Minutes of the Gettysburg College Faculty  
October 20, 2016  
CUB Ballroom

Provost Chris Zappe called the meeting to order at 4:05 pm.

President Janet Morgan Riggs was traveling on College business so Provost Zappe chaired the meeting.

Provost Zappe welcomed the Student Senate Representative Shae Belenski.

Announcements

Julie Ramsey introduced Darrien Davenport, the new Executive Director of the Office for Multicultural Engagement. Dr. Davenport comes to Gettysburg College from York College. He said that he looks forward to meeting as many people on campus as possible and working together on a shared vision for the Office of Multicultural Engagement.

Professor Jim Udden announced that Gettysburg College received a Fulbright grant for a Group Project Abroad in China for faculty next summer. The title of the grant is “The Impact of China’s Educational System from Beijing to Gettysburg”. The primary purpose of the grant is to stimulate course revisions at Gettysburg College. Professor Udden indicated that there would be a call for applications soon and that applications will likely be due after Thanksgiving. Approximately 15 hours of pre-departure workshops will occur in the spring semester of 2017. The trip to China will occur on June 5 – July 3, 2017.

Minutes

The minutes from the April 28, 2016 faculty meeting were approved.

Motion to Clarify Language in the Faculty Handbook about Universal External Evaluation in Tenure Reviews

On behalf of the Faculty Council, Kevin Wilson presented a motion to clarify language in the Faculty Handbook about external evaluation in tenure reviews.

At the 3/18/2010 faculty meeting, the following motion was passed:

Starting with all new tenure-track faculty hired for AY 2010-11, external evaluation of scholarship and creative work will be universal in all tenure and promotion cases. The Provost, in consultation with the FPC, will establish a uniform procedure for conducting these evaluations.

However, no changes to the language in the Faculty Handbook were proposed as part of the legislation. The Ad Hoc Committee on Promotion believes that additional information would clarify the process for candidates, colleagues and chairpersons.
Professor Wilson presented PowerPoint slides (Appendix A) on the “Task of the Candidate”, the “Task of Departmental Colleagues”, and the “Task of the Chairperson” with the proposed changes in language drafted by the Ad Hoc Committee on Promotion.

There were no questions from the floor about the proposed changes in language. There was a question about whether a quorum was present to which the Parliamentarian Larry Gregorio answered yes after conducting a count.

Through unanimous consent a vote was taken. The motion passes unanimously and the changes will be made to the Faculty Handbook.

**Discussion of Campus Climate Survey Results**

Professor Istvan Urcuyo and Jeanne Arnold introduced a discussion of the Campus Climate Survey that was completed last semester. Professor Urcuyo thanked the Faculty Council for providing time to have this discussion and indicated that another meeting could be scheduled if additional time was needed.

The Climate Study Implementation Working Group (Appendix B) prepared a handout titled “Faculty-Centered Themes from the Campus Climate Results” (Appendix C). The handout contained summary data in five areas:

- Uncompensated Work and Overburdened
- Elitism/Classism
- The Role of Diversity in the Hiring Process
- Unequal Perceived Academic Success for Students
- Leaving the College

Professor Urcuyo asked the group to discuss the data at their round table and to provide feedback on the questions provided on the handout:

1. Please **rank the top three themes** in order of importance and/or perceived impact to the Gettysburg College faculty’s campus climate.

2. Of the top three ranked themes that your group identified, **please describe ideas, suggestions or activities that you think will help** our community overcome these challenges.

3. Are there **any additional themes or findings from the report** that members in your group consider to also be of high importance? If so, please list them here.

The handouts were collected and the meeting was adjourned at 5:00 pm.

Respectfully submitted,

Kristin Stuempfle

Kristin Stuempfle
Secretary for the Day
Motion to Clarify Language in Faculty Handbook about Universal External Evaluation in Tenure Reviews.

Faculty Meeting
October 21, 2016
**Rationale:** At the meeting of the Gettysburg College Faculty on 3/18/2010 the following motion was passed.

*Starting with all new tenure-track faculty hired for AY 2010-11, external evaluation of scholarship and creative work will be universal in all tenure and promotion cases. The Provost, in consultation with the FPC, will establish a uniform procedure for conducting these evaluations.*

No changes to the language of the Faculty Handbook were proposed as part of the legislation, but the 2010 edition of the Handbook includes this new sentence in the sections for promotion procedures for tenure (p.20): “The Chairperson must also provide letters from outside evaluators in the candidate’s field.” This is the total guidance offered on this topic in the Faculty Handbook. The Ad Hoc Committee on Promotion (AHCOP) believes that additional information would clarify the process for candidates, colleagues and chairpersons. This language pertains to sections describing the tasks of the candidates, departmental colleagues, and chairpersons in procedures for tenure (pp. 19-20).
THE CANDIDATE'S TASK. Prior to each such formal evaluation, the chairperson of the Faculty Personnel Committee asks each candidate for tenure to work with the departmental/program chairperson and the Provost’s office to develop a list of potential external evaluators in accordance with FPC standard operating procedures. The candidate submits the following to the department/program and the Committee: (1) a current curriculum vitae; (2) a written statement of teaching and research goals, including current efforts being made to achieve them, and of contributions to the governance of the department and the College; (3) evidences of effective teaching and research activity; and (4) any other information which might assist in assessing the candidate’s qualifications for tenure. Evidences of teaching and research activity include such things as course materials (for example, syllabi, laboratory exercises, and examinations), systematic student evaluations of courses, and, if any, letters from outside evaluators. The candidate will send these materials to the Faculty Personnel Committee through the Provost. The candidate or the department chairperson may also ask colleagues outside the department to submit to the Faculty Personnel Committee an assessment of the candidate’s performance in College governance.
The chairperson of the Faculty Personnel Committee shall consult with the department chairperson regarding the timing of these meetings and thereafter will request that each tenured member of the department submit to the Faculty Personnel Committee and to the chairperson a letter describing the candidate's progress in meeting the established criteria for tenure, and the degree to which they are being met at the time of writing. This letter should also include the author's personal recommendation as to whether or not tenure should be granted. In fairness to the candidate and the College, the letter should cite the best available evidence to substantiate the evaluations made. Accordingly, it should be based upon study of the materials which the candidate submits, observations over a period of time of the candidate's teaching of course work in the classroom, and close acquaintance with the candidate's ongoing scholarship gained through reading manuscripts or published works, and through attendance at meetings at which the candidate actively participates, and consideration of the information provided by the external evaluators of scholarship or creative activity. Departmental colleagues shall send their letters to the Committee through the Provost. Although candidates generally respect the confidentiality of these letters, recent court decisions suggest that the College cannot guarantee that these letters will never be read by the candidate.
THE TASK OF THE CHAIRPERSON. In an additional letter to the one he/she writes as a department member, the chairperson communicates to the Faculty Personnel Committee the departmental vote, summarizes and interprets the view or views of the candidate's department, including some of its nontenured members, provides an estimate of the ways in which the candidate is likely to contribute to the future needs of the department, and provides a specific recommendation as a chairperson and the reasons for it. The chairperson is also responsible for soliciting letters from the external evaluators and providing those letters to departmental/program colleagues and the Faculty Personnel Committee. If the chairperson is the candidate, the Faculty Personnel Committee designates some senior member of the department to supervise this process and provide the Committee with the summary cited above.
Climate Study Implementation Working Group Committee

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Faculty-centered themes from the Campus Climate Results.

A) Uncompensated work and overburdened
Pg. 129: 44% of Tenured and Tenure-Track Faculty respondents believed that they were burdened by service responsibilities (e.g., committee memberships and Departmental /program work assignments) beyond those of their colleagues with similar performance expectations (Table 48). 60% of Tenured and Tenure-Track Faculty respondents felt that they were expected to do extra work that was uncompensated. A significantly higher percentage of Women Faculty respondents (59%) than Men Faculty respondents (34%) believed that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Pg. 131: Uncompensated Work with Students. 31% of respondents elaborated on issues related to working with students. Many respondents expressed frustration with the expectation to supervise students over the summer with no additional compensation.

Pg. 134: 22% of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated.

B) Elitism/Classism
Pg. 122: More than half of Administrator and Support Staff respondents felt valued by Gettysburg College students (65%) and senior administrators (63%). Less than half felt valued by faculty (47%).

Pg. 140: The majority of all Faculty respondents felt valued by faculty in their department/program (79%), their department/program chair (77%), other faculty at Gettysburg College (76%), and senior administrators (61%) (Table 55). Most Faculty respondents felt valued by students in the classroom (87%) and outside the classroom (77%).

C) The Role of Diversity in the Hiring Process
Pg.187: Diversity – No Place in the Hiring Process. 32% of respondents commented on issues related to diversity. Some respondents felt that diversity-based hiring practices would not be beneficial to the college.

D) Unequal Perceived Academic Success for Students
Pg. 154-156: Analyses of Perceived Academic Success indicate that White Student respondents have more Perceived Academic Success than Student Respondents of Color (Table 63). In addition: students with multiple disabilities had lower Perceived Academic Success than students with no disability (Table 66), Not-Low-Income Student had greater Perceived Academic Success than Low-Income Students (Table 67) and First-Generation Student had lower Perceived Academic Success than Not-First-Generation Student (Table 68).

E) Leaving the college
Pg. 143: 41% of employee respondents had seriously considered leaving Gettysburg College…….
By racial identity: 63% of employee Respondents of Color, 58% of Multiracial employee respondents, and 41% of White employee respondents seriously considered leaving the College….. Forty-three percent of those Faculty, Administrator, and Support Staff respondents who seriously considered leaving did so because of low salary/pay rate (Table 58).

PLEASE SEE BACKSIDE FOR FEEDBACK REQUEST.
Feedback questions:
1) Please **rank the top three themes** in order of importance and/or perceived impact to the Gettysburg College faculty’s campus climate.

2) Of the top three ranked themes that your group identified, **please describe ideas, suggestions or activities that you think will help** our community overcome these challenges.

3) Are there **any additional themes or findings from the report** that members in your group consider to also be of high importance? If so, please list them here.