

Dedman College Faculty Meeting Minutes  
May 7, 2013

Dean Tsutsui called the meeting to order.

**Presentation of the 2013 Dedman College Outstanding Senior and Professor** Dean Tsutsui recognized former Dedman Outstanding Professors who were in attendance at the meeting.

Kimberly Mendoza, the 2013 Robert H. and Nancy Dedman Outstanding Senior was introduced. Ms. Mendoza will graduate this May with a triple major in Political Science, Chemistry and Spanish. She has been very active in undergraduate research, conducting substantive research projects and publishing these results with Ed Biehl in Chemistry and John Ubelaker in Biology. A recipient of a Hamilton Research Award, she has done two studies of infectious diseases in red foxes at SMU in Taos, as well as completing an engaged learning field project in Guatemala studying Mayan medical practices and has presented her research findings at the American Chemical Society National Meeting in San Diego. Out of the classroom, Kim has been involved with the Chemistry Society and the Spanish Club, was a Hilltop Scholar, was an RA in the Hilltop Scholar's Residence Hall and won the SMU Distinguished Hilltop Scholar Award. This year, she advanced to the final rounds of competition for the Rhodes and Marshall scholarships, a testament to her many personal academic accomplishments. Professor Larry Ruben wrote, "She is self-motivated, highly accomplished, and meticulously organized. She has a strong sense of purpose and deep commitment to others. With these qualities to guide her, she has already amassed an enviable record of scholastic achievement and service. I have no doubt that she will develop into a professional and community leader. She is certainly on an accelerated path to do so." This summer, Kim will start a joint MD/Ph.D. program at the UT Medical Branch at Galveston and Rice University's Department of Chemistry, and is the first person to enter this joint program with hopes of becoming a pediatric cardiologist or pediatric oncologist. All of us at Dedman College are proud of Kim's accomplishments and look forward to the achievements and contributions she is sure to make in the future. It is the College's honor to present her with the 2013 Robert H. and Nancy Dedman Outstanding Scholar Award.

Ms. Mendoza spoke briefly about her time at SMU and Dedman College, thanking the faculty, her professors, mentors, family and friends for the various opportunities and support, throughout her college career.

Dean Tsutsui then introduced Dr. Lynn Stokes, the 2013 Dedman Family Distinguished Professor. Dr. Stokes has been a professor in Dedman College's Department of Statistical Science since 2001 and has been a leader on campus and throughout her professional field since that time. Dr. Stokes was a summa cum laude graduate of the University of the South before earning her M.S. and Ph.D. degrees in mathematical statistics from the University of North Carolina Chapel Hill. She served as an Assistant Professor at Vanderbilt before joining the U.S. Fish and Wildlife Service and later the Bureau of the Census in Washington, D.C. Between 1984 and 2001, she moved up the ranks of the Department of Management and Science and Information Systems at the University of Texas at Austin. Dr. Stokes is a prolific scholar, having published widely in the fields of survey sampling and educational achievement in some of the very top journals in her field. She has served as the associate editor of the *Journal of the American Statistical Association*, associate editor of *Survey Methodology*, and editor of the *American Statistician*. She has won grants from NOAA and the Institute for Educational Services, among many other agencies and corporations. She has been extremely active in service to the profession, serving just over the past decade, on the Joint Committee on Women in the Mathematical Sciences, the National Academy of Sciences Panel on Assessment of the National Aviation and Monitoring Service and the U.S. Census of Agriculture Review Panel. Lynn won the 2012 Founders Award from the American Statistical Association, the 2011 United Methodist Church Scholar/Teacher of the Year Award and is an elected Fellow of the American Statistical Association. On the SMU campus, Dr. Stokes has been a member of just about every task force and committee imaginable. She has been the graduate director for the Department of Statistical Science, as well as a dedicated teacher and advisor for undergraduate and graduate students. Importantly, Lynn has been a mentor and advocate for female faculty in her home

department and across the College. Without Dr. Stokes' leadership and commitment, we would not have the large group of talented, tenured women statisticians we now boast at SMU. Dean Tsutsui presented the award to Dr. Stokes.

**Presentation of Staff Service Award:** Sally Spaniolo, Associate Director for the University Honors Program was presented with her 5 year service award. Remonda Hammack in the Dedman Records Office was presented with her 3 year service award.

**Approval of Agenda:** Motion was made to approve the meeting agenda, seconded and passed unanimously.

**Approval of December 4, 2012 Minutes:** Motion was made to approve the minutes as written, seconded and passed unanimously.

**Gambrell Motion:** Motion was made to approve, seconded and passed unanimously.

**Announcement of Perrine Prize:** In 1949, Lawrence Perrine helped found SMU's Phi Beta Kappa chapter. In honor of his retirement in 1981, the chapter founded the Lawrence Perrine Prize for Phi Beta Kappa which is given annually to a faculty member in the liberal arts who seems to the committee to best represent the "life of the mind." It is not a grant made on the basis of the person's research, publication or teaching record, but rather is awarded to someone who represents the highest quality of the life of the mind.

Professor Ed Biehl read the following statement about this year's recipient:

"I am honored to present this year's Perrine Prize awardee to y'all. An awe-inspiring work ethic, a strong-willed determination, and an impassioned love of students, science, teaching and research are words that best describe this year's Perrine Prize winner. Briefly, I will illustrate how these attributes qualified her to receive this year's Perrine Prize. After receiving a doctorate in chemistry at UT Austin, she did post-docs at Duke and UTA. Subsequently, she was hired by the SMU Chemistry department in 1984, but spent one year at MIT as a NSF Visiting Professor before arriving on campus. With this propitious chemical background, she, in just 29 years, has developed into an internationally renowned inorganic-polymer chemist, a enthusiastic teacher with very high standards, and a strong commitment to both undergraduate and graduate education. With respect to her scientific accomplishments, she has published ninety-three articles in peer-reviewed, highly respected scientific journals, has received 3 patents, one which is concerned with the preparation of fire-resistant polymeric fabrics, and has gathered 2,780,656 dollars in funding from agencies such as NSF, the Petroleum Research Fund Corporation, the Welch Foundation, and the US Army. In addition, she has presented 46 invited lectures and 120 papers at national and international conferences or symposia. One of the major reasons for this prodigious output is her vigorous involvement of both undergraduate and graduate students in her research program. Thirty-one of her research students have presented papers at local and national American Chemical Society meetings and she has supervised 27 MS, 2 PhD theses, and 10 undergraduate honors theses. The close association between her and her students in a teaching-research setting has resulted in many positive outcomes such as: students making major career changes, students acquiring self-confidence, students learning how to think through a problem, developing the ability to rise and face any challenge, to name just a few outcomes. To paraphrase the goal of ancient alchemists, one might say she is the catalyst that results in the transformation of young, immature students into confident ones with a golden future. She has carried the aforementioned techniques and goals to formal classroom teaching, especially at the freshman level where she has had the most influence. One can walk past her office most afternoons and see up to 15 students in there taking advantage of her generous office hours. The awardee's close association with many of her students has enabled her to write excellent letters of recommendation. The fortunate students are those who have taken advantage of her generous open-door policy and tremendous one-on-one teaching skills. They have been immeasurably rewarded. She has received most, if not all, SMU major teaching awards and honors including: Presidential Associates Outstanding Professor Award, Margarita Deschner Teaching Award, HOPE Professor of the Year Award, Altschuler Distinguished Professor Award and was elected to the Academy of Distinguished Teachers. For me what speaks loud

and clear about her long lasting influence on students is the following: two days before the Perrine Prize award committee was to meet to select the Perrine Prize winner, I sent letters to nine of her present and former students) requesting letters of recommendations on her behalf. I was able to present to the committee very strong letters of endorsement from not eight, not seven, not six, not five, nor four, not three, not two, not one, but from all nine students!! One student commented that her ability to stimulate intellectual growth and to demonstrate that the love of learning truly is the guide of life defines and sets her apart from many. I am pleased to present to you this year's Perrine Prize awardee, a farm girl from South Texas who has made it big and who is affectionately called Dr. Patty by her devoted students, Dr. Patti Wisian-Neilson."

**Announcement of Devlin Prize:** Professor Nina Schwartz read the following statement"

"The Laura Kesselman Devlin Instructorship is awarded for continuing excellence in the teaching of Discernment and Discourse as a course involving 1) the enhancement of students' skill in writing and thinking, and 2) the first-year student's introduction to the values of liberal education. Consideration is given to classroom accomplishment, as measured by appropriateness of goals and efforts toward their fulfillment; accessibility to students in conference and otherwise; collegiality and contributions to the quality of teaching in the Discernment and Discourse Program as a whole. The Instructorship recognizes the qualities of academic rigor, intellectual adventure, and human concern so fully embodied in Laura Devlin's engagement with her students. Eligible faculty are those whose major teaching responsibility is in Discernment and Discourse. This year's recipient of the Devlin Award has the rare distinction of receiving this honor in his first year as a full time member of the writing program. While he may be surprised by this announcement, few of his colleagues will be. We have known of the dedication and talent of Ross Sloan for some time. A husband and father of six young children, Ross finds the time and energy--we don't always know how--to give astonishing amounts of attention to his students. Here are some remarks from the many, many letters of nomination from his enthusiastic students: 'Coupled with his always cheerful and optimistic tone, Mr. Sloan is always dedicated to putting in time to better the writing style and deepen the mind of each and every student. His responses and comments on works of writing are always detailed and helpful.' 'This DISC 1313 class of Mr. Sloan's is no doubt the most challenging and time consuming class I have had thus far in all of my schooling, but I have not minded putting in any of the work on a single assignment.' 'Mr. Sloan is at each of his students' beck and call 24/7. I, personally, do not know any student of his who would not agree that Mr. Sloan has been the most influential and beneficial teacher they have ever had.' Finally, another student wrote: 'The readings, quizzes, writing prompts, and class discussions are designed to both push you outside of your comfort zone and challenge you as well as to allow you to draw your own conclusions and ideas. I looked forward to walking into this class every Monday, Wednesday, and Friday: I am an engineering major, and I did not expect to ever say that about a writing course.' Please join me in congratulating the 2013-14 Laura Kesselman Devlin Instructor, Ross Sloan."

**Recognition of Retiring Faculty:** Professor Robert Gregory read the following statement in honor of Professor David Blackwell.

"David Blackwell earned an SMU B.S. in Geology and Mathematics in 1963 followed by an M.S and Ph.D. in Geophysics from Harvard University. After a post-doctoral fellowship at Caltech, he returned to SMU in 1968. He is the second holder of the William B. Hamilton Chair of Earth Sciences. Blackwell is best known for his studies of the thermal structure of the continental crust. He is co-discoverer of the relationship between surface heat flow and surface heat production from radioactivity which allows the separation of contributions of heat generated within the continental crust from mantle heat, significant for understanding Earth's thermal history. His work on the thermal structure of sedimentary basins is important for the origin of oil and gas and enhanced geothermal systems, a renewable source of future clean energy. The Geothermal Map of North America formed the basis of the Department of Energy (DOE) MIT Panel of Experts' assessment of the geothermal energy reserves of the United States. His leadership in the development of the DOE's National Geothermal Database will guide the future development of geothermal energy. Blackwell has been a major proponent of the commercialization of geothermal energy, serving as a director and president of the Geothermal Resources Council (GRC); he received the GRC's Aidlin Award for outstanding contributions to the development of geothermal energy.

He served as Chairman of the Department of Earth Sciences from 1982-1986 and is a fellow of the Geological Society of America. Dr. Blackwell commented that his senior English teacher at Woodrow Wilson High School was one of the first students to enroll at SMU and he still remembered the prologue to *The Canterbury Tales* in Old English as recited here: 'Whan that Aprill, with his shoures soote/ The droghte of March hath perced to the roote/ And bathed every veyne in swich licour,/ Of which vertu engendred is the flour'."

The following retirement citations were read into the record.

#### WILLIAM BEAUCHAMP

William Beauchamp came to Southern Methodist University in 1974 having earned a Ph.D. from Columbia University in 1969. After beginning his career as an assistant professor at Columbia, Bill joined the faculty at SMU designing and teaching a wide range of courses in French, Feminism, Gender Studies, as well as Gay Literatures, Religious and Philosophical Thought, Semiotics, Existentialism and the literature of Negritude. Bill pioneered the study of gay literature at SMU. His course, originally entitled, *Minority Discourse and Social Power: Lesbian and Gay Literature and Film*, was the first gay literature course at SMU in the 1980s. Bill served as area chair of French for many, many years and served as chair of the Department of Foreign Languages and Literatures (now World Languages and Literatures) for five years from 1995 to 2000. Bill has written a monograph, *The Style of Nerval's Aurélia*, as well as essays on semiotics and structuralism. Having always been an engaged intellectual, Bill was active in the gay rights movement from the seventies, first in New York as a founding member of the Gay Academic Union and later here in Dallas. He also served as a member of the board of directors of the National Gay and Lesbian Task Force in the early eighties. It was also at this time that Bill began actively to write reviews and articles for newspapers such as the New York Times and the Dallas Morning News on literature and on political issues. In 1993 he was awarded the Laurence Perrine Prize for Teaching and Scholarship and in 2006 he was inducted into the Altshuler Academy of Distinguished Teachers in recognition of his decades of outstanding teaching.

#### ROBERT C. DAVIS

Robert C. Davis, Associate Professor of Mathematics in Dedman College, earned his B.A. degree in mathematics and philosophy at SMU. He graduated with highest honors and departmental distinction and was a member of Phi Beta Kappa. He earned his Ph.D. degree in mathematics at Tulane University. After spending a summer as a research associate at the University of Chicago, Davis joined the SMU faculty in 1967. He has taught a variety of courses, including calculus, differential equations, discrete mathematics, theory of numbers, and groups and rings. He has specialized in the area of category theory and has published a number of articles in that area. Davis is a longtime member of the American Mathematical Society and the Mathematical Association of America.

#### LINDA BREWSTER STEARNS

Linda Brewster Stearns completed all of her degrees, culminating with the PhD, from University of New York, Stony Brook. She began her career at LSU, where she earned tenure and was promoted to Associate Professor. She then joined UC-Riverside, where she was promoted to Full Professor and served as Chair of the Sociology Department. Linda came to SMU in 2003 to rebuild the Sociology Department and direct the newly-created interdisciplinary Markets and Culture program. Under her leadership the Sociology Department grew in faculty and majors, and the Markets and Culture major became the fifth largest in Dedman College. Linda holds a joint appointment in the Cox School of Business. A renowned scholar in economic sociology, Linda's research focuses on interlocking directorates, mergers, and financial decision-making. She has published regularly in prestigious journals such as the American Sociological Review, Social Forces, Social Problems, and Administrative Science Quarterly, and co-authored a book, *Politics of Privacy*. Twice a Russell Sage Foundation Fellow, Linda has received funding for her research from the National Science and Howard Foundations. Linda's extensive contributions to the profession range from NSF reviewer to member of the editorial boards of California Management Review, Research in Political Sociology, and Socio-Economic Review.

**Approval of Dedman College Committee Slates:** Associate Dean Peter Moore presented the slates for Advisory Committee for Promotion to Full Professor, Faculty Council, Undergraduate Council and Graduate Council for approval by the faculty. It was explained to the faculty that voting on these positions would be done electronically rather than by paper ballot as done in the past. A question was posed about the lack of female candidates on Faculty Council. A motion was made, seconded and passed to ask department chairs for more female candidates to add to the slate for Division I of Faculty Council. Motions to close the Slates for the Advisory Committee for Promotion to Full Professor, Divisions II and III of Faculty Council, Undergraduate and Graduate Councils were made, seconded and approved. Members of the Advisory Committees for Promotion to Associate Professor are appointed by the chairs and no vote is necessary. Electronic voting procedures will be sent to the faculty in the near term.

**Discussion and Voting on New Student Evaluation Questions:** Revisions to the current student evaluation questions arose out of a discussion at last year's "Gender at the Lectern" symposium given by Joey Sprague from the University of Kansas. A committee consisting of Alan Brown, Crista DeLuzio, Monnie McGee and Peter Moore undertook the task of revising the questions. The draft questions were then reviewed by Professor Sprague, the Undergraduate and Graduate Councils for Dedman College, as well as the Faculty Council for Dedman College. In February of this year, those questions were sent to all Dedman College faculty for review and comment. There are two motions to be considered by the faculty today. The first motion is that Dedman College shall adopt the new teaching evaluation questions which would replace the current teaching evaluation questions beginning in the Fall semester of 2013. The second motion concerns those faculty members coming up for promotion and tenure. The issue concerns the continuing use of two questions from the old student evaluation form over a three year period. These questions ask the student for: (1) An overall evaluation of the instructor's performance; (2) An overall evaluation of the course. Faculty members in attendance at the meeting were reminded that they were voting on the use of these questions only, not on how the information would be used. Dr. Moore indicated that over the summer, processes to summarize the data will be looked at to determine how best present the information to the various tenure review committees, chairs, etc. Faculty members will be presented with that process for a vote sometime next year. The faculty was also informed that if the questions adopted at this meeting do not produce the types of answers and information the College needs in evaluating faculty, they can be modified again.

It is hoped that the data collected from these new questions will not only provide the instructor with useful information on how to improve his or her course, but assist department chairs in faculty reviews, especially for tenure-track faculty. It is felt that these new questions offer a much better picture of what the College is trying to measure, and develop a broader system of how teaching is measured. The importance of these questions will diminish over time in terms of how the faculty are evaluated on teaching by the College and by the Provost.

The questions the faculty will be voting on today are as follows:

Student Teaching Evaluation Questions (with possible answers/choices: not applicable; strongly disagree; disagree; agree; strongly agree):

1. The syllabus clearly explained the goals for learning, grading policy, and the schedule.
2. Class time was well-organized.
3. Course materials supported my learning of the course content.
4. Examples and/or particular readings used during class time helped me understand the course content.
5. Assignments including readings, videos, and problem sets, helped clarify my understanding of the course content.
6. Feedback on assignments improved my understanding of the course content.
7. My performance in the class was clearly communicated to me throughout the semester
8. My interest in the subject increased as a result of taking this course.

9. If the class had a discussion component, the instructor encouraged widespread involvement, kept focus, and limited extraneous comments.
10. The instructor was available to answer questions outside of class.

How many hours per week did you spend on this course outside of class time?  
0-2 hours; 3-5 hours; 6-8 hours; 9-11 hours; twelve or more hours

Open-ended questions:

Did any particular aspects of this course enhance your learning:

Did any particular aspects of this course detract from your learning:

A question was raised regarding adding a question asking a student to evaluate his or her own performance in the class. Dr. Moore indicated that departments were free to add additional questions, but that the committee felt the listed questions best reflected comments which were made by faculty.

Discussion ensued regarding the open ended questions, in that students would only answer these “yes” or “no” without providing substantive information.

The question was posed about “how many hours per week did you spend on this course outside of class time”: what is it supposed to measure? Dr. Moore responded that the intent was to measure the challenge and difficulty of the course. Concerns were raised about the hour listing and discussion ensued. From that discussion, a motion was made to strike the following question: “How many hours per week did you spend on this course outside of class time? 0-2 hours; 3-5 hours; 6-8 hours; 9-11 hours; twelve or more hours.” The motion was seconded and by a show of hands, defeated.

A comment was made that the new questions were a vast improvement over the original set of questions used, in that they will extract more useful information, however, the question on the time spent out of the classroom could be improved. From that comment and further discussion, a second motion was made to amend the question using 0-3 hours; 3-6 hours; 6-9 hours; 9-12; 12 or more. The motion was seconded and approved by show of hands.

The first motion (that Dedman College shall adopt the new teaching evaluation questions which would replace the current teaching evaluation questions beginning in the Fall semester 2013) was seconded and passed.

The second motion (that those faculty members coming up for promotion and tenure will continue to use two questions from the old student evaluation form over a three year period, those being: Overall evaluation of the instructor’s performance; Overall evaluation of the course) was seconded and passed.

**Graduate and Undergraduate Council Reports.** Associate Dean Peter Moore thanked the undergraduate and graduate council members for their work this past year, especially on the evaluation of the new student course evaluation questions. . With respect to the Graduate Council, a new M.S. program in Applied Economics and Predictive Analysis was instituted. The Graduate Council also discussed the current state of Dedman College graduate programs which included long- and short-term solutions for covering costs of the graduate student health insurance premiums. The Undergraduate Council heard and approved a motion to create a Task Force on Internships that will report back to the Council in the Fall 2013 semester. Graduate and undergraduate courses were approved in Anthropology, Biology, Chemistry, Earth Sciences, Economics, History, Latin, Math, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Statistics.

**Research and Doctoral Program Information.** Associate Dean Renee McDonald gave a brief update on the status of research in the College. Proposals totaling \$46 million have been submitted and to date, \$10 million in awards have been received. As always, Dr. McDonald is available to help with navigating

funded proposals. This past year, Dr. McDonald has been collecting data from the various departments regarding their doctoral programs. This data included GRE scores, number of doctoral students per tenured and tenure track faculty, program size by allocated faculty, program size by number of students enrolled, program size by number of new students enrolled annually, stipends, and applied versus admitted students. The data shared with the faculty indicated that although SMU is doing very well in getting students to apply, stipends on the average are very low compared with the national averages. Dr. McDonald thanked everyone who provided her office with the data.

**State of the College.** The Dean thanked all of the faculty members for their hard work this semester, especially in the areas of the University Curriculum, assessments and participating in his third-year review conducted by the Faculty Council. The review provided very useful feedback in going forward and the Dean thanked the faculty council for all of their hard work. The Dean also thanked the members of his staff in the Dean's office for all of their hard work this year. The College has had a successful hiring season, filling endowed chairs in Economics, the Tower Center, as well as the Jeremy Adams Centennial Professorship. There have been many grants, fellowships, books, articles and prestigious recognitions for faculty this year, such as David Meltzer's election to the American Academy of Arts and Sciences. The College graduated the first Human Rights major and the first Dedman College Scholars this spring. The College continues to make progress in facilities, receiving funds to renovate classrooms, and relocating various departments and centers on campus.

The Dean thanked Dr. Caroline Brettell and all faculty members who have been working on programming (faculty seminars, research clusters and the Impact Symposium) for the Interdisciplinary Institute and encouraged faculty to continue to think of ways to participate in the Institute on projects and programs that span the departments, the disciplines and the schools. The capital campaign will be re-launched in the fall in order to meet the 2015 goal of 750 million. Dedman College continues to work on several initiatives, including the Tower Scholars (students engaged in domestic and international policymaking concerns), endowed professorships, endowed departments, endowed scholarships, raising programmatic funds for various centers (the Interdisciplinary Center, the Human Rights Center and the Center for Drug Discovery and Delivery), and graduate education. The Dean indicated that there will be an announcement very soon about an endowed interdisciplinary professorship, which would be housed in several units: one-half in a Dedman College department, one-fourth in another school; one-fourth in the Interdisciplinary Institute.

The Dean thanked Jill DeTemple for her work on the Dedman and Dallas Task Force, and Dan Orlovsky for his work on the International and Area Studies Task Force. Copies of the reports were sent to all faculty last week and the Dean encouraged the faculty to share comments about the two reports with him. It is hoped that the College can begin implementing some of the recommendations of these task forces next year.

Dean Tsutsui announced that in the Council of Deans meetings, the Provost announced that SMU was joining the Semester Online Consortium in order to offer on-line courses with partner universities in the Fall, for general elective credit. Students would pay normal tuition to SMU and SMU would reimburse the consortium; however, since the Semester Online tuition is higher than SMU tuition on a per-credit basis, SMU will defray this cost during this experimental phase of the program. Several concerns were raised about the quality of this program, type and rigor of courses offered, assessment of courses, lack of faculty input in courses offered, and faculty support for the program. Discussion ensued about the program, faculty approval of courses offered, ways to monitor courses taken by students, effect on UC Curriculum, etc.

A question was posed about the lack of funding for materials for the University Libraries, in light of the "Year of the Library." Dean Tsutsui indicated that efforts to secure additional external support for the libraries are ongoing as part of the current campaign.

Meeting adjourned at 5:20 p.m.