

Dedman College Faculty Meeting Minutes
August 26, 2014

Dean DiPiero welcomed the faculty and opened the meeting.

Election of Secretary. Dennis Foster was elected by acclamation. Dean DiPiero also thanked Dr. Steve Sverdlik for serving the past two years as secretary.

Approval of Agenda. A motion was made, seconded and approved.

Sexual Assault Reporting Requirements. Samantha Thomas, Title IX coordinator for the university, Stephanie DuPaul, Associate Provost for Enrollment and Linda Perez, SMU Police department discussed with faculty procedures for reporting sexual assault and/or sexual harassment for university constituents. The following website lists the steps faculty and staff should take in reporting these issues. <https://sites.smu.edu/dea/LiveResponsibly/faculty-staff-support.asp>. Linda Perez spoke about the Clery Act and SMU's collection of crime statistics. The purpose of the Clery Act is to provide the campus community with accurate, complete and timely information about crime and the safety of the campus environment so they can make informed decisions to keep themselves safe. For review of this information, please go to this website: <http://www.smu.edu/BusinessFinance/PoliceAndRiskManagement/Police/CrimeAlerts/TimelyWarnings>. Stephanie DuPaul indicated that a form is being prepared for faculty and staff to report situations involving sexual assault, somewhat like the Caring Communities Connection form.

Introduction of new faculty members: The following were introduced by their colleagues with details of their educational experiences, achievements, and scholarly research:

Neely Myers, Assistant Professor in Anthropology	Caroline Brettell
Travis DuBry, Visiting Lecturer in Anthropology	Caroline Brettell
Mark McCoy, Associate Professor in Anthropology	David Meltzer
Ann Horsburgh, Visiting Assistant Professor in Anthropology	David Meltzer
Bianca Batista, Professor of Practice in Biology	Steve Vik
Santosh D'Mello, Chair and Professor in Biology	Steve Vik
Rita Economos, Assistant Professor in Earth Sciences	Robert Gregory
Klaus Desmet, Ruth and Kenneth Altshuler Centennial Interdisciplinary Professor	Santanu Roy
Angela Wood, Professor of Practice in Discernment & Discourse	Diana Grumbles Blackman
Patricia Pisano, Professor of Practice in Discernment & Discourse	Diana Grumbles Blackman
Lawrence Winnie, Senior Lecturer	Andrew Graybill
Shira Lander, Professor of Practice and Director of Jewish Studies	Johan Elverskog
Omar Al-Rashdan, Professor of Practice, French and Arabic	Marlies Gaettens

Recognition of newly tenured and promoted faculty members: The College congratulates the following faculty members who were promoted to tenured Associate Professor or Full Professor this past academic year.

Sunday Eiselt, Associate Professor in Anthropology
Bo Chen, Associate Professor in Economics
Daniel Reynolds, Associate Professor in Mathematics
Brandilyn Stigler, Associate Professor in Mathematics
Jodi Cooley, Associate Professor in Physics
Hiroki Takeuchi, Associate Professor in Political Sciences
Austin Baldwin, Associate Professor in Psychology

David Rosenfield, Associate Professor in Psychology

Neil Tabor, Professor of Earth Sciences

David Haynes, Professor of English

Andrew Graybill, Professor of History

Travel Approval and Reimbursement Process Update. Dr. Fred Olness spoke to the faculty about the OE2C initiative to streamline travel and reimbursement processes. There will be vendors' presentations next Thursday and Friday and all faculty are encouraged to come and provide feedback.

Research Update. Dr. Renee McDonald reported that the IRB committee has been reformed with a new chair and the processes appear to be running more smoothly. However, if faculty members encounter difficulties, please let Dr. McDonald know. Additionally, Shannon Lunt has been hired as director of compliance in the Office of Research Administration (). Applications for the IRB and animal compliance should be directed to Shannon Lunt. The Office of Research Administration will be conducting a series of workshops for faculty to discuss these new compliance procedures. Dr. McDonald encouraged faculty members to attend one of these workshops in order to become familiar with these new procedures.

University Curriculum Update. (Peter Moore). This spring a UC Monitoring Committee was formed by the provost. The committee's recommendations can be found on the UC website. Additionally, the assessments of proficiencies and experiences have been changed to use an easier format to encourage faculty to add proficiencies and experiences to their courses. This fall there will be two task forces set up--one addressing Ways of Knowing Courses and the other addressing the double counting of courses--in order to help students in Meadows, Engineering and some of the science majors may finish their degrees in four years.

Peter Moore also addressed the OE2C project following Dr. Olness' travel announcement. The University has hired Bain to look at a number of policies and procedures within SMU and to make recommendations for changes in order to streamline them. The university will then begin to implement changes based on these recommendations.

State of the College, Q&A. (Dean DiPiero) The dean expressed his thanks to all of the faculty and staff for welcoming him to Dedman College, and looks forward to meeting everyone in the College. Dean DiPiero also thanked his two Associate Deans, Renee McDonald and Peter Moore, for continuing in their positions and taking on added responsibilities. Dean DiPiero also thanked Peter Moore for the tremendous work he has done as dean *ad interim*. I enter the following remarks verbatim:

As you all know and probably better than I, Dedman College is a very complex place. The only one of SMU's schools or colleges without a sharply defined focus or professional identity, it can sometimes appear to the outside world as lacking an identity, a place for everything else. But we know better. Dedman College is the foundation and I might venture the pinnacle for the rest of the university. It is the seat of the liberal arts and the home of most of the pure and applied research at SMU. Dedman College boasts the highest number of degrees on campus, and we are nearly tied with the Cox School of Business for the total number of degrees conferred. I think it is time we break that near tie. Dedman College has far and away the largest number of faculty on campus, that is 307 of us, up from 279 in 2009. To keep things in perspective, however, just about 30% of our prime instruction staff is non tenure-track, and that figure is up slightly from 2009. In 2012-2013, the last year for which I have statistics, 54% of all sponsored research funds were based in Dedman College, up from 43% in 2010-2011 (I think that is pretty impressive). On the admissions front, Dedman is bucking some national trends in interesting and positive ways. In the fall of 2013, 26% of the entering class was in Dedman, and this year it is 26.8%. That is way against what is really happening in most other places, where enrollment in colleges such as

Dedman is going down in favor of the professional schools. We also have the highest rated student diversity on campus; however, one area we need to work on is our yield, that is the percent of students who accept our offers of admission. But overall we are doing very well on the admissions front. I just want to use these quick snapshots of statistics to point out something you all knew, Dedman College is doing some really, really great work, and these statistics are supplemented by the great new faculty hires you have just heard about. There have also been some terrific new programs developed. There's the Health and Society major, that Caroline alluded to briefly, housed in the department of Anthropology, which offers both physiological and social and cultural emphases. There are masters' programs in Statistics and Economics, which also have generated some significant income for the departments in the College. There is the new Tower Scholars program to be rolled out this fall. There is the Ph.D. program in Biostatistics to be offered in partnership with our department of Statistical Science and the department of Clinical Sciences at the University of Texas, Southwestern Medical Center at Dallas. There are also other programs in discussion at the graduate and undergraduate levels. We have also had record income derived from the May term program this spring. We were the top school by far at the University. There is a lot of great stuff happening. And, we all know there are things to work on. Some of those things we have to work on because they are more or less problems thrust upon us for which we have to find solutions. And, some of those things are things we are going to want to work on because they pose interesting challenges with the potential of highly beneficial results. They'll give us more and more interesting ways to do our research, or better prepare undergraduate and graduate students. These are the kinds of things that will bring us a more enriching intellectual environment, and they are the reasons why presumably why most of us got into the profession in the first place. So what I would like to do now is outline the way I propose to proceed over the next several months and identify our issues going forward and determine what we want to do about them. As you might expect right now I am spending a lot of time and will for the foreseeable future, gathering more information. I have asked and have had meetings scheduled with department chairs and program and center directors, and others in the College to learn about the states of your departments and programs, and your aspirations for the future. I am particularly interested in where you see your fields headed and where you think, with unfortunately, less than infinite resources, we should decide to react to the directions the disciplines are taking. It is in fact our aspirations for the future that I want us to spend some considerable time on. Several years back, you all developed a strategic plan for the capital campaign which will complete in over a year. Capital campaigns are about money of course, but they are also implicitly about priorities. I would like for us to refine the plan you developed in two ways. First, to determine whether our priorities have changed, do we want to add some new ones and to determine whether we have met some of the existing ones in a way that we are satisfied with. Second, I have got to come up with means to measure our progress for our goals. Unless we know where we are, we can't really tell where we want to be, so I want us to have some metrics, some ways of deciding where we need to go and how will we know when we get there. In that spirit and in the spirit that a university must always move forward, I would like to suggest that we consider the following ideas:

1. What directions are our research and teaching moving? Given the current trends, and likely or for that matter unlikely developments, where do we expect our disciplines will be in 5, 7 and 10 years out.
2. How can we use our professional insights to capture the imaginations of the most talented undergraduate and graduate students, and develop programs to attract them to campus? How can we use those insights to recruit the most talented faculty?
3. What sorts of programs should we consider both within the disciplines and across them, and can we create new forms of delivering undergraduate and graduate instruction, especially appropriate to the new content we developed?

4. Finally, recognizing that no university or almost no university (the big guys can do this) can be all things to all people, how can we translate these ideas into signature teaching and research programs, that others cannot easily imitate? How can we use our resources, our location and our talents to make Dedman College at SMU emerge through very tough competition that will be the way for us to recruit top quality faculty and equally talented students?

I am really seriously impressed with all of the work you all have already done. Recognizing that the new guy is seen as just wanting everyone to do more work, I would ask you instead to continue to do the work you have been doing and to continue to do the kind of work you are most passionate about, thinking about your discipline, within the context, in our case, of a small private research intensive, residential university. I want to ask you to work interactively and collaboratively with the various faculty bodies we have, i.e. faculty council, chairs and other ad hoc groups that we will establish. I want to ask you to lend your expertise to a collaborative effort to understand, or better yet to determine for the time being at least, what our identity is and how we will profess it to the rest of the campus and the broader academic community, so that no one will ever be tempted again to say that Dedman is “everything else.” Maybe we can get them to say, it’s Dedman, we are pretty much everything. By a way of getting things moving, I am proposing that I work with department chairs on a series of considerations that will help us determine what we must be doing to remain competitive with our peers, and what we ought to be doing to remain distinctive. There are some things we probably have to do to stay competitive and then there are things we can do that others can’t so easily imitate; we have to balance those two things out. I will also ask the faculty council and at least one ad hoc group to consider the same questions, but from a point of view of teaching and research opportunities that fall between departments, and might demand of us that we think in ways in which they might be unaccustomed. I think that will be especially interesting. Today marks my two week anniversary on the job at Dedman College and I am not sure what this means, but as I was saying to Renee McDonald yesterday, “I already feel like I have been here forever.” Again, I want to meet all of you, including those of you who aren’t here, and I will be setting up a series of informal afternoon get-togethers, over the course of the year, some of which--who knows--might even have a kind of informal academic theme. As an early modernist who works in French, it would be my fondest wish to develop a 21st century salon. We will be getting back in touch soon with a schedule and asking that you suggest things which you might want to discuss informally perhaps over a cup of coffee or a hidden glass of wine with your colleagues. I might suggest that the faculty go for something simple, such as, “what is a liberal arts education in the 21st century?”

Dean DiPiero then opened the floor for questions. Various questions were posed regarding development, the capital campaign, priorities for the future, a new research building on campus, the Dedman College Strategic Plan, challenges and surprises in the College, research and teaching opportunities across disciplines, and ways of delivering instruction.

Meeting adjourned at 4:40 p.m.