

DRAFT  
Dedman College Faculty Meeting Minutes  
April 25, 2011

Dean Tsutsui called the meeting to order.

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

Approval of November 29, 2010 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.

University Curriculum Update (Dennis Cordell). Several handouts were distributed: The University Curriculum with categories, members of committees, the new University Curriculum – What does it mean for faculty (timelines for implementation and submission of proposals); University Curriculum Timeline and Key Events, and Student Learning Outcomes for the University Curriculum as approved by the Council on General Education. Calls for proposals for Ways of Knowing, Pillars components, Proficiencies and Experiences, and Discernment and Discourse (Inquiry Seminar) will be sent out in the next couple of weeks, for approval in late July of this year. The new curriculum will begin in fall 2012, for incoming first year students. The curriculum is not based on students taking so many courses in different departments, but is based on things that the University believes that students should know by the time they graduate. Workshops will be held in fall 2011 in order to assist faculty with the new curriculum and will be the focus of the Teaching Effectiveness Symposium in August. Dr. Cordell mentioned that if anyone needs more information on the new curriculum, please go to the Provost's website. Dean Tsutsui thanked Dr. Cordell for all his work on the new curriculum as well as those Dedman College faculty members who served on the various committees.

Additionally, Dean Tsutsui thanked Dr. Cordell and the faculty of Dedman College who worked on the recent SAC's accreditation. The University is currently addressing concerns raised by the on-site review committee.

Undergraduate Research (Robert Kehoe and Caroline Brettell). Currently, there are two programs, Undergraduate Research Assistantships (URA) and Hamilton Scholars, offered to undergraduates. The URA began in 2005 and was piloted by a few departments in Dedman College. As research has become a key element in undergraduate education experience, URAs have grown and currently support 70 students in a dozen departments of the university during the last year; the majority of these are within Dedman College. Each URA award is funded 50% (up to \$1,500) by the SMU Financial Aid office and 50% (up to \$1,500) from the participating academic department (through grants, department operating funds, etc.) The Hamilton Scholars program (sponsored by Jane and Jack Hamilton) was designed to support the research of a select number of outstanding undergraduate students at SMU each year, whose departments do not have outside resource funding. Currently, there are 20 Hamilton Scholars. Although typically research is conducted in the natural and social sciences, as evidenced at the recent American Association of Colleges and Universities conference, research in the humanities is becoming the norm. From this session, it became clear that research is the new thing that is produced in the professional world, whatever that may be.

Health and Benefit Retirement Benefit Updates: SMU Human Resource staff Jeff Strese, Sheri Starkey and Helen Regan spoke about changes to the retirement and health plans for the university. Out of this discussion came the following resolutions, which were passed without dissent:

1. The faculty of Dedman College very strongly opposes any change in the SMU retirement benefits program that would require faculty to make any change whatsoever to the allocation of previous retirement contributions.

2. The faculty of Dedman College recommends in the strongest possible manner that any change in the SMU retirement benefits program that would preclude faculty from continuing to make retirement contributions to TIAA-CREF, Fidelity, or Vanguard be delayed for at least twenty-four months so that faculty will have time to understand why any of those agencies is no longer acceptable in the SMU retirement program.

There was a general consensus in the room that University authorities have done a poor job in communicating the rationale for changes in retirement benefits programs to the faculty and staff and that better consultation with faculty and staff regarding fundamental changes to the retirement benefits programs needs to occur *prior* to any changes being implemented. The handling of this matter has clearly engendered widespread suspicion and distrust among the Dedman College faculty and staff, across the departments and divisions. Dean Tsutsui is forwarding these resolutions to the appropriate university personnel.

Approval of Dedman Committee Slates (Peter Moore). Motions to approve the Advisory Committees for Promotion to Associate Professor, Faculty Council, Undergraduate Council and Graduate Council were made, seconded and unanimously approved without corrections or additions.

Graduate and Undergraduate Council Reports (Peter Moore). The graduate council spent time on a number of issues this year: 1) parental leave policy for graduate students; 2) the Chemistry Ph.D. program and 3) provided feedback to the Dedman College Strategic Plan. The undergraduate council approved a new distinction program in Psychology as well as a minor in Arabic, and additionally will be reviewing petitions from students on degree changes. A request was made to distribute the minutes or posting them on the Dedman College website. Dr. Moore thanked members of both councils for their hard work this year.

Advising Task Force Report (Peter Moore). The task force report was previously distributed to all faculty members and Dr. Moore opened the floor for questions or comments. Comments were made about funding, losing sight of teaching students about liberal arts, as well as recruiting them. This year, undergraduate advisors and degree counselors have been provided training to have better knowledge in the Dedman college programs in advising students, mentoring events for students will be provided by the college, but it will take the faculty to make it work. Advising should not be seen as a Dedman problem, but rather a University problem. A comment was made that the new director of advising should have a degree within Dedman College, however, the committee did not want to limit the director to a Dedman major, but felt it was important to hire a person who is interested in the College. Dean Tsutsui thanked Dr. Moore and his committee for all their work on this task report.

Final Exams/Grade Posting. Faculty members should post their grades on access as in the past; however, do not post students' grades on Blackboard until the date has passed for students to fill out their course evaluations. Mass emails are sent to the students three times during the course evaluation process, however, the college does not know specifically which student has or has not filled out their evaluations.

Recognition of Retiring Faculty: Dr. Wayne Woodward read William Schucany's retirement citation at the faculty meeting. It is as follows:

Bill Schucany has served the Statistical Science Department and Southern Methodist University with distinction for over four decades since his first appointment in 1970, chairing the department on three occasions. Bill is internationally known for his many contributions to the theory and application of nonparametric statistical methods. Recognition of Bill's contributions have resulted in his being named Fellow of the American Statistical Association and of the International Statistics Institute, his receipt of the ASA Founder's and Paul Minton Service Awards, along with numerous additional accolades. He has been awarded approximately \$2 million in research grants and contracts. Bill has always been a valued colleague and inspirational leader within the department, serving as mentor and encourager to junior faculty and esteemed friend to all. He is

an outstanding teacher, inside and outside the classroom, and 30 doctoral students have completed their Ph.D. research under his direction. The department's celebration of his 40 years of service to SMU earlier this year brought former students and colleagues to campus from across the country and from as far away as China. Bill Schucany is a unique scholar, teacher, and mentor who SMU can never replace, only fondly and proudly remember.

Due to the lateness of the hour, the following citations were read into the faculty minutes:

Peter J. Bakewell retires as the Edmund and Louise Kahn professor of History, an endowed chair that he has occupied since he joined the History Department at SMU in 1999. Peter received his B.A., M.A. and Ph.D. from Cambridge University, beginning his academic career there as a Junior Research Fellow of Trinity College and a Research Officer in the university's Centre of Latin American Studies. He came to the USA in 1975 as an assistant professor of History at the University of New Mexico, moving in 1989 to Emory University as full professor. He has taught courses on the history of Latin America, and, occasionally, the history of flight. From 1980 to 1985 he was the associate editor of the *Hispanic American Historical Review*. His research has been mainly on the history of silver mining in colonial Spanish America. For his first book on that topic, a history of Zacatecas, Mexico, in the 16th and 17th centuries, he received the Herbert Eugene Bolton Memorial Prize of the Conference on Latin American History and, later, a medal for Mexican regional history from the Banco Nacional de Mexico. His most recent work, now in its third edition, is a general history of Latin America. In retirement he intends to expand his research on aviation history, specifically on the history of flight in France in the early 20th century, with the intent of showing that, although the Wright brothers were undoubtedly the first to make and fly a true airplane, European aviators, especially in France, were close behind them.

A Lee McAlester, Professor of Earth Sciences, earned his B.A. and B.B.A. at Southern Methodist University. His M.S. and Ph.D. were at Yale University where he also joined the faculty, staying for a period of 15 years. At Yale, he achieved the rank of Full Professor, 6 years after earning his PhD. In 1974, he served the SMU faculty as Dean of the School of Humanities and Sciences (now Dedman College). His research was in invertebrate paleontology and paleoecology including problems of speciation, the description of transitional forms of invertebrates (evolution's missing links), the rates of extinction into and speciation out of the major time boundary events in the rock record, and rapid atmospheric change as an agent of mass extinction. Professor McAlester was the editor of the influential Prentice Hall Foundations Earth Science Series, a 13 volume set of books, one of the first of attempts at defining earth system science; he authored the *History of Life* (translated into 4 languages) and coauthored *the History of the Earth's Crust* for the series. He also coauthored two other textbooks, *Physical Geology: Principles and Perspectives* and *History of Earth*. He served as Department Chair of Geological Sciences from 1994-2000. He retires as Professor *Emeritus* of Earth Sciences.

Donald Niewyk came to Southern Methodist University in 1972 having earned a B.A. at Western Michigan University and an M.A. and Ph.D. at Tulane University. After beginning his career at Ithaca College, Don became an Associate Professor at SMU teaching courses on Modern European and German History. Over the years he developed specialized courses on Nazi Germany, the Holocaust, and a seminar on the Nuremberg Trials. For a decade he served as the History Department Director of Graduate Studies and provided valiant service on the Library Committee. His scholarship focuses on Germany between the world wars and European anti-Semitism. He has been a pivotal figure in both writing scholarly treatments of the Holocaust and Nazi Germany and in producing important pedagogical treatments of the period. His volume on the history of the Jews in Weimar Germany remains the standard work on the subject. More recently, Professor Niewyk's scholarship on the Holocaust, *The Columbia Guide to the Holocaust* and *Fresh Wounds: Early Narratives of Holocaust Survival*, underscored his prominence. His textbook, *The Holocaust: Problems and Perspectives of Interpretation* has been adopted in hundreds of undergraduate courses in the United States and abroad. Don, in sum, is a scholar and teacher of great accomplishment in a field his work has defined.

David J. Weber, Professor of History, December 20, 1940 – August 20, 2010. David J. Weber was one of the nation's leading historians of the U.S. Southwest and Mexico. He held the Robert and Nancy Dedman Chair in History in SMU's Dedman College of Humanities and Sciences. Two governments gave him the highest honor they can bestow on foreigners: Spain named him to the Real Órden de Isabel la Católica, the Spanish equivalent of a knighthood, and Mexico inducted him into the Órden Mexicana del Águila Azteca. As founding director of the William P. Clements Center for Southwest Studies at SMU, David built the nation's leading center for the study of the Southwest and the borderlands. Through the Clements Center's fellowship program, he mentored 53 national and international scholars as they wrote manuscripts that deepen and enlighten our understanding of this part of the world. David valued good writing and encouraged it for his students, the fellows, and himself. He was the author or editor of more than 70 scholarly articles and 27 books, which won numerous honors. In 2007 he became the first SMU professor to be inducted into the American Academy of Arts and Sciences. From the SMU Students' Association he received the Willis M. Tate Distinguished Teaching Award in 2010.

Richard Williams, Professor of Mathematics in Dedman College, earned his B.A., M.A., and Ph.D. degrees at Vanderbilt University. After completing his Ph.D., he joined the SMU faculty in 1965. His major research interests are in real and complex analysis and topology. He has served the University in numerous leadership positions, including as chair of the Mathematics Department in 1978-79, associate chair of the Division of Mathematical Sciences in 1979-80, and member of the Faculty Senate in 1977-80, 1981-83, and 1984-87. Reflecting his strong commitment to students, Professor Williams served as Director of Undergraduate Mathematics, Director of the Talented and Gifted Mathematics Program, faculty sponsor for Kappa Mu Epsilon (Mathematics Honor Society), member of the Health Professions Recommendation Committee, and more recently as the advisor for all mathematics minors. He has been chosen as a H.O.P.E. Professor twice, recognized by Mortar Board twice for "outstanding commitment to students", and has received the Betty McKnight Spears Endowed Teaching Excellence Award in Mathematics. He retires as Professor Emeritus of Mathematics.

R. Hal Williams. Professor of History retires after thirty-six years of exemplary service and outstanding teaching and research at SMU. Hal received his B.A. from Princeton University and his M.A. and Ph.D. from Yale University. He began his teaching career at Yale and moved to SMU in 1975 where he became Professor and Chair of the History Department. Between 1980 and 1988 he served as Dean of Dedman College, overseeing acquisition of the Dedman gift and implementation of a new structure for the humanities and sciences. In addition, between 2004-2007, Hal served as Dean of Research and Graduate Studies. His scholarship focuses on American history including studies of California and national politics. He published his latest book, *Realigning America: McKinley, Bryan and the Remarkable Election of 1896*, just last year. Hal also co-authored an enormously influential American History survey textbook, *America: Past and Present*, recently revised for its 8th edition. Hal is a master teacher who has inspired generations of Yale and SMU students in his classes, especially his 20th century political history classes. He has received numerous awards for his teaching and service including the William M. Tate Award and "M" service awards, HOPE award (numerous times), Student Senate Outstanding Faculty Award, and Faculty member of the Year, 2004-2005.

Lawrence Perrine Prize Announcement. James Hopkins, Professor in History read the following:

At the outset of my remarks today I want to express my gratitude to our recipient's former departmental chair, Rick Cogley, for sharing with me his insights into our prize winner's scholarship and teaching

This year's recipient of the Lawrence Perrine Prize received his BA degree in Political Science, his MA in Religion from the University of Georgia, and his PhD in Religion at Duke University.

He is a specialist in the religious history of the eastern Mediterranean world from ca. 300 B.C.E. to ca. 600 C.E. Given these geographical and chronological parameters, his interests center on

early Christianity, rabbinic Judaism, and Greco-Roman paganism. He is a widely known authority on one of the most important and controversial issues in New Testament Scholarship, the social and cultural milieu in which Jesus and his earliest disciples had their origins. One body of academic opinion argues that Galilee in the time of Jesus was gentile in ethnic composition and Hellenistic in cultural orientation. The conclusion he drew from his own scholarly examination, using both literary and material evidence, is that Galilee was heavily Jewish in the time of Jesus and that there had been little exposure to Hellenistic culture, thus helping us better understand “the historical Jesus.” The two works that advance his arguments, both published by Cambridge University Press, are *Greco-Roman Culture and the Galilee of Jesus* and *The Myth of a Gentile Galilee*.

If this year’s Perrine Prize recipient is one of the most outstanding scholars of his generation, he is also one of its great teachers. He has been awarded every teaching award that our University offers, culminating in his being named a member of the university’s Academy of Distinguished Teachers in 2007. His former department chair visited a number of his classes over the years and was stirred to call each a “minor masterpiece.” His students would agree.

Of the hundreds he has taught over the years, I will ask you to hear the voice of just one. When learning of the award, she wrote memorably to me:

Throughout my four years at SMU, he has been my professor, my advisor, and my friend. His ability to teach with passion and humor inspire his students to engage in the topic whether it is Pauline Christianity, the New Testament, or even a small independent study on religion and public education. He embodies everything a professor should be. He is kind-hearted, witty, intelligent, and willing to learn. While in the roles of professor and advisor, he has pushed me personally to achieve above and beyond. As my friend, he has encouraged and inspired me to pursue my own path of higher education in hopes of becoming even a fraction of an educator of his caliber. It is because of his independent study that I hope to one day soon take on the challenge of teaching religion and history courses in a public high school. When I reminisce upon my college career later in life, I know that I will remember him fondly. It warms my heart that he is being honored by this award.

Teacher and scholar, he is also a colleague who can leave the rewards and pleasures of the study and the classroom to play a major role in the life of the university, which he has served with distinction in a myriad of committee and leadership roles, and, importantly, in the arena beyond. He has been interviewed by the major networks on the controversial topic of biblical authority, which, as we know, is a subject that has gained enormous and heated currency in today’s world. In 2005 he devoted a summer to research and wrote a devastating critique of the Bible curriculum proposed for the Odessa School District. I well remember the evening at a Dallas church, packed with people, who came to hear him offer a synopsis of his important and influential work.

Afterwards, I wrote to him, “Never have I been prouder of a colleague, one who with such clarity, consummate scholarship, and eloquence, journeyed so effectively into the public arena—taking on one of the most important and contentious issues of our day, while, at the same time, demonstrating immaculate respect for those who disagreed with him.” However, this was, unhappily, not true of his critics. The publisher of the Odessa curriculum issued a press release in which he denounced our recipient, who is a mainstream liberal Protestant, as “a far left, anti-religious extremist,” indicating how difficult it can be to discuss the appropriate relationship between church and state, to separate polemic from reasoned discourse. Not long after this controversy, which gripped all of us in the state who are concerned and care deeply what is taught to Texas students, he was named the Samantha Smoot Activist of the Year by the Texas Freedom Network.

Our recipient took those same qualities of wisdom, tolerance, and conviction to the great faculty debate on the Bush Library and Institute in which the civility and thoughtfulness of his views reminded all of us of the standard to which we should, and did not always, adhere to. Since then, with the same forthright courage, good judgment, and tireless energy, he has continued to engage issues that are fundamental to the wellbeing of each of us, the faculty, students, and administrators who comprise our academic community, and to the larger world that we hope to shape and influence.

Teacher, scholar, and citizen—he is a man of parts, all of them excellent.

This year's Perrine Prize recipient is Professor Mark Chancey, chair of the Department of Religious Studies.

Dean Tsutsui thanked Doug Ehring for his hard work as recording secretary for the faculty meetings this year.

Slogan Contest Winners Recognition (Dean Tsutsui). The winner for the best slogan for Dedman College was Dr. Willard Speigelman for "Dedman College – Where the Mind Comes Alive." The winner for the worst slogan was Dr. Mark Chancey for "Dedman College – You Think the Lyle School Has Problems." Both winners were awarded bottles of champagne.

State of the College (Dean Tsutsui). Dean Tsutsui thanked the faculty for coming to today's meeting as well as their help, assistance, support, faith and patience over the last year. As of May 16<sup>th</sup>, the Dean will have had lunch with 148 faculty members and will continue lunches over the summer and into the fall. The Dean gave an update on the strategic planning process for the College. Originally, the plan was to have been sent to faculty in February and launched in March. However, due to extensive review and successful buy in by the President, Provost and members of the Board of Trustees, the plan will now be launched in September. Faculty and staff will receive a draft copy of the plan later this week for comment. Additionally, a soft launch to the College's campaign steering committee and executive board will occur in the near term. The Dean encouraged all faculty members to review and comment on the draft strategic plan before it is put into final production. Additionally, the College will be conducting a brand study beginning in May, in order to develop its identity to internal and external constituents, by slogans, bullet points, elevator speech, talking points to use in the community for fundraising efforts, as well as website and publicity materials.

Meeting adjourned at 5:10 p.m.