

## FACULTY RESOLUTIONS

### **Resolution: [Full-Time Faculty On Campus]**

Be it resolved that it is the sense of this faculty that its full-time members are normally expected to be on campus three days a week, and available four days a week. [November 2, 1984]

### **Resolution: [Balanced Curriculum]**

Resolved that the faculty is committed to “balancing the curriculum.” Seeking a balanced curriculum is central to the identity we have achieved as a liberal arts college for women. It should be central to our identity if we become a coeducation institution. And it should therefore be a priority in decisions affecting education policy. [March 6, 1987]

### **Resolution: [CO-ED]**

BE IT RESOLVED THAT the faculty objects, in the strongest possible terms, to the process by which the Board of Trustees, in the absence of consultation with the faculty, decided in principle to admit men to Wheaton College beginning in the fall of 1988, and to the violation of trust and mutual respectful cooperation between the faculty and the Board of Trustees and Administration that this decision in principle represents. [April 3, 1987]

### **Resolution: [Divestiture]**

The Faculty of Wheaton College condemns apartheid and the current government of South Africa and believes that it would be a constructive step toward change in South Africa for all institutions of higher learning to divest themselves of stocks of corporations doing business in South Africa.

Therefore:

The Faculty of Wheaton College urges the Board of Trustees to divest Wheaton College of all financial holdings in corporations which operate in South Africa including corporations which adhere to the Sullivan principles. [May 2, 1986; Reaffirmed October 2, 1987]

1988-1989

**Resolution: [Editorial Changes to Faculty Legislation]**

That the faculty authorize editorial changes in Faculty Legislation regarding Wheaton students to reflect that the College is now coeducational.

**Resolution: [Major Programs in the Sciences and Mathematics]**

BE IT RESOLVED that: Because of the tightly sequential nature of major programs in the sciences and mathematics and the resulting importance of beginning those studies in the first semester of one's college career, the Faculty deems it appropriate to encourage incoming science-oriented students to postpone enrollment in English writing courses until the second semester of their first year. [November 4, 1988]

**Resolution: [Freshman Seminar]**

Based on their evaluation and comments, reports from the Freshman Seminar Coordinator, and information on the first year of the seminars the Committee enthusiastically recommends that the Freshman Seminar be allowed to continue.  
[March 3, 1989]

**Resolution: [Report on the Freshman Seminar]**

The Educational Policy Committee no longer be required to conduct an annual review of the Freshman Seminar but an annual report regarding the Freshman Seminar will be submitted to the Educational Policy Committee annually from a combination of the Freshman Seminar coordinator and the Steering Committee. [March 3, 1989]

**Resolution: [Interim Governance Proposal]**

The faculty resolves to support the Presidents' proposal to form a body to consider institutional issues. This group will be composed of the Chairs of the eight elected standing committees of the faculty, the President, the Provost, and one or more administrative officers serving as regular resource participants. The purpose of this body is to provide a forum where leaders of the faculty and senior administrators of the college can consider together matters of institutional policy, planning and strategy. After a year's experience, the usefulness and structure of this body will be assessed and a recommendation as to its continuation or modification, including recommendations about its charge and structure will be developed

by the President and the Advisory Committee and will be presented to the faculty for further action. [April 7, 1989]

That THE GROUP be continued for one more year. [April 6, 1990]

### 1989-90

#### **Resolution: [Affirmative Action]**

Wheaton College reaffirms its commitment to a more diverse faculty and staff and a policy of affirmative action directed at increasing the presence of minority group members and women in the belief that a diverse and balanced Wheaton community is essential to our educational goals and is not intended merely to comply with government regulations. [February 5, 1988]

### 1990-1991

#### **Resolution: [Representation on Venture Fund Committee]**

The Faculty urges the Committee on Committees and Agenda to initiate a discussion with Student Government about how to make the mission statement of the Venture Committee more compatible with that of the Committee on Public Events. (Nov. 2, 1990)

#### **Resolution: [EDUCOM Code - Software and Intellectual Rights]**

That the following be placed in the Academic Computing section of the Faculty Handbook under the general heading Ethical Standards:

The Faculty in their meeting of December 7, 1990 endorsed the EDUCOM code, which reads as follows:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments.

Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community. The EDUCOM Code, a statement of principle about intellectual property and the legal and ethical use of software, was developed by the EDUCOM Software Initiative and intended for adaptation and use by individual colleges and universities.

3. That the Faculty encourages those parties responsible for the content of the Staff Handbook and the Student Handbook to include statements similar to that in item 2 above. (Dec. 7, 1990]

**Resolution: [War in the Persian Gulf]**

The Wheaton faculty supports both the Americans serving in the Persian Gulf war and their families and friends and friends among us. We also support the affected international members of our community. We, the faculty, also endorse peace initiatives to end hostilities and to establish enduring stability in the region. We further encourage campus-wide forums addressing issues related to the war. (Feb. 1, 1991)

**Resolution: [State of Massachusetts Fiscal Policies]**

Our presence at the 1991 Wheaton College commencement reflects our dedication to our students and to education. It should not be construed as support for Governor Weld's fiscal policies, which endanger education in Massachusetts and cut programs that support the most vulnerable among us. Despite the recent promise of partial restoration of funds for higher education, we cannot support a fiscal policy that increased cost of ignorance and want. (May 16, 1991)

**1991-1992**

**Resolution: [Economic Status of the Faculty Committee]**

We, the faculty, resolve that the Economic Status of the Faculty Committee shall pursue all of its usual activities with the sole exception of meeting with the administration to

discuss faculty salaries and compensation for the next year. The committee will resume these meetings only when the faculty feels some assurance that these meetings will follow a process that is authentically collaboration.  
(May 1, 1992)

**Resolution: [Faculty Compensation]**

Whereas: 1) In the most recent Accreditation Report, special attention was drawn to the undercompensation and overwork of the Wheaton College Faculty; and

Whereas: 2) During the past twelve months, arrangements regarding faculty salaries have twice been unilaterally abrogated by the College administration; and

Whereas: 3) The oft-stated goal of achieving a compensation level within the middle third of the recognized competitive group of institutions is no closer to being achieved than it was a decade ago, despite the stated goal of the Board of Trustees to have Wheaton recognized as a liberal arts college of national stature; and

Whereas: 4) The Board of Trustees has rejected the Advisory Committee's request that representatives of the Board meeting with the Committee on the Economic Status of the Faculty to discuss these matters, deferring meeting to an unspecified future date:

**Be it resolved that the Faculty**

1) Herewith expresses its deep concern at the apparent low priority given by the Board of Trustees to fulfilling its own goals regarding faculty compensation;

2) States that it no longer has confidence or trust in the Board of Trustee's willingness or intention to deal equitably with the Faculty in the areas of salary and compensation;

3) Urges the Acting President to communicate this resolution immediately to all members of the Board of Trustees. (May 14, 1992)

**Resolution: [Thanks]**

The Faculty thanks Hannah Goldberg for assuming the Presidency of Wheaton College for this past year and leading us through it with such success, and Darlene Boroviak for assuming the role of Acting Provost. (May 14, 1992)

### 1992-93

#### **Resolution: [Economic Status Committee]**

The Economic Status of the Faculty Committee would like to reconstitute itself for the remainder of this fiscal year for the purpose of meeting with administrators in advocating faculty salary increases. We consider this to be a provisional reconstitution because we understand that major changes may be recommended for college governance next year. At that time, the role of the Economic Status Committee should be reconsidered. After a discussion we would like your vote in favor of this proposal namely that the Economic Status Committee will reconvene for one year carrying out its previous functions. (February 5, 1993)

### 1993-94

#### **Resolution: [Divestiture]**

Whereas: The Faculty of Wheaton College recognizes the progress that has been made in dismantling apartheid in the Republic of South Africa, notes that the first all-race elections in the Republic of South Africa are scheduled for April, 1994, and acknowledges the encouragement, by Nelson Mandela, of reinvestment in the South African economy.

Therefore: The Faculty of Wheaton College rescinds its resolution of May 2, 1986 (as reaffirmed October 2, 1987). (October 22, 1993)

#### **Resolution: [Fiscal Equilibrium]**

Whereas: The SPC Draft of October 1, 1993 chooses to place preeminent concern with achieving fiscal equilibrium in the areas of use of endowment income and plant maintenance, and relegates faculty and staff salaries to a secondary status (see Page 6, Control Costs, section 1, Action).

Therefore: Be it resolved that it is the sense of the Faculty that efforts to reach a fiscal “state of equilibrium” as defined in the Strategic Planning Report should move toward equilibrium with equal attention to the areas of endowment spending rate, plant maintenance, and salaries, and that the goal should be to attain simultaneous equilibria in all three areas. (November 12, 1993)

**Resolution: [Faculty Salaries]**

Whereas: The Wheaton Faculty on May 14, 1992, formally approved a resolution expressing “its deep concern at the apparent low priority given by the Board of Trustees, to fulfilling its own goal concerning faculty compensation” and stating that the Faculty “no longer has confidence or trust in the Board of Trustee’s willingness or intention to deal equitably with the Faculty in the areas of salary and compensation”; and

Whereas: President Marshall from her very earliest meetings with the Wheaton Faculty, cognizant of the most recent Accreditation Report’s concern about the overwork and under-compensation of the Wheaton Faculty, stated that, although she could not at that time support a move to a 3/2 teaching load, she did, however, consider improving faculty salaries one of her top priorities; and

Whereas: The Faculty on November 14, 1993, formally approved a resolution that salaries be addressed with the same level of concern as the endowment spending rate and plant maintenance; and

Whereas: The meager salary increase proposed for 1994-1995 for continuing faculty will mean that the vast majority of faculty members will receive an increase of less than the increase in the cost of living, resulting, in effect, in a decrease in salary; and

Whereas: The recently-published survey of salaries of the Comparative Fourteen Institutions, when adjusted to reflect local cost of living rates, lists Wheaton’s faculty salaries as fourteenth out of fourteen; and

Whereas: The average salary of Faculty at Wheaton, when adjusted to reflect local cost of living rates, is 21% below the

average salary of the colleges at the mid-range of the Comparative Fourteen Institutions;

**Be it resolved that the Faculty**

1. **Expresses** to the Board of Trustees and to the President the Faculty's continuing profound and utter dissatisfaction with the lack of progress in improving faculty salaries; and
2. **Urges** the Board of Trustees and the President immediately to take bold, imaginative and decisive steps to improve substantially faculty salaries; and
3. **Wishes** to inform the Board of Trustees and the President that the Faculty will, in the coming weeks and months, take such actions as it deems necessary to continue to demonstrate the depths of the Faculty's discontent at the lamentable lack of progress in improving faculty salaries at Wheaton; and
4. **Respectfully instructs** the President to send a copy of this resolution to each member of the Board of Trustees no later than Friday, May 13, 1994. (May 6, 1994)

**Resolution: [Benchmarks]**

**Be it resolved** that the Benchmark for Wheaton faculty salaries shall be the median (at each individual rank) of the nine colleges from the Northeast in the Comparative Fourteen. (i.e. Bates, Trinity, Haverford, Colby, Hamilton, Connecticut, Muhlenburg, Hobart and William Smith, and Wheaton.) (May 19, 1994)

**Resolution: [Benchmark Implementation Plan]**

**Resolved:** That the Committee on Faculty Workload and Economic Status be charged to cooperate with and assist the President and Provost in their developing an implementation plan for achievement of the salary Benchmark approved at the May 19, 1994 faculty meeting; and that the Committee on Faculty Workload and Economic Status be charged to report back to the Faculty at its October, 1994 meeting regarding both the development of said plan and the proposed schedule for its active implementation. (May 19, 1994)

1994-1995

**Resolution: [Faculty Long-Term Salary Plan]**

**Whereas** the Administration has worked in a spirit of genuine collaboration with the faculty to address the problem of low compensation and has developed a long-term plan that explicitly links salaries to resources and insures that our salaries are given appropriate priority in the annual budgeting process,

We, the faculty of Wheaton College, indicate our support for the long-term salary plan and we urge the Trustees to approve it at their May meeting. (May 5, 1995)

1995-1996

**Resolution: [Senior Class Speaker]**

**Whereas** the faculty have voiced their concern with academic standards this past year through their vote to raise the minimal standards for academic good standing and for graduation;

**Whereas** the faculty have expressed their desire to increase the level of recognition of our best students;

**Whereas** the graduation exercise offers our final opportunity to underscore messages concerning standards and excellence, and;

**Whereas** the Commencement Speaker and Honorary Degree Recipients are selected by the college on the basis of a record of excellence:

We therefore resolve that the institutional practice of Senior Class President as student commencement speaker be replaced by a Senior Class Speaker, selected through competition. In this competition, all members of the senior class with cumulative grade point averages of 3.5 or higher by September of their senior year will be invited to submit a proposed commencement address to a panel (the Committee?) by the first week of classes in the Spring semester. The strongest candidates will then be invited to deliver that address to the panel (Committee?) for final

selection of the Senior Class Speaker. We propose that mechanism for this implementation to be process of discussion over this next year engaging the Class of 1998 and beyond.

1996-1997

**RESOLUTION: [Technology and Learning]**

**Whereas** the Technology and Learning Subcommittee of the Committee on Library and Computer Support Services submitted its report and recommendations to the President in October, 1995; and

**Whereas** that report has now been circulated to faculty and discussed by various faculty groups; and

**Whereas** significant progress has been made in implementing the recommendations of the report:

**Be it resolved that:**

The faculty of Wheaton College endorses the thoughtful and critical integration of electronic information technology into the academic program of the College which that report recommends. We believe that the academic program of the College should afford every Wheaton student the opportunity to develop discipline-specific skills in using appropriate information technology and in developing a critical understanding of that technology.

Specifically we support and encourage the following:

- The integration of information technology into the content and pedagogy of the courses we teach as we deem it appropriate to the intellectual integrity of those courses.
- The development by academic departments of courses which offer these opportunities to every student.
- Continued recognition by the College that developing the resources necessary to support these efforts, including faculty development, requires a high priority.

## **RESOLUTION: [Academic Standards]**

**Whereas** the academic goals of Wheaton College are to promote the teaching and learning of the Liberal Arts in an environment which recognizes and encourages intellectual achievement, promotes discussion and debate, and respects and utilizes individual and cultural differences; and

**Whereas** achieving these goals requires that students develop a deep sense of their responsibility for sustaining this environment and for attaining academic mastery and becoming active and reflective learners:

**Be it resolved** that the faculty of Wheaton College reaffirm the following academic standards and expectations of all Wheaton students:

**At Wheaton College all students are expected to:**

Acquire an understanding of the standards and expectations for academic performance in every class they take and work to fulfill those standards and expectations.

Develop an understanding of the nature of intellectual engagement and achievement in every course they take and in all learning experiences outside of the classroom and strive to achieve intellectual excellence accordingly.

Recognize different teaching and learning styles, especially their own, and set appropriate academic and personal goals.

Understand that evaluation and critical responses to work are essential parts of the learning process and learn to use assessments in their intellectual development.

Learn to reflect on their own learning and to use their own self-assessments as part of the learning process.

Respect ideas and points of view expressed by others in all interactions with peers, faculty and staff, and learn how to develop intellectually by responding positively to differences of opinion and perspective.

Seek academic support from appropriate College resources whenever necessary.

Integrate classroom learning into their lives and activities outside the classroom.

Accept full responsibility for attending classes, meeting deadlines for work and otherwise fulfilling common and shared requirements for academic performance.

### 1997-1998

#### **RESOLUTION: [Senior Class Speaker]**

Revision to resolution passed by the faculty in 1995-96 (See page 56)

The Senior Class President, having been elected by his or her peers, may choose to speak during the Commencement exercises if, and only if, he or she satisfies the following criteria and takes the following steps:

- The President shall be in no jeopardy of failing the semester or failing to graduate. The burden of proof will be on the Class President to present sufficient evidence of academic standing by the course registration deadline of their final semester.
- If the President has not provided proof or is in jeopardy of not graduating, the senior class officers will collectively nominate a speaker to represent the class who is in good academic standing and is in a reasonable position to graduate. The selection by the senior class officers can be chosen from the entire graduating class not excluding the senior class officers. It is necessary for the selection of the alternate speaker by the senior class officers to be decided unanimously. The alternate selection will be approved by the President of the College, the Dean of Students and two members of Committee on Admissions and Academic Standing.
- The alternate speaker will continue with the process as follows.  
An outline of the speech will be submitted to a committee consisting of the President of the College, the Dean of Students, and a minimum of two senior faculty members prior to spring break. The first draft will be submitted by the middle of the month of April.

Subsequent edits will be made with the collaboration of the Committee and the final version will be presented to the Committee by May 1st of the respective year.

- The President of the class or alternate speaker will rehearse the speech with faculty members in the Theater or related department. The other class officers will serve as a peer committee and attend each rehearsal.

### 1998-1999

#### **RESOLUTION: [Ed Merck]**

Passed by the faculty May 7, 1999:

**Upon** the occasion of Ed Merck's resignation from the position of Vice President of Finance and Operations of Wheaton College, the Faculty wishes to honor Mr. Merck's unusual contributions to the intellectual life of the college and to the fiscal well-being of the Faculty and the College in the foreseeable future. To wit:

**Whereas** Ed Merck's musicianship and scholarship enlivened and enlightened various occasions for the College community, and;

**Whereas** Ed Merck transcended decades of political division to craft, with faculty, an imaginative and effective faculty salary plan that stands as a model of collaborative ingenuity and mutual respect, and;

**Whereas** Ed Merck transformed the financial management of Wheaton College so effectively that the recent reaccreditation team made special note of it;

**Therefore, be it resolved** that the Faculty of Wheaton College applauds the unusual dimensions and special merits of Mr. Merck's service to the Wheaton community, and expresses its admiration and gratitude to Mr. Merck.

### 1999-2000

#### **RESOLUTION: [Diversity]**

Passed by the Faculty November 12, 1999

The Faculty of Wheaton College recognizes this historical moment of growth in our numbers as an opportunity to expand the dimensions of social and intellectual discourse in our community by hiring more minority faculty members. Our discussion of how best to achieve this goal is ongoing, but today we commit ourselves to the following general resolution:

**Whereas** the faculty affirms the unique contribution of diverse cultural and ethnic perspective in intellectual discourse, and

**Whereas** the presence of these diverse perspectives in the faculty will contribute to improving the quality of education for all students at Wheaton, and

**Whereas** we all have been disappointed in how slowly faculty diversity has grown at Wheaton.

**Therefore**, be it resolved that the Faculty at Wheaton College commits itself to achieving ethnic diversity among its members, and to reviewing and monitoring appropriate Faculty ethnic diversity goals, processes, and outcomes over time.

### 2000-2001

#### **RESOLUTION: [Faculty Workload]**

**Whereas** faculty spend increasing time teaching outside the regular classroom, and

**Whereas** new curricular models increasingly emphasize out-of-classroom learning, and

**Whereas**, in recognition of these factors, Wheaton moved in 1997 from a six-course standard courseload each year for each faculty member to alternating six and five courses each year for each faculty member,

**Therefore** the faculty recommends that departments able to meet their commitments to their curriculum and to Wheaton's general education program may move from a standard courseload that alternates six and five courses each year for each faculty member to a standard load of five courses each year for each faculty member, beginning 2001-2002, and that all departments move to the standard five courses for each faculty member each year beginning in 2002-2003. It is the understanding of the faculty that the administration will make

every effort possible, through such measures as temporary hires, to facilitate this move for September 2001 for as many departments as possible.

**2001-2002**

No resolutions passed

**2002-2003**

**RESOLUTION: [War between the United States and Iraq, February, 2003]**

If war commences between the United States and Iraq, the Wheaton faculty

**declares** a one-day moratorium on classes as usual so that members of the faculty may devote their classes to an open discussion of the war and war-related issues, or may dismiss their classes to allow students and other members of the Wheaton community to participate in campus-wide events centered on the war and its potential consequences; **and supports** those who will continue to incorporate war-related events into their courses.

**Rationale**

War dramatically recasts students' lives, often in ways that are unclear to them. As educators, it is incumbent upon us to help students recognize and articulate the dimensions of these events by seizing those teaching moments that present themselves to us. Some of our teaching may be from within our disciplines and some may be from our lived experiences. By coming together as a community soon after the start of a war with Iraq, we can engage each other and our students in a discussion of relevant historical, political, cultural, scientific and social issues, enabling us and our students to go forward in the following weeks and months with heightened awareness of our roles in world events. This resolution asks for a community commitment for a one-day moratorium on business as usual. It also recognizes those who, throughout the semester will continue to explore the war and its potential consequences with their students. (March 7, 2003)

**RESOLUTION: [Opposition to a War not supported by the United Nations]**

Whereas, the citizens and governments of many United Nations member-states have vigorously opposed military action against Iraq;

And Whereas, the United Nations Inspectors' work continues in Iraq;

And Whereas, use by the United States of pre-emptive attacks has no legally or morally defensible precedent in our history;

Be it resolved that the Faculty of Wheaton College opposes United States military action against Iraq not supported by the United Nations. (March 7, 2003)

2003-2004

**RESOLUTION: [Opposition to the U. S. A. Patriot Act, December 2003]**

WHEREAS Wheaton College is proud of its long and distinguished tradition of protecting the civil rights and liberties of its students; and

WHEREAS Wheaton College has a diverse student body, including immigrants and students, whose contributions to the community are vital to the academic environment, culture and civic character; and

WHEREAS the preservation of civil rights and liberties is essential to the well-being of a democratic society; and

WHEREAS federal, state and local governments should protect the public from terrorist attacks such as those that occurred on September 11, 2001, but should do so in a rational and deliberative fashion to ensure that any new security measure enhances public safety without impairing constitutional rights or infringing on civil liberties; and

WHEREAS government security measures that undermine fundamental rights do damage to the American institutions and values that the students of Wheaton College possess; and

WHEREAS the Wheaton College Faculty believe that there is no inherent conflict between national security and the preservation of liberty -- Americans can be both safe and free; and

WHEREAS federal policies adopted since September 11, 2001, including provisions in the USA PATRIOT Act (Public Law 107-56) and related executive orders, regulations and actions threaten fundamental rights and liberties by:

- (a) authorizing the indefinite incarceration of non-citizens based on mere suspicion, and the indefinite incarceration of citizens designated by the President as "enemy combatants" without access to counsel or meaningful recourse to the federal courts;
- (b) limiting the traditional authority of federal courts to curb law enforcement abuse of electronic surveillance in anti-terrorism investigations and ordinary criminal investigations;
- (c) expanding the authority of federal agents to conduct so-called "sneak and peek" or "black bag" searches, in which the subject of the search warrant is unaware that his property has been searched;
- (d) granting law enforcement and intelligence agencies broad access to personal medical,

(e) chilling constitutionally protected speech through overbroad definitions of "terrorism";

(f) driving a wedge between immigrant communities and the police that protect them by encouraging involvement of state and local police in enforcement of federal immigration law;

(g) permitting the FBI to conduct surveillance of religious services, internet chat rooms, political demonstrations, and other public meetings of any kind without having any evidence that a crime has been or may be committed; and

WHEREAS new legislation has been drafted by the Administration entitled the Domestic Security Enhancement Act (DSEA) (also known as PATRIOT II) which contains a multitude of new and sweeping law enforcement and intelligence gathering powers, many of which are not related to terrorism, that would severely dilute, if not undermine, many basic constitutional rights, as well as disturb our unique system of checks and balances by:

(a) diminishing personal privacy by removing important checks on government surveillance authority,

(b) reducing the accountability of government to the public by increasing government secrecy,

(c) expanding the definition of "terrorism" in a manner that threatens the constitutionally protected rights of Americans, and

(d) seriously eroding the right of all persons to due process of law; and

WHEREAS these new powers pose a particular threat to the civil rights and liberties of the members of the Wheaton College community who are Arab, Muslim or of South Asian descent; and

WHEREAS many other student governments, college faculties, and communities throughout the country have enacted resolutions reaffirming support for civil rights and civil liberties in the face of government policies that threaten these values, and demanding accountability from law enforcement agencies regarding their use of these new powers; therefore be it

RESOLVED that the Faculty of Wheaton College affirms its strong support for fundamental constitutional rights and its opposition to federal measures that infringe on civil liberties; and be it further

RESOLVED that the Faculty of Wheaton College affirms its strong support for the rights

of immigrants and opposes measures that single out individuals for legal scrutiny or enforcement activity based on their country of origin; and be it further RESOLVED that the Faculty of Wheaton College requests that college offices provide notice to individuals whose education records have been obtained by law enforcement agents pursuant to section 507 of the USA PATRIOT Act; and be it further

RESOLVED that the Faculty of Wheaton College requests that the school library post in a prominent place within the library a notice to library users as follows: "WARNING: Under Section 215 of the federal USA PATRIOT Act (Public Law 107-56), records of the books and other materials you borrow from this library may be obtained by federal agents. Federal law prohibits librarians from informing you if federal agents have obtained your records. Questions about this policy should be directed to: Attorney General John Ashcroft, Department of Justice, Washington, DC 20530 "; and be it further

RESOLVED that a copy of this resolution be transmitted to President George W. Bush, Attorney General John Ashcroft, Congressmen Barney Frank, and Senators Edward Kennedy and John Kerry. (December 5, 2003, pp. 4429-4431)

#### **RESOLUTION: [Transition of Food Services, May, 2004]**

While there may be larger, corporate issues involved in the change from the Sodexo Food Service to Aramark, we believe strongly that it should not be the Wheaton campus employees of Sodexo who suffer in this transition.

While these individuals technically work for Sodexo, they are an important part of the Wheaton community. Their interaction with students, faculty and other staff members is as regular and as personal as any on campus.

Therefore, we believe the new food service, Aramark, should offer the current Sodexo employees the right of first refusal for the same jobs they perform for Sodexo.

Further, we believe equally strongly that these employees should be hired at the same rate of compensation, with the same benefits package, and at the same level of service, as they would have had from Sodexo.

We would not want Aramark's winning bid to be calculated lower than Sodexo's because they plan to reduce labor costs by laying off the current workforce and rehiring them or others at a lessened wage. This is not only exploitative, but would ultimately lead to a pattern of food companies bidding low, laying off higher-priced workers, and offering reduced wages to new and rehired employees. This is a practice we should abhor and resist at all costs.

The way to avoid this potential and to reward those workers who have served us so well, is to do all we can to avoid making them the victims of this change. We strongly believe

that rehiring Sodexo workers at the same rate of compensation should be a requirement of the new Aramark food contract. (May 7, 2004, pg. 4449)

2004-2005, 2005-2006

No resolutions passed.

2006-2007

**Resolution: [Contingent Faculty, November 2006]**

We, the faculty, strenuously oppose the proliferation of contingent faculty.

Nationally, the number of full- and part-time non-tenure track faculty is expanding exponentially, so it is essential that the number of such contingent faculty at Wheaton follow the *AAUP Guidelines* that recommend that no more than “15 percent of the total [continuing] instruction within an institution, and no more than 25 percent of the total [continuing] instruction within any department, should be provided by faculty with non-tenure track appointments.” Any shift towards increasing reliance on contingent faculty, whether full or part-time, is alarming for many reasons, not least of which is the erosion of academic freedom caused by such reliance.

If it is true that “the teacher’s working conditions are the student’s learning conditions,” then reducing the number of contingent faculty aims to directly improve the quality of education at Wheaton. [November 3, 2006]

**Resolution: [to Restrict Investments in Sudan]**

WHEREAS, the government of Sudan has engaged in a policy of genocide against its own black African population in Darfur through use of its military and through sponsorship of attacks by armed Arab militias known as the *janjaweed*; and

WHEREAS, the *janjaweed* and military of the Sudanese government are responsible for razing 90% of Darfur’s villages, gang-raping civilians, slaughtering 400,000 victims, displacing 2.5 million more, using forced starvation as a weapon of war, and impeding access of humanitarian aid to the 50% of Darfurians that are now reliant on assistance; and

WHEREAS, the Sudanese government and *janjaweed* militias have continued their attacks despite the Darfur Peace Agreement<sup>3</sup>; and

WHEREAS, the Darfur crisis represents the first time the US Congress, State Department, or President have declared a genocide while atrocities are ongoing; and

WHEREAS, certain international companies operating in Sudan bring significant revenue, cover, and arms to the Sudanese government while providing little benefit to the

majority of Sudan's citizens; and

WHEREAS Khartoum has funneled the majority of foreign direct investment from these "offending" companies into military expenditures used to perpetuate the genocide while neglecting needed development projects in the Darfur region;<sup>1</sup> and

WHEREAS the government of Sudan has a history of remedying egregious behavior in response to economic pressure; and

WHEREAS the current Sudan divestment movement now encompasses nearly 100 universities, cities, states, and private pension plans; and

WHEREAS the divestment movement has already gained the attention of the Sudanese government and altered the behavior of some companies operating in Sudan; and

WHEREAS it is incumbent upon Wheaton College's investment fund managers and the trustees who oversee Wheaton's endowment to invest in a way that is consistent with the college's mission to teach responsible global citizenship; and

WHEREAS the dire situation in Darfur, the failure of peace negotiations by the U.N., the U.S., the refusal of the Khartoum regime to allow the U.N. to strengthen ill-equipped African Union peace-keeping forces, the proven economic links between the companies in question and Sudan's government and military justify recourse to divestiture,

THEREFORE, BE IT RESOLVED, that the Wheaton College faculty calls upon the trustees of the college to examine Wheaton's retirement investment funds, endowment funds, and short-term investment pool that are being invested in "offending" companies operating in Sudan, as determined by the Sudan Divestment Task Force's list of Companies Warranting Scrutiny, as listed below;<sup>2</sup>

BE IT FURTHER RESOLVED, that if it is found that Wheaton College's funds are being invested in offending companies operating in the Sudan, the trustees of the college should divest public securities related to offending companies or the government of Sudan excluding public securities held in actively managed, commingled/pooled accounts or securities where no financially equivalent alternative is available. Moreover, the trustees should declare that they, or their investment managers, will not make further investments in offending companies until the Sudanese government stops its military and militia forces from committing genocide.

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<sup>1</sup> See respectively

[http://www.inosphere.com/sudan/docs/Yale\\_Lowenstein\\_Updated\\_Report.pdf](http://www.inosphere.com/sudan/docs/Yale_Lowenstein_Updated_Report.pdf), and <http://www.sudandivestment.org/>

<sup>2</sup> One definition of "offending company" comes from the Sudan Divestment Task Force's model of targeted divestment, which limits divestment to certain offending companies and to only certain types of securities of those companies. See [www.sudandivestment.org](http://www.sudandivestment.org) for details or contact [info@sudandivestment.org](mailto:info@sudandivestment.org).

BE IT FURTHER RESOLVED, that the administration of Wheaton College will not engage in direct contracts with any of the companies listed below.

The following companies have been cited by SDTF as doing business with the Sudanese government . The list is updated regularly and companies who terminate their relationship with the Khartoum regime are removed accordingly.

- Oil and Natural Gas Company a.k.a. ONGC (India)
  - Publicly-traded subsidiary: Mangalore Refinery and Petrochemicals Ltd.
- PetroChina (China)
  - CNPC Hong Kong (Hong Kong)
  - China National Petroleum
- Sinopec Corporation a.k.a. China Chemical and Petroleum Corporation (China)
  - Publicly-traded subsidiary: Sinopec Shanghai Petrochemical Co. Ltd
  - Parent company of Sinopec Corp: Sinopec Group a.k.a. China Petrochemical Corporation
- Petronas/Petronas Capital Limited (Malaysia)
  - Publicly-traded subsidiaries: Petronas Gas, Petronas Dagangan
  - Publicly-traded subsidiary: MISC Berhad (Malaysia International Shipping Company)
- Schlumberger (France)
- Al-Thani Investment (United Arab Emirates)
- Kuwait Foreign Petroleum Exploration Company a.k.a. Kufpec (Kuwait)
- Lundin Petroleum (Sweden)
- AREF Investment Group (Kuwait)
- PECD Berhad (Malaysia)
- Petrofac (UK)
- Rolls Royce (UK)
- Muhibbah Engineering Berhad (Malaysia)
- Kejuruteraan Samudra Timur Berhad (Malaysia)
- Kencana Petroleum Berhad (Malaysia)
- Areva Group (France)
- La Mancha Resources (Canada)
- Reliance Industries (India) recently demerged into:
  - Reliance Energy
  - Reliance Capital Venture
  - Reliance
- Nam Fatt (Malaysia)
- Sudan Telecommunications Company a.k.a. Sudatel (Sudan)
- Bharat Heavy Electricals (India)
- Harbin Power Equipment (China)
- Alstom (France)
- Norinco a.k.a. China North Industries Corporation (China)
- Dongfeng Automotive Company Limited (China)
- Indian Oil Corporation Ltd. a.k.a. IOCL (India)

- Scomi (Malaysia)
- CHC Helicopter (Canada)
- Electricity Generating Company a.k.a. EGCO (Thailand)
- Bolloré Group (France)
- ICSA (India)
- AMEC (UK)
- Concordia Maritime (Sweden)
- SGS SA a.k.a. Société Générale de Surveillance (Switzerland)
- Total SA (France)
- Petrobras a.k.a. Petróleo Brasileiro (Brazil)
- White Nile Petroleum (UK)
- Nippon Yusen a.k.a. NYK Line (Japan)
- Cummins Inc. (US)

The following are private firms or firms wholly owned by a government. Therefore, these would only be targets for private equity (or corporate bonds if the company has issued debt instruments) although some of the firms below do have private placements through mutual fund managers and therefore may show up in fiduciary portfolios.

- China National Petroleum Company (China) – parent company of PetroChina
- Sinopec Group a.k.a. China Petrochemical Corporation (China) – parent company of Sinopec Corporation
- Sudapet a.k.a. Sudan Petroleum Company (Sudan)
- Qatar Petroleum Corporation (Qatar)
- Hi Tech Petroleum (Sudan)
- Dodsai (India)
- Trafigura Beheer (Netherlands)
- Lahmeyer (Germany)
- APS Engineering Company (Italy)
- PetroSA (South Africa)
- Vitol Group (Switzerland)
- Mohan Energy Corp. (India)
- Zaver Petroleum Company (Pakistan)
- Express Petroleum and Gas Company (Nigeria)
- Qatari Diar Real Estate Investment Company a.k.a. Qatari Diar (Qatar)
- Sinohydro a.k.a. China Hydraulic and Hydroelectric Construction Group Corporation (China)
- Ansan Wikfs/Shaher Trading Company (Yemen)
- Al-Qahtani & Sons Group of Companies (Saudi Arabia)
- Dindir Petroleum/Edgo Group (Jordan)
- Peschaud & Cie International (France)
- Delta Petrol/Tower Holdings (Turkey/Luxembourg)
- Ascom Group SA (Moldova)

[February 2, 2007]

2007-2008

**Resolution: [Concerning the CSII Building Project]**

WHEREAS a stated mission of Wheaton College is inclusive excellence, and

WHEREAS “the Wheaton Curriculum reaffirms the college's commitment to the traditional breadth and depth of the liberal arts and sciences while promoting study that crosses established academic divisions”, and

WHEREAS strengthening the science program at Wheaton College is key to strengthening our position as a highly selective liberal arts college, and

WHEREAS the Board of Trustees and the administration have affirmed the importance of 21<sup>st</sup> Century science education to Wheaton College’s mission in Vision 2014, and

WHEREAS the academic program planned for the Center for Scientific Inquiry and Innovation has already been cut to exclude one department (Psychology), and cannot be cut further without endangering the future of science education, and therefore, the future of liberal arts education at the College, and

WHEREAS the \$46 million budget for the the Center for Scientific Inquiry and Innovation building project approved by the Board in October 2007 to maintain the academic program of the then-current design was suddenly and precipitously cut to \$40 million in December 2007, and

WHEREAS the hiring of an owner’s representative, RISE, positions us to build the most efficient project to house the academic program of the Center for Scientific Inquiry and Innovation, and

WHEREAS, unlike a program or an endowed fund, once a building is constructed it becomes permanent and cannot be easily expanded in subsequent years, and thus, an under-funded Center for Scientific Inquiry will remain a deficient and inadequate part of the Wheaton landscape for decades to come,

THEREFORE BE IT RESOLVED that the Board of Trustees and the administration of Wheaton College must show bold leadership in reasserting the strategic initiatives for College priorities developed by the President’s Coordinating Council and the President’s Council in May 2005, and

BE IT RESOLVED that the Board of Trustees and the administration of Wheaton College must re-establish the commitment to the academic program to be housed in the

Center for Scientific Inquiry and Innovation building project that they agreed upon in October 2007. [February 1, 2008]

2008-2009

**Resolution: [Appreciation for Interim Provost Elita Pastra-Landis]**

Whereas Elita Pastra-Landis accepted the position as interim provost under the most difficult of circumstances,

Whereas Elita faced an academic year of considerable challenge at a time of significant financial strain,

Whereas Elita worked tirelessly and unceasingly throughout the year,

Whereas Elita's efforts this year reflect an unflagging devotion to Wheaton College that reaches back to her years as a Wheaton student,

Be it resolved that we the faculty of Wheaton College express our gratitude and appreciation to our colleague Elita Pastra-Landis for her extraordinary commitment and service to Wheaton and for her efforts on our behalf. [May 1, 2009]