

**Senate Agenda**  
**November 13, 2006**  
**Academic Council Room- 4<sup>th</sup> Green Hall**  
**6:00 PM**

**I. Roll Call**

**II. Old Business**

**III. New Business**

- A. Cortni Jones – Student Bursar:Lecture Funding #3 Allocations (10 min, 5 min?s)
- B. Shayla Adams - MAC: CWDI Constitutional Changes (10 min, 5 min?s)

**IV. Open Discussion**

- A. Committee to Faculty Appointments (10 mins, 10 min?s)
- B. Paola Reyes - SPEC Chair: SPEC's Role in CG (10 min, 10 min?s)

**IV. Dean's Corner:** Dean John O'Keefe: Advising Issues (15 min, 10 min?s)

**V. Beyond the Bubble:** Malina Swiatek – CPLA Chair. (5 min)

**VI. Cabinet Announcements**

**VII. Adjourn**

Estimated Time: 2 hours 15 minutes

**Followed by Lip Sync Competition: 9:30, Tishman Commons.**  
**(Sponsored by HPC)**

**Emily Oxford, College Government President:** Tonight we only have quorum for unconstitutional business so please get here for all our Senates- it is your job as a Senator. Originally, for this semester, we had senate for next Monday, but many house councils won't meet on Tuesday, so we'll cancel senate on the 20<sup>th</sup>, but we will have Senate on the 27<sup>th</sup> instead. So no senate next Monday, but we will be having it the Monday after break – our next senate will be after Thanksgiving break. Moving on to new business, we have our Student Bursar with Katie Watson.

**Cortni Jones, Student Bursar:** So we are here to present Lecture Funding #3.

**Katie Watson, SOFC Member:** Lecture funding is 18% of the total Student Activity Fee (SAF). We reviewed the constitution and voted to give 20% to Lecture Funding #3 but our constitution says we can only give 500.00 or 60% of the lecture. This ended up being 16.81% of lecture funding, which was \$13, 296.88. We voted not to take late applications. Also, according to our constitution, an organization can't apply to fund the same event twice, but they can apply to fund multiple events at once. We can also only fund organizations that have been SOAC constituted for two semesters. We reviewed the applications in groups.

**Cortni Jones:** One exciting thing SOFC has found is that we are having different types of organizations apply for lecture funding. We had science-based and literary groups apply. As part of my duties, I must explain the \$0.00 fundings that occurred. The first \$0.00 is Ethos with SLAM, and they received \$0.00 because SOFC felt that it was not applicable under our constitution for Lecture Funding to fund this event. Secondly, under the directions on the application it says, "If this is a lecture, please explain the lecture" and this was not explained, therefore SOFC decided not to fund this event. The other two \$0.00s were Habitat and Model UN – these events had been funded in Lecture Funding #2 and we felt it was against the spirit of SOFC to apply multiple times for one event. We also found it to be a cyclical problem – if someone applied the spring before their event and then applied every deadline until the event, it wouldn't be fair. We have also discussed this before and we thought it was fair not to fund these events again. Other than that, the rest of the deductions were very simple: you must provide a quote for your honorarium telling the exact amount the speaker/performer is charging, and that wasn't provided for two applications. And deduction number six is because SOFC puts capacity caps on certain categories, and IRC went over the cap for the publicity. Another thing we are excited about is that we are looking at the different types of events that we can fund under our budgeting system and we are trying to find flexibility within the system. We are looking within the entire budget to find the right places for lectures, performances, and other types of events. We are looking at this so right now, so contact your SOFC members to talk about your ideas for our budgeting system – to let your voice be heard. Also, one thing is that since we did allocate 3.19% less than what we had set aside for this deadline, that money will be spread out to either the next deadline, or over the next two deadlines; whichever SOFC decides. This leftover money will be used for lecture purposes and will not be embezzled.

**Emily Oxford:** Thanks! Next we have Shayla Adams with CWDI constitutional changes. And just so you know, we can only vote on this is we have quorum for constitutional business next Senate, so it is very important that you come to Senate!

**Shayla Adams, Multicultural Affairs Coordinator:** Hello, everyone. We have some Campus-Wide Diversity Initiative (CWDI) members here at Senate today so welcome them! Today I'm here to talk to you about the change we are making to the CWDI constitution. Basically, we want to ask each cultural org to send a CWDI rep to each CWDI meeting, similar to how we do residence hall representatives. In our effort to make CWDI a bigger group on campus, we need more members. We want to reach each cultural org but the presidents are often too busy. Also, cultural orgs need to have a say in the issues we discuss and the things we plan – these reps will serve as a liaison between cultural orgs and CWDI. You will go back to your House Councils to vote on this specific wording.

**Sabina Khan, Student At Large:** Do you have any guidelines for defining what is a cultural organization, as opposed to any student organization?

**Shayla Adams:** Cultural orgs are self-identified on their SOAC application.

**Emily Oxford, Student at Large:** How will these changes be enforced?

**Shayla Adams:** Next semester, we will have a trial period when we ask cultural orgs to send a representative to CWDI and then in the spring, we will ask that they hold formal elections and then those elected reps would come to CWDI the following year.

**Cortni Jones, Student Bursar:** For institutional memory, how will you get organizations to put this in their constitution so that they can make it mandatory? How will you make the reps feel like they are needed on this comm.?

**Shayla Adams:** This is hard. Even though we have residence hall reps, not all halls are represented. But we do have the multicultural conference that we can talk to them about and we can email them to reiterate the necessity for them to be represented in what I do as the MAC. We will really stress this at our next meeting and get them to put it in their constitution.

**Hannah Heller, Hillel:** Will these reps have different duties than the res hall reps?

**Shayla Adams:** Res hall reps present at HC so we would ask cultural org reps to get on the agenda and give a report. They can post minutes and forward spam to conference. It really is a liaison—they have a good relationship with their org and their president. Just remember when voting that each cultural org will send a rep to CWDI and it will take effect next fall, but there will be a trial rep in the spring.

**Emily Oxford:** This is Round 2 with CWDI and amending their constitution, so we all have to be here on the 27<sup>th</sup> in order to make these constitutional changes. Moving on to Open Discussion, we have a lot of Deans here today: We have Dean Shennan and Dean JoAnne Berger-Sweeney, and they are with the Committee on Faculty Appointments (CFA). Welcome!

**Dean Shennan, Dean of the College:** Thanks for inviting us today. We are going to give you an overview on faculty appointments and tenure and then answer any questions that you have. So this committee has three administrators, and I chair the committee. JoAnne is a non-voting

member, and the President also sits on the committee. There are six senior, tenured faculty members on the committee, and they don't have to be full professors. Wellesley is unusual in that we have an appointments system that gives the final decision to faculty and administrators on a committee. Usually it is just a Dean or President who makes the final decisions, but here a committee does it. We are here to talk to you today because fall is when we make tenure decisions for faculty. We have a December 15 deadline so we have to tell them by then whether or not they have received tenure. Obviously student involvement in that process is important in a number of ways. These tenure decisions tend to be the part of our work that gets the most scrutiny, so we want to have the discussion now before decisions are made. First, we react or respond to tenure recommendations from departments. The department comes together and decides about tenure. They consider three issues: teaching, scholarly research, and service to the college. They then pass on that recommendation to the committee on faculty appointments. Departments don't have to agree on their recommendation- they can have as many different opinions as there are professors within the department. All that information is forward to our committee and we review the whole case and think about the same categories. And then by December 15 we vote and transfer the decision to the Board of Trustees and they act on our decision in January.

**Dean Joanne Berger-Sweeney, Associate Dean:** I just want to mention that the entire dossier is looked at: teaching, research, service. Every candidate that comes up in tenure, their entire file is reviewed on multiple occasions. We look at a file, ask additional questions, and look at RPC.

**Cortni Jones:** Point of Information: What is RPC?

**Dean Joanne Berger-Sweeney:** Reappointment and Promotion Committee.

**Emily Oxford:** What does tenure mean, and what is the role of SEQs?

**Dean Shennan:** Tenure is a status granted to faculty which allows them to stay at the college as long as they wish to be here – it is an open-ended appointment. When people come up for tenure, if they don't receive tenure, they must leave the college within a year. One of the reasons these decisions are so intense is the choice for the faculty is to stay here for the rest of your career or leave almost immediately, which explains the intensity. In terms of student evaluations, we look at everything with great care and we look at them multiple times. In terms of student input, the most important student input is student evaluation. Every SEQ completed after their first year is part of their record and each SEQ is read carefully. Students also often write to the committee and letters about personal experience with instructors and these letters can be positive or negative – any kind of commentary. Those letters are taken very seriously – they are taken especially seriously when they are very individualized and personal. Occasionally, when things get intense, writing campaigns are organized and that is obvious to the committee and has less influence on the committee. Personal letters and SEQs are both very important parts of the materials we review.

**Dean Berger-Sweeney:** If you want to write a letter, write about things not in the SEQ record. Talk about how the professor interacts within a club or organization, or independent research – something we don't already have information about. These letters aren't accepted via email –

you should sign them and say whether the letter should have a signature or have it removed. Let us know if you want your name to remain or not, which speeds up the process because we don't have to contact you to find out if your name should remain on the letter.

**Cortni Jones, Student Bursar:** I have a question regarding the importance of research. I understand research is important for prestige of our institution and the individual's academic interests, and I'm not convinced it can be weighed similarly against classroom teaching when making this decision.

**Dean Shennan:** I think a lot of this comes back to what I say about tenure. This is a lifetime commitment on the part of the college, so one of the things we are trying to do is project into the future, which is risky, but we want to be confident that the faculty member is likely to be as engaged and dynamic as a teacher in twenty years as they are now. Faculty members who have an active scholarly life are more likely to be energized and first-rate twenty years from now. Also, to a greater and greater extent, Wellesley students come here expecting to do research with faculty and be involved in faculty working towards original knowledge. I really don't think you can fake that if you don't have an active research agenda of your own and it will become obvious that we need people with that kind of academic research life.

**Anna Gerstmeyer, Tower:** You said that the departments bring recommendations. Are they encouraged to bring someone each year or how does that work?

**Dean Shennan:** Most people come to wells as an assistant professor and they just got a PhD. They get a four year contract, get reappointed for a second term, and might come up for tenure in the six or seventh year depts. Can only make recommendations for tenure when a colleague is in that stage – some departments may go twenty years without presenting a case.

**Yang Qiu, CGVP:** Thanks for giving us info about how students can have input. And what is the student representative's role on CFA?

**Dean Berger-Sweeney:** Every year I meet with student CFA representatives. They really are liaisons between the committee and rest of the students so you as a student know how to find who is up for tenure so you understand the process and understand how students can be involved. The student members don't sit on CFA committee, neither do untenured faculty members. Being a liaison is the primary role. In addition, once a year the student reps are invited to come speak to CFA, usually in spring, and they can bring any issues to the CFA that they think are relevant.

**Jeanne Amy, Student at Large:** Are letters and SEQs the only way students can contribute and is this process effective?

**Dean Shennan:** We have begun to think about the SEQ part of student evaluation. Part of the reason is the sheer volume of SEQs because the sheer number of SEQs is daunting and we sometimes worry that the SEQs weigh too much because of the sheer volume of them, in relation to individual letters. We need to get the balance right because there are other kinds of input. Senior members of departments visit classes and they can often have good insight into their colleagues. This place is founded on the idea that students are central to everything here and it is

really true, and it is true on CFA so people pay close attention to what students say. So it is not so much the volume of the letters, but the way the evidence connects to other things that have already been said, and that makes the letters and SEQs especially powerful.

**Amy Wang, Beebe:** When would letters for the December 15 decision be due?

**Dean Berger-Sweeney:** As soon as possible but you can write until the day of the decision and your letters will be read.

**Siobhan O’Keefe, Beebe:** Why do professors have to leave so soon if they don’t get tenure?

**Dean Shennan:** I don’t know the answer to that. It is partly a system that is supposed to prevent exploitation of faculty – people might stay at a certain level their whole career and that wouldn’t be good for them. On the other hand, it is a wrenching thing to not give tenure because these professors have often given a large chunk of their life to try and get tenure.

**Dean Berger-Sweeney:** There is also a national organization that provides guidelines on how to write tenure-eligible faculty member contracts. Some of the reasons are as Dean Shennan has outlined, but we also try to abide by guidelines of university professors. And sometimes faculty members will remove themselves from tenure process and work here as non-tenure faculty members, and you may not even know who they are because many have been here for many years and do an excellent job.

**Victoria Charoonaratana, Davis:** I was wondering if you could clarify the differences between associate and full professors.

**Dean Shennan:** Certainly. Assistant professors are tenured professors and they usually get tenured after 6-8 years, and at the end of that time, they can be promoted to full professor and it is a little less intense, but it is still a substantial review of their teaching. And many are successful and become full professors, but not all.

**Dean Berger-Sweeney:** We talked about evaluation of teaching, research, and service, and at the appointment of tenure and full professors, we get experts from outside that are in the field to write to us as well.

**Kate Reese, Student at Large:** I’m curious about the appeals process – some professors can appeal their tenure, right? Can you clarify that process and how successful it has been?

**Dean Shennan:** It is very complicated. There are two places people can appeal – one is to the Board of Appeals, a committee that is empowered to review the case and can make recommendations to CFA to look again or re-evaluate, but they can not overturn tenure decision. And the only body that can overturn is CFA, so either an individual denied tenure or the department where they came from can apply for an appeal. So it may be odd to go back to the board that made the decision, but that is the reality right now. One thing to bear in mind is that someone has a year from the point of the decision to appeal and the members of the committee

change so it probably won't have the same people on the committee for the appeal - the faculty members are elected and turn over.

**Anna Gerstmeyer, Tower:** You said there are tenure and non-tenure track faculty members – who decides which track a professor is on?

**Dean Berger-Sweeney:** We advertise jobs as tenure-eligible or rotating, visiting jobs. So people who come will stay on track they are hired on.

**Amy Wang, Beebe:** Is there any way to jump from being a non-tenure track professor to a tenure-track professor?

**Dean Shennan:** There is no way to just jump like that. But sometimes someone will come here on non-tenure job and a tenure job will arise, and you could be appointed to that, but there must be a national search that is totally open for tenure-track jobs, and if someone here is the best candidate, they can get that job and it is not at all uncommon for that to happen.

**Shayla Adams, Student at Large:** Last year I was on CFA and I think the hardest thing for the representatives was the confidentiality of the committee. Last year we wanted to set up a question and answer conference for students so different positions that were being discussed, procedures, etc. could be discussed and we could provide greater access. Could you set something like that up for this year's reps?

**Dean Berger-Sweeney:** I asked if the student liaisons wanted to complete the project and if people gave us some questions, we could generate answers that could be posted and available. And I did suggest it. And the student representatives for this year are Tiffany Howard, a sophomore; Kate Reese, a junior; and Yamini Jha, a senior.

**Yang Qiu, CGVP:** Say a tenured professor doesn't want to stay – how does their tenure status affect their entrance into another institution.

**Dean Shennan:** Tenure doesn't transfer automatically from one institution to another. But someone who is tenured at Wellesley would not want to go to another job in academia that is not tenured. That would be a very risky decision and I would not recommend it.

**Dean Berger-Sweeney:** And then that position in the department would apply to the Dean's office to fill their tenure track position.

**Hannah Heller, Hillel:** Do professors who are up for tenure know who is on the committee?

**Dean Shennan:** Yes they do.

**Caitlin Alcalá, Bates:** What percentage of teachers who are up for tenure actually receive it?

**Dean Shennan:** The answer depends on the time-frame that you look at. First, a certain percentage of faculty members that come to Wellesley on tenure track positions leave the college

before they come up for tenure, so they might not get reappointed or leave. So, not everyone who comes in gets to point of tenure. In the past 15 years, a large majority of people coming here for tenure have received it – it has been one or two people a year that don't get tenure. If you average that over the past three decades, it would be lower but still pretty good odds.

**Dean Berger-Sweeney:** We never only give tenure to certain percentage of tenure applicants but we look at each individual case. We don't have a ratio or percentage that we are trying to reach.

**Dean Shennan:** Thank you for inviting us. It is great to have this conversation in advance of tenure decisions because it is important that students understand the process. If the discussion is after the decision, we are bound by confidentiality.

**Dean Berger-Sweeney:** And the confidentiality is for the protection of the candidate, not because we don't want questions.

**Natalie Ross, Secretary/Treasurer:** How many professors are up for tenure and where can I find a list of who is up for tenure this year?

**Dean Berger-Sweeney:** A list is available on the Dean of the College website under Committee for Faculty Appointments link. There is a list published for who is up for tenure, reappointment, and promotion for this year.

**Emily Oxford:** Thanks so much for coming – we appreciate it. Next in Open Discussion, we have Paola Reyes who will talk to us about what SPEC has been up to this year.

**Paola Reyes, SPEC Chair:** I am here to discuss three things – our current role in CG, our projects for this year, and then hopefully suggestions for how to reorganize SPEC's role in CG. According to our constitution, we have six main purposes: we serve as a check on cabinet and the committees, especially when constitutional changes are made; we make sure they follow the overall constitution of College Government; we also hear appeals about decisions passed by CG committees. Any student can appeal a SOAC or SOFC committee decision and we will re-look at that decision. We also publicize and enforce CG policies such as the e-flyer and poster policy. We also manage ad-hoc committees, working with student proposing ad-hoc and see if their goal is feasible. We also serve as an advisor for new CG initiatives. If students aren't active to start an ad-hoc, we can't help them. Here are the questions we hope you can answer for us: 1) How closely should SPEC be monitoring CG policies? 2) What role should SPEC have in CG? 3) How do you think that SPEC could better publicize the option of starting ad hoc committees? 4) How could SPEC actively work to preserve the integrity of CG? 5) Do you have any comments/suggestions/complaints? Please send all feedback to "SPEC" on Firstclass.

**Siobhan O'Keefe, SPEC Member:** On our committee, we have an enforcement and publicity project, and we have a website and we are changing the constitution. We are working on enforcing the policy and publicizing the policy. We are trying to let people know we will take down their posters if they don't fit the rules. There are a lot of students who didn't know what the policy was. So the first thing we have been doing is focusing on the poster policy. We are also publicizing more policies, like the ad-hoc policy, because a lot of students don't even know

what those are, and I think there might be a lot of people who want to change and improve Wellesley. Our second project is the website. Lena and I are making the website together, and we figured out how, and now we can start doing it. All the information will be together, as well as policies, SPEC members, forms, instructions, and more. If you want to form an ad-hoc, those forms will be online. There will also be a comment and suggestion box.

**Victoria Starret, SPEC Member:** We have gone through the SPEC constitution and now it is quite structured nicely and orderly. I am here to talk about four main issues that we changed. One is that we added that the chair should run publicity training each year so people know what the policies are, how to make a flyer, etc. Then we discussed the ad-hoc management, and we want to push to get ad-hoc, but we need to consider if we want this to be a role in CG. And, the third thing is on the CG poster/chalking policy. We have been having a lot of problems with this so we need to discuss whether there needs to be a full contact name, or vstarret, or just my email, and what constitutes what is required. The fourth thing is the disabilities portion of the poster- a lot of people put question twice and people don't know what that means. But in our SPEC constitution as it stands there is a paragraph long thing that is required and people think that is too long. So we want to just put an event on there and not have so many things on the poster.

**Paola Reyes:** We want to hear about your input. We feel really underutilized so we want to hear from you about what function SPEC could do on campus. While some of the other committees have much more structured constitutions, we want to give SPEC a better structure and could use your help.

**Jeanne Amy, Student At Large:** When I was a first year senator, SPEC had rolled out the new e-flyer policy--is that policy still in effect, where can students find out about that, and is it being enforced?

**Paola Reyes:** The e-flyer policy is still in existence. Just today we posted a poster to community outlining the e-flyer policy. We have been receiving complaints about spam and e-flyers on community and conferences. We were focusing on posters because we thought it was more important at the time. And each SPEC member goes to an organization and serves as a liaison between them and SPEC. We will use that to make sure they are familiar with the e-flyer policy.

**Sabina Kahn, Stone:** If someone wanted to make an ad-hoc now, what would they do?

**Paola Reyes:** Someone would contact me and I would email them all the forms and information. There is a list of the procedure in our constitution. They would contact SPEC or our conference.

**Emily Oxford:** Thank you for all your work this semester. I was wondering about the constitution – do you have a target date for your final proposed changes?

**Paola Reyes:** We are hoping for feedback from constituencies, but on the 27<sup>th</sup> we will be coming before you to present the changes.

**Cortni Jones, Student Bursar:** I hear the word SPEC and think that it is bad because the only policy we have is in the constitution. I think of a constitution as a collection of guiding principles,

not specific things that change regularly, like policy. Is there a way organizations can have a policy book so they don't make so many changes?

**Paola Reyes:** We wanted to make a policy handbook but the problem is the constitutionality about the policy book; we are still discussing it. We would appreciate comments in that area as well – personally it is a great idea but I want to do that.

**Cortni Jones:** Re-direct: I meant for all committees of college government, not just SPEC.

**Siobhan O’Keefe:** As long as the policy book is explained in an article of the constitution, I think it would be okay, but you would have to hit every possible funny thing.

**Paola Reyes:** It would also be a good time as we restructure our purpose to meet and restructure that forum.

**Jeanne Amy, Student at Large:** Can anyone enforce the poster policy?

**Paola Reyes:** Anyone can take posters down and we encourage you to email the person, but it would also be good if everyone works together to enforce it; we would encourage that.

**Victoria Starret:** It is actually in our constitution for posters in violation of the poster policy or expired posters to be taken down.

**Paola Reyes:** Please feel free to share all your questions and concerns to SPEC.

**Emily Oxford:** Thank you. Now to Dean’s Corner: Dean Kim and Dean Lepore are out of town, so John O’Keefe, Dean of Advising, is here.

**Dean John O’Keefe:** I am director of Advising and Academic Services and Dean of Class of 2008, A through K. You know if I’m here, everyone else is out of town.

First, I want to remind people that the Committee on Curriculum and Instruction (CCI) has been working on Multicultural Requirement. This Thursday there will be a student forum for discussion on that here in the Academic Council Room at 6:00pm and Lindsey and Rachel will set up that forum. Then at 8:00pm, the Junior Show is in Jewett. Also coming up is the Claude Steele lecture and John Aronstein events. These are two social psychology and education scholars who deal with the issues under-represented students have at higher-education institutions. We will look at services we provide to students on campus and the issues we can address on campus. Claude steel is at 12:30pm in Tishman Commons and an open meeting with students at 4:30pm in Tishman. And then on Tuesday the 28<sup>th</sup> he is giving a lecture and then will be working with students and teachers. That is my wave of announcements.

I wanted to say a little bit about advising. A week ago, I chatted with students at Unity about advising. We are always doing stuff, but I want you to know what is going on and what we can improve. Advising at Wellesley is something students are usually pretty satisfied with. Last year we took a survey after the sophomores first year and a full school survey. People have greater satisfaction with major advising than they do with pre-major advising. I think about where we should revamp the advising system and I am focusing on the first two years of

student's experience. It is the first year and into the second year where there is room for improvement.

Lori Tensor and I have been working to change the first year experience and advising is one piece of the puzzle. We made a number of changes to the orientation schedule for the class of 2010. For example, this year we identified goals for what we want to do. We want to increase student/faculty experience early on – we don't want you to sit in front of a faculty member with handouts, we want meaningful conversations to happen. Better contact is important. We are looking for ways to provide advising that supports the growth of the student. We spend a lot of time in the classroom but time outside of it as well and people benefit from advice. And the third thing, we want to think of ways when it is good to deliver advice in groups and when advice is better one-on-one. We are trying to be explicit with roles. This year, some small changes we made: we tried to link each FYM group with a faculty member that will meet with them during the orientation week, not just to talk about the "Why are You (We) Here?" We prefaced that conversation with a less formal conversation this year so the faculty member could meet with the group and get to know them. That worked for about 2/3 of the groups. The other 1/3 had staff members filling in. That first less formal meeting happened after Ann Valenchik's talk "How to Graduate from Wellesley in One Semester (Not)," and it was a good message so people don't do everything in the first semester. Ann did a great job of demystifying how to go about choosing courses and then we had a less formal conversation with faculty members and we are trying to build more meaningful conversations. Also, instead of the meet the departments program in the field house, we spread that out across the campus and used science center, campus center, and made it so people could come and go a little bit. We used departments closer to where people actually teach and it worked really well – the conversations they had were better conversations were better than the field house. This is because the field house is 110 degrees and we took good advantage of the range of options we had on campus on those days. We made those changes in pursuit of our goals, and we've also done a few things.

I want to end by looking at challenges ahead. The first thing is to really look at the first year experience. Last year there was a committee that looked at the first year experience. They didn't reach consensus and here is a lot more for us to think about as a community and there is more that we can do with the first year, especially the opening week and how we help students settle in. I would love us to get to a place where student would come and know their first year advisor before they got here. The second thing I'm working on is the gap between the first year advising system and choosing a major, which happens in the sophomore year. There is a gap for second year students. I just came back from conference where people have some very interesting sophomore year programs that bring together second years to think about majors, study abroad, who they are where they want to go, etc. I asked Dean Playter (Class of 2009 and Davis Scholars) to work with me, and the Center for Work and Service and other organizations to have creative programs for sophomores. There is a lot of research that people find themselves in sophomore year and it is a moment for exploration that happens after a year of college experience it is a fruitful time to explore and we want to help students do that. And the third thing for me to think about is the issue of clarifying roles. One thing I took from that unity meeting is the importance of relational advising that addresses you where you are, with advisors who look at what you are all about. I think that is something that students really deserve. We have the student-faculty ratio that we have so we want to use them. So I'm going to stop there and entertain questions.

**Amy Wang, Beebe:** Has there been any through given to having tenure-track professors teaching first years, so that first years can get taught by teachers who stay?

**Dean O'Keefe:** I have heard this many times. There are a lot of 100 courses that aren't taught by our tenured or tenure-track professors. And I know Dean Shennan is encouraging senior faculty to be more likely to teach first years and it is on the agenda.

**Emily Oxford, Student at Large:** Do you see the Gay, Lesbian, Bisexual, Transgender, Queer/Questioning, Allied (GLBTQA) advisor under your umbrella, and if so, have you been looking at revising what we have at Wellesley or comparing what we look like with other schools?

**Dean O'Keefe:** It is a great question. The GLBTQA advisor is Judah Dorrington, and she doesn't report to me like Class Deans do. She reports to Dean Kim, so it's not under my umbrella formally. But I am interested in academic and co-academic advising that goes on my cultural advisors, athletic couches, res halls, etc. I have been working on having Class Deans working with cultural organizations supporting students. And her hours make it difficult to meet and I am sympathetic to do something about it and I hear the problem.

**Cortni Jones, Student Bursar:** Is there any correlation between taking a class from a tenure professor at 100 level and students making that subject their major? Have you seen a correlation and if so, what are you doing to address the issue? Also, what are the ideas for transitioning between first year and major advising?

**Dean O'Keefe:** That is a really interesting question and I think it would be fascinating to look at that. It might take a few hours, but it could be done. It wouldn't surprise me to learn that if you are taking an intro course from senior faculty that would be a rich experience. A junior person brings a lot of experience and that make a difference also. I bet in general that your hunch is probably right, and I can talk to faculty about that.

**Amy Wang, Beebe:** Who should we contact about first year experience suggestions?

**Dean O'Keefe:** Dean Lori Tensor is the point person to contact about first year experience suggestions, but I am happy to hear those types of comments too.

**Emily Oxford:** I was really impressed with the changes that were made to first year experience. First-year, your orientation was much better than any other ones and I know you can't compare, but all of Cabinet was jealous of your cool orange shirts and find your balance theme.

**Dean O'Keefe:** We had the find your balance theme and logo for orientation and it won a prize from the national orientation administration about the best use of logo and symbol for orientation.

**Malina Swiatek, CPLA Chair:** I am Malina and I chair CPLA. Here is your Beyond the Bubble.

**Emily Oxford:** We also owe snaps to Malina for the Election Party.

**Yang Qiu, CGVP:** We are not having a SOAC meeting but I need my SOAC members for a few minutes after Senate. And then, Shayla, CWDI is doing big things this week. Tonight in Anderson Forum until 9:30, open-mike with slam poetry. And Wednesday at 12:30 we have Meals with MAC and we are talking about interracial dating. Friday there is a lecture at 12:30 with Claude Steele and you can't RSVP any more, but you can still show up. At 6:00 Friday, there is SLAM at Keohane Sports Center with an after party in Tishman and the Pub that will be off the hook.

**Cortni Jones, Student Bursar:** SOFC will not be meeting tonight because of a performance later on stage. I have one thing that SOFC has done in the past week. Last Friday we went and visited Boston College and learned things about club sports and about autonomy and all about general goodness of our system. We will have a more thorough update after we debrief. I would like to remind everyone that orgs need to submit their fundraiser reports as specified by Dec 11 or I will fine people over break. Orgs not funded by SOFC do not need a fundraiser, but they must have an open meeting. And if you want receipts for this semester, you have to submit this deadline, and there are deadlines in this world, and unless the Multicultural form that has no deadline except graduation, we are closing and you need to get stuff in. SOFC we will do things on the conference.

**Malina Swiatek:** CPLA is having a pizza lunch later in the month. Other than that, we are being energized and politically active, so keep it up.

**Jeanne Amy, DOOCA:** I don't have any official business but the giant colossal squid has the largest eye in the animal kingdom.

**Elaine Skowronski, HPC/CG Liaison:** Lip Sync is at 9:30 and there are 7 acts and it will be great. And I will perform poorly twice – it will be fun.

**Paola Reyes:** SPEC will have short meeting at our usual space.

**Emily Oxford:** I just want to say thank you to everyone for the surveys. I was very happy to see that most of you are enjoying your committees and engaged in your work and we have some gaps to fill, but keep thinking of specifics throughout the year for feedback – just email me. Let's see – LipSync is going to be fun tonight. It is so much fun to watch and cabinet worked very hard and had like 3 hours of practice and some of us don't even know how to dance so please come out and support HPC!

**Cortni Jones:** And I am refereeing at SLAM so come check it out.

**Emily Oxford:** Even if you aren't into that, there will be sweaty boys and girls. You will get dance action from off-campus and from freestyle, and there will be party action afterwards.

**Malina Swiatek:** ...and you can get some action.

**Emily Oxford:** We are raising money for two important orgs: Common Ground Katrina Relief and Partners in Health. These are important orgs and since we are splitting the profits with Ethos, we should raise a lot of money. Come if you don't have money, but please make any donation that you can. SLAM and then PLAY. So you can play. This is from CG and Ethos and the Pub is open to anyone under 21 as well. And Cabinet, we are going to meet outside Tishman circa 8:45 with Unity jackets and hotpants.

By general consent, I move that we adjourn this meeting.