

**Faculty Meeting Minutes
December 4, 2017**

1. Call to Order – 4 p.m. Union Building Ballroom

Meeting called to order at 4:02 pm

2. Communications from the President (Mark McCoy)

Comments from President McCoy

I hope your semester is wrapping up well and that the flurry of tests, projects and grading are not overwhelming for you or our students. This is a busy time and I appreciate these few moments to update you on administrative happenings.

Much of my energy of late has been focused on elected leaders and national policies. I continue to petition on behalf of DACA students as that clock continues to tick. The most recent tax bill did include a senatorial concession to a legislative solution for DACA but that remains to be seen. I imagine we will be working on this well into spring. You will be seeing and hearing more on this from me in the coming weeks and months.

I have also been actively working on the tax bill. I would likely to publicly note Wabash's efforts on this as well as that of our own Mayor. Greg Hess, president of Wabash, Mayor Dory and I—along with countless others-- worked to gain amendments to this bill that would remove elements harmful to higher education and to our schools and communities. That aforementioned tax bill is now in reconciliation between the house and senate. After much lobbying and immense effort, the senate version raised the endowment-per-student amount such that DePauw is no longer included in the list of impacted schools, but the tax on endowment earnings was only one of the onerous elements of the bill. Charitable giving, student loans, tuition waivers and reductions, are all impacted and we will continue to work with and on our elected representatives as this bill works through reconciliation.

These concerns may pale in comparison to the recently released rewrite of the Higher Education Act. A preliminary analysis of this—the first significant re-write of the Higher Education Act in over a decade—indicates that this bill will have a profound impact upon us. This bill will govern more than a trillion dollars in federal spending, as well as the private dollars universities raise. If it is handled like the tax bill, votes may well take place before the impact is known or measured (or the bill is even read). We have already begun working proactively on this. Of particular concern is the proposed elimination of SEOG (whose funds would be routed to Work Study) and structuring Title IV aid eligibility to toward specific programs instead of institutions. I am happy to take questions on both of these concerns but will add only this for now: Title IV funding at the program level could lead to measuring outcomes of majors or degrees. If philosophy majors are in default on loans or if music or theater majors are not employed or art history or other humanities degrees do not lead to outcomes, financial aid *for those programs* could be withheld. Currently, it is the institution that qualifies the funding; this proposal suggests the degree or program should.

All of this clearly points to the value of “The Commitment.” Every one of these legislative efforts is aimed at the perception that colleges are not accepting responsibility for outcomes. Higher education is viewed as self-serving and irresponsible. We know this is not true but the broader public does not. The commitment addresses these concerns.

The Commitment takes the pressure off of the major. We know our liberal arts education leads to lives of passion and purpose. The commitment says, “come pursue your passion and find your purpose—we are focused on your outcome and we have your back.”

I also comment on the financial impact of the commitment. While impossible to know, the impact of the commitment is expected to be budget positive. We would not do this if it were not. We believe the distinctiveness of the Commitment should have a positive impact upon enrollment. We will be measuring the financial impact of this effort regularly.

Frankly, the external pressure on “jobs” is going to further squeeze liberal arts schools and the liberal arts model. We are putting a very clear stake in the ground: The liberal arts education is vital to society’s survival and leads to lives of purpose and passion. The answer to society’s concern is not the elimination of liberal arts in favor of STEM-only or career training. The answer is showing that this vital education is both viable and *necessary*. The commitment is a commanding statement of just that. I thank you for your work toward it. It is my belief that if we show, clearly and convincingly, that 1) a liberal arts education leads to a life of meaning and means and 2) that we are committed to the success of each student, it will be good for DePauw, for our students and their parents, for each of us, and for society in general. When our enrollment and budget model is solid, stabilized and predictable, it will be much easier to become that great place to learn, live, and work.

And that is where I focus my closing comments—on that great place. In today’s environment we face many challenges. This is not the first time in DePauw’s 180+ year history that this statement is true. We *can* become a great place to learn live and work by working together.

Many of us are entering into a season of gift-giving. The gift I would give is the same gift I would hope to receive—to be that great place. A place of high trust and respect; an inclusive and welcoming community of mutually agreed-upon high standards for all members of it; a place committed to the success of each student and a place in which that success brings a shared sense of pride and a sustainable business model.

Every semester has its ups and downs—the good news and bad, the wins and losses of every type. The constant is the celebration of your good work in the classroom; it is the recognition that in just 14 short weeks, you have changed the lives of every student on this campus; the truth is that your good work makes the world a better place. I thank each of you for that and hope that, after the frenetic days ahead, you will have a peaceful and restorative break.

Discussion:

Comment from Faculty Member – The faculty member stated that he was struggling with the notion of trust when things are not as transparent as they should be. The items are not given in full. Can we ask how much Dartlet cost us from the start? We were told that it would cost the university nothing, but then we find out that a trustee covered the cost. Could the money that is being spent there be used for something else that actually mattered?

President McCoy – There is no us and them. We are one DePauw. An anonymous trustee covered the cost for the consultant. There are many people on campus who would beg to differ on if this cost was of value or not. The trustee paid for this as they thought it was necessary for DePauw to have. The fact that DePauw has not marketed itself is proven by the fact that DePauw is smaller than it was the year before. We had invested in trying to Market DePauw a little bit better. This is not casting blame on anybody, anything. When we look at DePauw’s cost We have not balanced budget for 30 years. We need to protect the spending power for the generations to come. Where is the money going? The money is going into academic costs. We are an academic institution. That is where it goes. Challenge is that the budget model is under great strain. Increased faculty but not increased students. We are spending more on salaries, more on student aid. We have to figure out a way to move forward. When we get there it will feel pretty good, but today it doesn’t feel that good. The campaign is a 300 million dollar campaign. If you divide it we have funded almost

everything that was split out. We are trying to build the campus. There are dormitories that are falling down, libraries that needs redone. There is a huge portion of the academic admission that needs funding. Trying to continue raising money. People give money for what they want to give money too. They get to choose. I can tell by your body language that you do not agree.

Comment from Faculty Member – I just want to plead characterizing the body language of faculty members at faculty meetings. I would just ask the proper dignity and respect to the faculty.

3. Verification of quorum

The quorum was met at 4:04 p.m.

4. Consent Agenda

A. Approve Minutes from the November 6, 2017 Faculty Meeting

B. Approval of the following new courses (recommended by Course and Calendar Oversight)

ANTH 380: Anthropology of Reproduction in the Americas, 1 credit, PPD, SS

This course examines the social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its cross cultural meanings. Utilizing a hemispheric and ethnographic approach to reproduction, this course engages with examples from throughout the Americas, including but not limited to Brazil, Cuba, Guatemala, Mexico, Peru, and the United States. The course is organized to address a reproductive spectrum including fertility, childbirth and parenting, as well as the roles and expectations for women and men in each of these stages of reproduction. Additional topics addressed are state intervention on fertility, technologies of reproduction, the cultural production of natural childbirth, the politics of fetal personhood, and the diverse reproductive health situations influenced by the intersectional nature of gender, race, ethnicity, nationality and class.

ARTH 190: Introductory Art History Topics, 1 credit, AH

Introductory level art history courses in a specific topic. No prerequisite. Not offered Pass/Fail

EDUC 275: Radical Philosophy and Education, 1 credit, PPD, AH

This class looks at contemporary issues in radical education. We investigate the relationship between education and social, economic, and political transformation. Focusing on literature influenced by post-structuralism, queer theory, marxism, the Black radical tradition, and anarchism, we explore the radical possibilities of things like studying, failure, forgetting, ignorance, silence, and weakness. In addition to asking what form education should take, we also research how people are imagining alternative visions for our future.

C. Approval of Power, Privilege, and Diversity designation (recommended by Course and Calendar Oversight)

ARTH 290B, Topics: Art & Activism in the U.S.

MUS 380A, 21CM Topics: Music & Social Justice: Choral Singing & the Carceral State

The consent agenda was approved.

4. University Strategic Planning Committee (Howard Brooks)

Motion to be voted on:

The faculty approves the following amendment to the Academic Handbook:

“To replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee.” Details of the motion are found in Appendix A.

Question from Faculty Member – I have a question about the chair of faculty co-chairing it. Will it be potentially hard for the chair of faculty?

Answer: No, it will be possible to do it.

Question from Faculty member – The charge seems very specific to this particular presidency. Will the handbook be re-written with change of leadership?

Answer – Yes, most likely will want to match up.

Question from Faculty Member – Why staff members have been removed from this?

Chair of the Faculty – This will equal out the numbers.

Question from faculty member – Does the president actually meet with this committee every week?

Answer – No.

Question from faculty member – How is this being communicated with the Faculty?

Chair of the Faculty – Most months have included a report from the committee of at least what they are talking about.

Question from Faculty Member – Who is bringing this?

Chair of the Faculty - The committee is bringing this. Struggled to get a report to the president for a response. The report is almost finished from last academic year.

President Mark McCoy – I am willing to meet anytime. The strategic plan has 4 goals. Admission enrollment, financial aid, great place to live learn and work, All these things would fall into the strategic plan. Increase dialogue. Trying to break down the wall from the administration and faculty.

Question from faculty member – Doesn't make sense to describe a committee to a specific. Description should be this is a committee that should address the strategic plan and address faculty concerns. They need a two sentence description. Will change every time. Write a simple vague description that says what the committee does. Send it back what the committee does.

The motion was to return it back to the committee. This motion was seconded and will return to the committee.

5. Curricular Policy and Planning (Scott Spiegelberg)

A. Writing Curriculum Committee (Rebecca Schindler)

I am announcing a revised process for submitting FYS proposals with the goal of streamlining the process: faculty who have taught in the program before and are repeating a course just need to notify

Tiffany Hebb of that new faculty or those who want to propose new courses, should get in touch with Tiffany or myself for a preliminary meeting about the course proposal. We believe this will cut down on back-and-forth discussions about proposals. Also reminding current FYS faculty that we are seeking sets of essays for the writing assessment project.

Question from Faculty Member – Are the papers due at the beginning or end of faculty seminar?

Rebecca Schindler – The end

B. Advanced notice of a motion to be voted on at the February 2018 faculty meeting:

“The faculty moves to change the language in the Academic Handbook Bylaws, Article IV, Section B. concerning Interdisciplinary, Honors, and Competency Programs.”

The proposed language is in Appendix B.

Question from Faculty Member – At the very least we should run this past the competency program. That the very people that are most effective What is changing. Assuming there is a more full description. If it says in one place the exact numbers it should be justified. Both here and at least a reference.

Rebecca Schindler – Some of this was also reworking what is in the handbook in right order and sequence. We are wondering if you would be willing to hear from us. It might need to be updated. How about we just have a conversation. Clarify some of the leadership language. We want it to exactly reflect the way things are right now.

Meryl Altman - Seems good to me. Made a version of this with different colors if anyone would like that, please email me. My thought would be that it's really a different set of issues. One idea might be to vote on the changes that are proposed and then look at the other.

6. Communications from the Vice President for Academic Affairs (Anne Harris)

Thank you, Howard, for this time – I will remain conscious of our need to keep conversation to no more than 20 minutes; my comments are briefer than that.

We find each other again at this powerful culminating moment at the end of the semester, one that leaves room for gratitude and, depending on the trajectories of your students to the finish line, no small amount of wonder. It's an energizing time of senior presentations, and FYS poster sessions and I thank you – we might all thank each other – for all that it takes to reach that point at which students produce knowledge, at which they take the lead, or where they can catch a first glimpse of how – and the expertise and care and inspiration that you bring to that feat.

Interwoven into the growth of our students has been the growth of the idea of the Commitment, shaped by conversations about advising and its ability to guide student focus on intentional and inter-connected academic experience, about the necessarily fervent central place of our curriculum in our student experience and how, through partnerships with the Centers, we can expand the co-curricular opportunities currently assured our Honors and Fellows students to all of our students. By the time we meet again, the Commitment will have had its first mid-January roll-out in the competitive marketplace of college admissions, and we will have materials to share and to shape together; and I want to thank Deedie Dowdle, our VP for Marketing and Communications, and Bobby Andrews, our VP for Enrollment Management for all of the expertise and energy they have brought to our endeavor and our community. There are many more conversations to come, but this is a pretty exciting way of starting out.

I am pleased and energized to tell you of another development which, arguably, has been in the works for years. The fifth part of Dr. Bill Asher's generous gift to the University for undergraduate research, and research at an undergraduate institution, has presented us with an exceptional opportunity to create an Office of Undergraduate Research, which will consolidate and clarify access to our institution's many research offerings for students and faculty. To connect faculty and students to these opportunities, and to work with a faculty advisory committee, Kate Knaul will take on the important work of Associate Dean of Undergraduate Research and Fellowships. She does so by bringing her very successful portfolio of experience in graduate fellowships and advising from Student Academic Life to Academic Affairs, where she will partner with the Faculty Development Co-ordinator (Nahyan Fancy) and the Director of Sponsored Research and Institutional Grants (Corinne Wagner) to work with Dean of Faculty Tamara Beauboeuf and faculty committees on establishing our sustained commitment to undergraduate research and research at an undergraduate institution – congratulations, Kate!

This announcement is particularly joyful as it comes through our alumnus Dr. Bill Asher, someone who unflinchingly and generously believes in DePauw and in what we do. His pride and his very real commitment to the academic enterprise bolsters our own, and I have relished every conversation with him in which he joyfully thinks of DePauw undergraduates and faculty members producing knowledge that will move and shape crucial conversations.

These moments of support and pride and conviction may come to stand us in good stead as we face not only the habitual pressures of sustaining a learning community likes ours, but now also unprecedented attacks on higher education together. The word "unprecedented" is apt here, because so, too, was the 1965 Higher Education Act which (in brief) nurtured and created access to liberal education in the United States, and which is now at risk of being at least in part dismantled. So, too, the word "attacks," as any reading of the Senate and House bills presents a bewildering array of cynical moves and undermining cuts and jabs to higher education in America. *Inside Higher Ed* (which can come to you every morning via e-mail) continues to provide detailed and cogent coverage, which will be useful to us.

And so the question becomes: "How are we going to get through this?" What will our strategic responses be *and* what will sustain us as we weather or pivot or resist or invent? Yes, we will keep shaping the Commitment together as our strategic response, and we will work together on our committees, and in our departments, and we will talk resources and budgets and planning. Our hallways and our classrooms, and some days our living rooms and dining rooms, will also be spaces of resilience and determination. We need each other for smart, agile decisions and for the endurance that comes from knowing that our work is valuable and powerful no matter what the landscape.

I think that we'll have to, each of us and collectively, find our moments of resilience and determination. I had the pleasure of presenting three guest lectures this semester (call me anytime!) and seeing those moments you have cultivated and fostered, of seeing a student connect with an idea, own it, and use it – the hand going up, then down quickly, then up again slowly, certainly, with the certitude that "Yes, I've got this." Another moment is honoring a statement by Michele Villinski for which I thank her: "I aim to teach my discipline in the way that I fell in love with it." Another is our faculty forums, with thanks for the wonder and wit shared by colleagues in the particular spaces of Wednesday lunches and Friday afternoon in the midst or at the end of a week well-taught. Another is the preparation of our work, the gathering of a syllabus, the coming together of the minds and ideas whose company we keep and in whose company we want to invite our students. And our mentors and inspirations, connecting with them through what we read and what we write and what we build. And learning of how what we taught our students mattered and created bold realities beyond ourselves. We earned these moments, with our PhDs and our MFAs and our time and energy, with our relationships with mentors and students, and in our conviction that sharing knowledge so

that others could be transformed by it and produce it and in turn transform us and others and discourses and communities was important to everything.

I offer these moments not as comfort, but as resolve; as the background for the solution we will weave together for the question “How are we going to get through this?”; as the necessary condition for the ingenuity and partnerships in and out of the Commitment that *will* get us through this, so that we can be agile and undeterred in our honorable work.

We have important work to do, in our teaching, in our governance, and we have about fifteen minutes for discussion – what do we want each other to know?

7. Faculty Priorities and Governance (David Worthington)

Written Announcement: The committee has been meeting with VPAA Anne Harris to discuss issues related to workload and equity. President McCoy met with the committee to discuss possible additions to the Academic Handbook concerning the role of faculty in the recruitment and review of administrators with significant duties related to the faculty and the academic program.

8. Faculty Personnel Policy and Review (Clarissa Peterson)

9. Faculty Development (Angela Flury)

Announcements by the Dean of the Faculty - Tamara Beauboeuf

I have a couple of announcements to wrap up the fall work of FDC. Fisher course reassignments have been determined for 2018-19 and four were awarded.

The recipients are:

1. David Alvarez, Associate Professor of English, for an article on Jonathan Swift’s “A tale of a tub” and the differences enlightenment satire makes to “religion”
2. Salil Benegal – Asst Prof of Political Science, to complete a survey experiment and draft an article based on his project, “The political cost of environmental concern: How do voters evaluate Republican candidates who take unexpected environmental stances.”
3. Angela Flury, Associate Professor of English, will be working on the last chapter of her novel in progress, *Berlin Cards and Crimes*.
4. Howard Pollack-Milgate, Professor of Modern Languages-German, to complete a journal manuscript on “Melanie Klein and the Romantic Logic of Interiority”

Congratulations to all. We look forward to the fruits of your labors.

Also, I just want to note that we are still accepting nominations for two United Methodist Awards – the Exemplary Teacher Award as well as a new opportunity, the Cutting-Edge Curriculum Award that recognizes engaging first-year experience course. I’ll send an email tomorrow of these remarks, but just wanted to encourage you to consider nominating a colleague for either of them.

10. Student Academic Life (Rich Martoglio)

Written Announcements:

Vice President Alan Hill met with the committee to discuss Student Academic Life priorities. Vice President Hill invites individual meetings and questions from the faculty and the SAL committee at any time.

Alesha Bowman (Director of Multicultural Student Services) met with the committee to share and discuss the 2017 student campus climate survey data.

Students have expressed concerns regarding wait times for the wellness center and the counseling center.

The Machine Stops by E.M. Forster has been selected for the common read.

Additional Business

Unfinished Business

New Business

Announcements

A. There will be an election later this week to fill vacancies on the Grievance Committee and the position of Parliamentarian.

B. The regular election process will begin in February. The position of Chair of the Faculty will need to be filled for a two-year term beginning in AY 2018-19. The Chair of the Faculty receives one course release time and this information may impact course schedules for the upcoming year.

Adjournment

Meeting was adjourned 5:14 pm.

Appendix A. Change in function and membership of the University Strategic Planning Committee

Replace the Function and Membership of the Strategic Planning Committee as found in Article IX. University-Wide Committees, Section A. University Strategic Planning Committee:

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and ambitions. Annually, the University Strategic Planning Committee will consider information provided by the Vice President for Finance and Administration, Vice President for Admission and Financial Aid, and Vice President for Development and Alumni Engagement on potential available University resources, and will consider long-term needs, expenditures, and requirements of the University. At the end of the fall semester after hearing reports on area needs and the status of new and proposed initiatives, the University Strategic Planning Committee will deliver a report to the President offering recommendations on University resource allocations and the status of funding for long-term needs and initiatives. The President will offer a timely response to the University Strategic Planning Committee report. The University Strategic Planning Committee report and the President's response will be made available to the entire DePauw University community and will be forwarded to the Board of Trustees prior to their February Board meeting. The University Strategic Planning Committee will consider student enrollment targets, tuition rates and student financial aid, faculty and staff salaries and benefits, faculty development academic program support, student life and residential programs, the physical plant and deferred maintenance, sustainability, auxiliaries, and the library and information services.
2. *Membership.* Composed of five (5) senior administrators (Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities), seven (7) faculty members, three (3) students, and two (2) staff representatives, and staffed by the Associate Vice President for Finance. *Faculty membership:* Chair of the Faculty, member of the Curricular Policy and Planning Committee, member of the Faculty Development Committee, and four (4) faculty members elected directly, for a total of seven (7) faculty representatives. *Administrative members:* Voting: Five (5) senior administrators: Vice President for Finance and Administration, Vice President for Academic Affairs, Vice President for Development and Alumni Engagement, Vice President for Student Life, and Associate Vice President for Facilities. *Student members:* Three (3), appointed by Student Government. *Staff members:* Two (2), appointed by Human Resources in consultation with the President of the University.

with the following:

1. *Function.* This committee will consider long-term initiatives and priorities of the University in service of its mission and strategic plan through the joint membership of faculty representatives and senior administrators. With the endorsement of the Board of Trustees, the President has created the University Strategy Map that established initiatives and metrics that support the work of Enrollment and Visibility, Culture and Community, Engagement and Learning, and Student Success. The primary work of the Strategic Planning Committee is to work with the Administrative Council and other Cabinet members to implement the University Strategy Map by reviewing identified initiatives and metrics, guiding the execution of the initiatives, and inviting new initiatives for consideration at the appropriate time in the service of making considered recommendations to the President for inclusion in the Strategy Map. To do so, the University Strategic Planning Committee may need to consider topics that broadly encompass the themes of the Strategy Map, including Enrollment and Visibility, Culture and Community, Engagement

and Learning, and Student Success. Regularly, the University Strategic Planning Committee coordinates an information session for faculty core committees at the beginning of the academic year that offer information about the operations of the University.

2. Membership. Five (5) senior administrators (Vice President for Academic Affairs, Vice President for Student Academic Life, Vice President for Enrollment Management, Senior Advisor to the President for Diversity and Compliance/Title IX Coordinator and Vice President for Strategic Initiatives), five (5) faculty members, and three (3) students. The Vice President for Strategic Initiatives and the Chair of the Faculty will co-chair the committee.

Ex Officio (without vote): Dean of the School of Music

Faculty membership: Chair of the Faculty, and four (4) faculty members, one from each curricular area, elected directly, for a total of five (5) faculty representatives.

Student members: Three (3), appointed by Student Government.

Appendix B.

Motion to change language in the Academic Handbook (to be voted on in February 2018)

Change the Bylaws Article IV. Section B. to read:

Bylaws, IV B. INTERDISCIPLINARY, HONORS AND COMPETENCY PROGRAMS.

There are nine Interdisciplinary Programs in Asbury College of Liberal Arts associated with the awarding of a degree. In addition, there are five Honors Programs and three Competency Programs. Each program has a Steering Committee responsible for it; each has a director or coordinator for the administration of the program.

Interdisciplinary Programs Granting a Major and a Minor	Interdisciplinary Programs Granting Only a Minor	Honors Programs	Competency Programs
Africana Studies Asian Studies Film Studies Global Health Peace and Conflict Studies Women's, Gender and Sexuality Studies	Latin American and Caribbean Studies Russian Studies World Literature	Environmental Fellows Honor Scholar Management Fellows Media Fellows Science Research Fellows	Oral Communication Quantitative Reasoning Writing

Interdisciplinary programs which offer a major may have full-time faculty appointments, including tenured and tenure-track appointments, made directly and exclusively to the program. Honors and Competency Programs, and Interdisciplinary Programs that do not offer a major, may neither request nor define their own, full-time academic positions; they do not have full-time, ranked academic positions made exclusively to them.

1. Interdisciplinary Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except when specified by faculty action as described in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over (1) the course of instruction in its respective field or interdisciplinary area; (2) the definition of the major and/or minor concentration; (3) the program's academic structure; (4) the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; (5) the designation of affiliated faculty members; and (6) the program's organizational structure. Steering committee members may also advise majors and minors.

Steering committees for programs which grant the major may have the additional responsibility

- to serve on Personnel Committees,
- to prepare and approve position requests and descriptions,
- to mentor junior colleagues working within the program.

The Steering Committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership.

Steering committees for major-granting interdisciplinary programs shall include the following.

--The director.

--Those whose appointment is fully in or who contribute substantially to the interdisciplinary program; they will be permanent members of the steering committee.

--The remainder of the steering committee is to be composed of members of the faculty whose appointments are not within the interdisciplinary program but who are affiliated with the program by teaching either in the core or in cross-listed courses. These rotating members should serve three year terms, with the possibility of reappointment. Each steering committee should include at least two rotating members, who should be drawn from at least two different departments. Efforts should be made to involve junior faculty, and to bring in those new to the program or new to DePauw. The total number of steering committee members will normally be between 5 and 8.

--For programs which grant only a minor, the steering committee may be smaller, but should be formed according to the same principles.

--For programs which house a faculty appointment directly to the program, the majority of the steering committee must be tenured. Normally, all members of the steering committee will be full-time faculty members, although exceptions may be made by the VPAA for part-time faculty members whose contributions to the program are significant.

--Steering committees are appointed by the VPAA, upon recommendation from the director or coordinator of the program after consultation with the sitting members of the steering committee. (These appointments should be made every Spring, at the same time the Governance Committee considers other committee appointments.)

b. Leadership. The director or coordinator of an Interdisciplinary Program is a faculty member appointed by the Vice President for Academic Affairs. The director or coordinator may hold their DePauw appointment directly in the interdisciplinary program, or in another department or program. Normally the term of office will be three years.

For interdisciplinary programs that grant a major, selection of the director shall fall under the same procedures used to appoint chairs to academic departments, whereby a team appointed by the Review Committee conducts interviews and makes recommendations to the Vice President for Academic Affairs. Those interviewed must include all sitting members of the program steering committee. The steering committee may also submit a short list of additional faculty members to be interviewed, who teach core courses or are otherwise centrally involved with the program. This process will normally be completed in the fall of the last year of a sitting director's term of service.

For interdisciplinary programs which do not grant a major, the Vice President for Academic Affairs will appoint a coordinator after surveying faculty members and consulting with the Review Committee. This process will normally be completed by the spring of the last year of a sitting coordinator's term of service.

2. Honors Programs

a. Steering Committees

Function. The Steering Committee will oversee and guide the continuance of the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the curricular program.

Responsibilities. Except where specified by faculty action in the University Catalog, the Academic Handbook, and/or the appropriate faculty meeting minutes, the Steering Committee shall have supervision over the courses of instruction in its respective field or area; the program's academic structure; the criteria for identifying courses which may satisfy requirements in the program and the selection of such courses; the designation of affiliated faculty members; and the program's organizational structure. The Steering committee is encouraged to provide evidence of participation for the decision file of faculty members teaching in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership.

The Vice President for Academic Affairs will appoint a director after surveying faculty who teach in the

program and in consultation with the Review Committee. This process will normally be completed by the spring of the last year of a sitting director's term of service.

3. Competency Programs

a. Steering Committees

Function: The Steering Committee will oversee and guide the program; it shall conduct the self-study and draft the long-term plans and goals as appropriate. It shall make recommendations to the Vice President for Academic Affairs regarding the needs and goals of the program.

Responsibilities: The Steering Committee of each Competency Program provides curriculum coherence and development as part of DePauw's general education requirements. In consultation with related academic departments and participating faculty members, these committees have supervision over the selection of courses for inclusion in the program.

Membership. The members of the Steering Committee shall be appointed by the Vice President for Academic Affairs based on the recommendations of the director or coordinator of the program and the qualifications set forth when the program was created and/or reviewed during the most recent self-study. Normally the term will be three years.

b. Leadership. These programs have two leadership positions. The Associate Faculty Development Coordinator for each competency program is appointed by the Vice President for Academic Affairs for a three-year term. The coordinator chairs the Steering Committee and has major oversight of the program. The director of the Competency Center is a faculty member having significant administrative duties; in addition, he or she may have an academic position.

4. Other.

There are a number of other elements of the curriculum which are not covered by this section. For example, the following are governed by provisions of this handbook describing faculty committees: Writing Curricular Committee (see Curricular Policy and Planning Committee); Independent Internships (see Course and Calendar Oversight Committee); Off-Campus Study (see Curricular Policy and Planning Committee). For more information on the Interdisciplinary Major, the Business Administration Minor and the International Business Program, see the DePauw University Catalog.