vice President of Academic Life)**

The Sharing the Academic Experience Banquet will take place Tuesday, October 9th from 6-8 pm in Rooms A and B of the Inn. Vice President Anne Harris will still be speaking at the Banquet. I hope that one faculty member can attend from each Department or Program. However, if a second faculty member wants to attend, the RSVP form can be completed twice. Participating faculty members will dine with students and

will help the students discuss their academic journeys and plans. I have updated the RSVP form with the correct date and time of this event. This RSVP form:

[https://docs.google.com/forms/d/e/1FAIpQLSeZcR5mSnTuXGAiTk4pmveN6cl2ueVpN5Oa2irJsCv8cuBY-g/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeZcR5mSnTuXGAiTk4pmveN6cl2ueVpN5Oa2irJsCv8cuBY-g/viewform?usp=sf_link)

needs to be completed by Friday, September 28th, for those who are planning to attend the banquet. I am also going to find 6 students from the sophomore, junior, and senior class to speak about their academic journeys at this banquet. Chairs and directors, you are welcome to email me recommendations if you wish to do so.

The Academic Fair will take place Wednesday, October 24th from 6-8 pm in the UB Ballroom. Each department and program will have table space and can provide handouts if desired (you can reuse handouts from Admission events if you wish). Students, particularly first-year students and sophomores, will be encouraged to visit the tables to learn more about courses they can take this spring and majors they can explore.

I hope to have one faculty member present from each department and program during the Academic Fair, but you can work in shifts if you wish. For example, if one faculty member would like to work their department table from 6-7 p.m. and another faculty member wants to work their department table from 7-8 p.m., this is fine. If one person wants to be there the entire time, that is fine as well. Please invite two students to join the faculty member at the table. For example, if your program has both a major and a minor you might invite one major and one minor to join you. Please send me an email to let me know the name of the faculty member(s) and student(s) who will be at your table by Monday, October 8th.

Theme: The Gems of the Liberal Arts

#### **15. Adjournment 6:19pm**

##### **Appendix: Letter to the Oberlin Community** (openly available

at [https://www.oberlin.edu/sites/default/files/content/office/general-counsel/board-documents/3c\\_ltr\\_to\\_community\\_6-11-2018.pdf](https://www.oberlin.edu/sites/default/files/content/office/general-counsel/board-documents/3c_ltr_to_community_6-11-2018.pdf))

June 11, 2018

Dear Oberlin Community,

The Board of Trustees met last week.

As we do at our June meetings, we reviewed the administration's budget proposal for the coming year. The Board unanimously approved the proposal, which includes a projected deficit of \$4.7 million.

This budget removes the reduction to tuition benefits that had been proposed to us previously. However, it includes the remaining reductions to benefits detailed in President Ambar's recent note to the community, including certain retirement benefits.

The budget reductions will hurt faculty and staff. That's why we owe it to the community to explain why we made this decision.

###

The Board's consideration of the budget is a process that begins months before we meet in June. By last December it was clear to us that, absent any substantial adjustments, we would see a deficit of as much as \$9 million for the fiscal year beginning July 2018 (and indefinitely into the future). Deficits of this size are unsustainable, because they hamper Oberlin's ability to provide financial assistance to students and to invest in our faculty, staff and campus. That's why the Trustees directed President Ambar and her team to

reduce that deficit.

It may not be self-evident why a \$9 million deficit is unacceptable. After all, the difference between \$4.7 million (the deficit in the budget we approved) and \$9 million is a small fraction of Oberlin's roughly \$160 million budget, and an even smaller fraction of Oberlin's roughly \$870 million endowment.

The Board sees it differently.

First, the deficit has widened over the last few years, a trend that will continue without any measures to deal with it. This is a phenomenon familiar to most other institutions like Oberlin. The costs of delivering an outstanding education are outpacing our revenues. If we don't start bending back towards balance, we will be forced to make indiscriminate cuts in the future, which will limit our ability – indeed, our fiduciary responsibility – to make decisions that are in the best interest of Oberlin's future.

Second, shrinking the deficit is really hard work. It's hard to cut spending, because compensation – the lion's share of our spending – is constrained by tenure and union contracts, and because we recognize that we must invest in our faculty and staff to remain an outstanding liberal arts institution. It's hard to cut most other expenses (interest payments, energy costs, and so on) because this would impair our capacity to operate.

At the same time, it's getting harder to boost revenues. We bring in money overwhelmingly from just two unpredictable sources: student charges and gifts (either past gifts to the endowment or present gifts to the Annual Fund). This time last year we were looking at a 100-student shortfall because of lower-than-expected enrollment and retention, a potential loss of \$5 million. (Fortunately, we limited the loss with careful management.) This year, we've done much better enrolling students, thanks to great work by Dean of Admissions Manuel Carballo and Director of Conservatory Admissions Mike Manderen, their staffs and, especially, the faculty. But we've also had to contribute more financial aid, so the net revenue gain from improved enrollment has been modest.

In other words, we are exhausting our pricing power. Raising tuition only increases the demand for financial aid. It also adds to the financial strains on our students and their families, making it harder for us to keep them at Oberlin from the day they matriculate to the day they graduate. This weighs heavily on Oberlin's finances.

As for the endowment, the past decade has seen an impressive bull market, thanks mostly to the stimulus that was put in place at the depths of the financial crisis. But it would be irresponsible for us to expect the market to continue ascending as it has. It's worth remembering that the decade leading up to the financial crisis was a stock market seesaw.

Third, one out of every four dollars we spend is generated by returns from our endowment. In fiscal year 2017, the College withdrew about \$41 million to support a budget of roughly \$160 million.

This is a heavy burden on our endowment. In order to transfer \$40 million to the budget, our endowment must deliver average annual gross returns in excess of 5% (and much more if we want our endowment to grow). That looks like an increasingly tall order now that quantitative easing is ending, inflation is beginning, and we're contending with disputes over trade and nuclear weapons. We appear to be at the end of a decade-long bull run; it will be much harder to deliver healthy returns in the future than it was over the past few years.

We must act decisively to close our budget gap – even if it takes some years to balance the budget –

because failing to do so imperils Oberlin. The peril isn't insolvency and collapse; we can always spend down the endowment to survive for decades. The peril we face is mediocrity and irrelevance, which is what will come if our decisions are increasingly driven by short-term financial exigencies. If we don't take note of the red light flashing in the distance, we'll have to slam on the brakes when we get to it, making draconian cuts in short order that will almost certainly undermine what makes Oberlin great.

###

We also owe it to the community to explain how we got to where we are.

We got here by failing to acknowledge how the world has changed. Over the past decade we recognized that students and their families were demanding more from colleges like Oberlin. We responded. We expanded services for students. We upgraded our campus with new arts and athletic facilities and new places for students to live. Most importantly, we invested in our faculty. In the decade following 2007, College faculty headcount increased by about 15%, and the faculty compensation pool increased by almost 30%. During this period, the Arts & Sciences faculty teaching load was reduced from 5 to 4.5 courses per year, leaving more time for research – a plus for attracting top-notch new faculty – and allowing faculty to spend more time with students outside the classroom. Non-faculty staff headcount and compensation also grew during this period. However, enrollment remained relatively static.

Then we sent the tab to our students and their families, and we discovered that an Oberlin education which in 2007 cost 46% of a median household's income – a share that looked alarmingly high at the time – now cost a shocking 71% of the same household's income in 2016.

We may have noticed this sooner had we taken note of what was happening in America. Over the past 25 years, the income share of the wealthiest 5% has grown steadily – albeit at the expense of the rest of Americans – so every year a meaningful share of students could still afford Oberlin's rising price tag. As long as we could provide financial aid to the rest, we could persuade ourselves that the math worked.

The math doesn't work anymore. The pool of students graduating from high school is no longer growing. Even upper middle class families are straining to afford an Oberlin education. And today we're competing against less expensive alternatives (like highly selective liberal arts programs embedded inside state universities).

###

This poses a very serious challenge for Oberlin. One response could be to concentrate on appealing to those students who can afford Oberlin, and hoping to subsidize the rest. If we do so, we will be chasing to compete with colleges with far more financial firepower. This means much more than playing in a high-stakes money game. It means allowing richer institutions to define what a liberal arts education looks like in the 21st century. They will lead; we will be forced to follow.

We may not know what their model will look like, but we know that it will be expensive and tailored for a social stratum that every year is further removed from the rest. This feels to us like a betrayal of Oberlin's cherished commitment to access and diversity, and to demonstrating that a liberal arts and conservatory education is indispensable to all of society, not just the privileged.

We've agreed on a different response. We've asked President Ambar to lead Oberlin to define for ourselves what a 21st century liberal arts education looks like, one that appeals to a wide swath of college- and conservatory-bound students – because it is relevant to the times and because it is accessible – and one that

is a model for other institutions like Oberlin. This feels like a powerful way to honor Oberlin's founding mission and its abiding role as a leader in higher education.

###

How do we do this?

We said earlier that we failed to recognize how the world had changed. This is not merely an observation about the world; it is an admission of failure. The Oberlin community, and especially the Board, could have done better to recognize how our world was changing, and we could have responded better. (We are not pointing to our predecessors; two of us have been on the Board for years.)

We don't yet see all of the elements of the 21st-century Oberlin. But there are two things we do know.

First, we know that we won't grasp them unless we decide better than we have in the past. This means developing a better understanding of the forces that affect Oberlin and institutions like it. And it means making better decisions based on this understanding.

The Board has taken steps to improve our decision-making. We devoted a large part of our March meeting to discussions about Board governance. We've passed new procedures for approving capital projects, formed an ad hoc financial sustainability task force, established a debt subcommittee, and expanded our Nominations & Governance committee to think about how to improve the Board's effectiveness. We will soon roll out a new trustee evaluation system, consider how we might better evaluate Board performance, rethink the Board's size, and undertake a thorough review of our bylaws.

The second thing we know is that we can't discover the 21st-century Oberlin without our faculty and staff.

That's why it is so important for faculty to constitute half of the AAPR steering committee.

That's also why the Board wants to establish better connections with faculty leadership. The first step in this direction was a meeting on Thursday between the board's Executive Committee, the General Faculty Council, and representatives from the College Faculty Council and the Conservatory Faculty Council. We also shared dinner Friday night. We identified several concrete steps we can take together beginning this fall, and look forward to deeper engagement with the faculty and its leaders.

The Board also wants to work with the Oberlin community, and especially faculty and staff, to develop a common understanding of Oberlin's challenges. To this end, we have plans for a series of webinars on budgeting, recruitment and admissions, endowment management, development and alumni affairs, and on the changing landscape of higher education.

Finally, we need to marshal the resources to invest in our faculty and staff – in their compensation, their teaching, their research and their morale. Oberlin is lost if we can't attract and retain outstanding employees.

###

The important decisions we must make to build the 21st-century Oberlin will take time. They need to be well informed, deliberate, and in consultation with the community. We can't make them under duress. This is why we have insisted on reducing the deficit today. It will give us the room we need to make those decisions as responsibly as possible.

We must embrace this work as a community. We will fail if one constituency undermines another one, and we will certainly fail if we start fighting with each other. If we collaborate, however, we have an extraordinary opportunity to define the model for residential liberal arts institutions for the next generation.

We look forward to working together.

Carmen Twillie Ambar, President

Chris Canavan, Board of Trustees Chair

Chesley Maddox-Dorsey, Board of Trustees Vice Chair