

**Faculty Meeting Minutes  
November 6, 2017**

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

The meeting was called to order at 4:00 p.m. by the chair.

**2. The DePauw Health Clinic and Employee and Wellness Fair (Dr. David Harsha)**

Dr. David Harsha shared a few reminders. The wellness center is open for wellness visits as well as sick visits. They also offer programs for chronic disease management such as diabetes and asthma. The wellness center offer health risk assessments, onsite pharmacy services which include free medicines. They are able to do lab draws with most of it being covered by insurance. The hours are posted on the website as well as access to schedule appointments online. We will be having a wellness fair next week and are encouraging everyone to attend. Information on the wellness fair was sent out in an email.

**3. Communications from the President (Mark McCoy)**

Thanks to our Chair, Howard Brooks, for allowing me to “speak out of turn.” I am speaking in Chicago tonight and appreciate the accommodation. I encourage each of us to continue to discover how we can make this moment—a monthly faculty meeting—as impactful as possible. We often struggle for a quorum and there are many faculty that do not attend or engage in this forum at all. How can we make this precious time together as highly impactful as possible? Our work together is critical; the faculty voice is vital. I look forward to finding ways we can engage all and each of our faculty in this important work.

I’ll touch on three things: The budget and its library impact, the commitment and the Originalist.

Thank you to those that came to the faculty/staff time a few Fridays ago in which we reported out on the recent Board of Trustees meeting. A part of our strategic plan is to become a great place to learn, live and work and an administration willing to share regularly with faculty is important to that.

There, we discussed the financial challenges of higher education today, particularly in small private colleges. We are not exempt from these challenges. Our billion-dollar balance sheet is a strong bulwark in times of challenge and likely 95% of the colleges in America today would happily trade places with us. But we are not impervious. The announced delay of library construction is proof of this.

The library gift timing has not changed; it was always slated for 2020. But because “we are, above all else, an academic institution,” I had hoped to get a head start and cash-flow the library renovations through our operating budget. We do not have enough cash flow to do this. “Why not?” one would ask. The answer is that we gave a 3% raise last year, we institutionally assumed the full increase in health care premiums, we saw a major uptick in health care claims, we gave away more financial aid and we have had a sustained challenged enrollment picture. Together these made cash-flowing the library in advance of the gift impossible.

I would, however, like to share with you my deep admiration and respect for our library staff. As I discussed this with Rick, he was already thinking of solutions and benefits of the delay. By going later, we could also address windows and other deferred maintenance issues and not find ourselves opening a new building with a backlog of deferred maintenance. We could be sure we best knew how to incorporate the Tenzer Center and benefit from the best library practices developed in the intervening semesters. When I shared this with our library staff, they seized on the later/better mantra, were very positive and encouraged me and each other in the discussion. We are blessed with this staff and I commend them to you publicly.

With the strength of our balance sheet, we are built on a solid foundation. But we have “miles to go before we sleep” in developing a sustainable budget model. We will be sharing with you the long-term financial plan as it develops. This plan will lead us from under this cloud of concern. It will be executable though not easy and we will get to that great place to learn live and work by working together.

#### Commitment

When members of the cabinet and I began discussing with faculty the early idea of the Commitment (or the Promise as it was then called) there was genuine enthusiasm. We sought the input of faculty leaders, department chairs, tenured and untenured faculty, and committees. The excitement was palpable and the release seemed imminent. The board then asked us to dive deeper in our due diligence efforts. This was a reasonable and wise suggestion and after doing so, are happy to be announcing the Commitment in a few months. Now we need to rekindle and build upon that momentum.

I can imagine that for some this feels like selling out the liberal arts. It is quite the opposite. We are doubling down on the liberal arts but challenging the idea that these degrees do not lead to outcomes. In my mind, the guarantee is the least interesting part of the commitment but is the one necessary to get the public’s attention. 97% of the public has given up on private liberal arts schools. “Too expensive.” “Too generic.” “Uncertain outcomes.” This changes that. We know that our rigorous liberal arts education has always been coupled with vast experiential learning but that is not enough when the price tag of an education is a quarter-of-a-million dollars. By codifying the experiential part—through the centers and other efforts, and by chronicling the experiential element with a co-curricular transcript and then guaranteeing that which we already know, we can occupy a distinctive place in the market. I find it telling that the first question asked when I told a group of prospective students and parents about the Commitment was, “will this make it harder to get into DePauw?”

I want to be clear. I am open to all avenues that will bring better outcomes. The 3-day startup just completed by McDermond, the Finance and Accounting for Decision-Making minor and Pam and Jackie’s work on learning outcomes is already the innovative type thinking we need for our future. The English Department’s Editing Practicum, Glen Kuecker’s City Lab and the museum studies minor are as future-focused as we could hope for. David Alvarez’s work on Global Learning, Jacob Hale’s work on advising, Dave Berque’s work on the centers—all of this coalesces around the commitment—an outcomes-focused relevant and rigorous liberal arts education. Jump into this work. What would you do to make certain each of our students succeeds? How can you assist them in their path to life after DePauw? We have crossed the Rubicon. Families will no longer allow us to say “Give us a couple hundred thousand dollars and we will watch your kids for four years but then you are on your own. We will teach them but have no stake in their success.” The commitment changes that.

Finally, we have been reading a lot about free speech and civic education these days. Our own work on inclusion includes a commitment to diversity of thought as part of celebrating difference. A few weeks ago, my wife, Lisa, and I went to see *The Originalist* at the IRT. This is a play about Antonin Scalia, the conservative supreme court justice who always chose the most liberal lawyer he could find as one of his clerks. This three-actor play follows their discussions and arguments. It is one of the most captivating plays I have seen in years. It is provocative and funny, pointed and touching. As I watched it, I thought about what great classroom and campus discussions this could spark and what an example it sets for using our liberal arts education to think deeply on the major issues of our day.

I am pleased to announce that, pending signed contracts expected tomorrow, that IRT production will come to DePauw next week for a single performance on Tuesday night in Thompson Recital Hall. Since there are only 200 seats available, we have given our theater, history and political science students a head-start in

getting tickets and will use the event to advertise for our own theater production, *“The Importance of Being Earnest,”* that starts its run two days later. You will not want to miss that production either. Free tickets to *The Originalist* will hopefully be available online tomorrow.

One last announcement: **Charlayne Hunter-Gault**, *Civil Rights Activist, Radio Personality, News Anchor, Journalist* will keynote our weekend celebrations opening the Justin and Darianne Christian Center for Diversity and Inclusion. This **Friday, November 10, 2017 4 p.m.** East College, Meharry Hall. Ms. Hunter-Gault was the first African-American woman to enroll at the University of Georgia. She was also one of the first two African-American students to integrate the school in 1961.

Anne’s email of earlier today has all the details. Please join us for this grand opening celebration.

#### **4. Communications from the Vice President for Academic Affairs (Anne Harris)**

Many thanks to the Chair of the Faculty for this change in format, designed to encourage more conversation among us. Much conversation is needed among us about the Commitment as a generally assembled faculty, in amplification of the much needed conversations being had in faculty committees, especially in these early stages the Advising, Curriculum, Review, and Strategic Planning committees. The Commitment is a concerted effort that champions and calls on *our* commitment to the liberal arts. Its five parts may be familiar to you now [SLIDE] – from us to students, from us to alums, from us to employers and graduate schools, from students to us, and the guarantee.

Quote from the archives. The aspirations of DePauw. The Commitment is older than the campaign that was introduced this summer. It’s a set of values deep in our institution. We can see the Commitment through our motto, and think about its contribution to the common good; we can see the Commitment in the curriculum *operates* the common good on multiple scales: from the residence hall to American democracy to global citizenship. I would also invite us to look to a 1904 letter written by Winfield Durbin (Governor of Indiana from 1901-1905 and Trustee of the University from 1906-1909) to Andrew Carnegie asking for funds for a library. The author describes the hard time that the institution had fallen upon when the financial depression of a few years ago had “wreaked havoc” on Washington C. DePauw’s estate. Writing about our institution’s resilience under pressure, Durbin characterized it thusly: “It is, despite the embarrassment of poverty, not a decadent, but a growing institution, animated by splendid spirit, commanding a fine teaching force, and attracting still, in large part a self-supporting, and therefore self-reliant class of students.” We still believe in these students; we are still committed to them; our “fine teaching force” is taking this “splendid spirit” into the 21<sup>st</sup> century in our commitment to our students.

I would like to focus our time together on the first part of the Commitment, DePauw University’s commitment to provide a quality education, by delving into the question, “What is the curricular response to the Commitment?” This is a question departments, programs, and individual faculty members alike are asking, and I seek to identify with you productive ways in which we can keep asking that question and amplifying the curricular contribution to the commitment to our students’ fulfillment and thriving – to their success.

Here is what I have gathered thus far – I would ask you to identify the gaps. What would you add? What would you change? What do you need to know to move forward in your thinking about your curriculum (your courses, your staffing) in light of the Commitment?

What does the Commitment value in education? Our documentation uses terms such as “rigorous curriculum and robust co-curriculum,” and “quality education.” The radicality, indeed the inspiration, of the Commitment is that, in it, we commit to our students at DePauw and beyond – we already do this in many of our relationships, but now we’re saying committing as an institution; we stand behind the education they

will experience and learn from here; as has been said, we've "got their back." The high purpose of the Commitment is to walk with our students in all they learn. From conversations thus far, this can translate internally as clarity and access: clarity in *why* we learn what we learn (learning outcomes of all of our general education; skills of majors and minors that transfer beyond DePauw); and access in providing pathways to learning, both in the curriculum (housed in departments and programs) and the co-curriculum (housed in Centers, athletics, and resident life – with Centers including internships, research opportunities, and other off-campus experiences). Clarity and access practice equity and inclusion in the DePauw experience.

What is the Commitment doing that is new? Creating clear and accessible pathways to an inter-connected curriculum and co-curriculum is the innovation of the Commitment. All schools have co-curricular opportunities, but few organize them into a set of experiences that students can speak to as part of their educational narrative. This is both a pragmatic response to the anxiety that liberal arts is too removed from lived experience and a principled response that prizes lived experience *in relation to* the liberal arts. In terms of faculty and staff partnerships, this curriculum and co-curriculum resonance puts us in the know to each other: Centers become partners, bridges between our majors and curriculum and placement after graduation.

How will developments in the Commitment be communicated? – Cindy Babington and I will manage a LibGuide in which Commitment documents (initiatives, press materials), surveys and reports, videos of meetings, articles and resources about the state of higher education today (and the 2% market share of higher education that liberal arts occupies), and other documentation that will help you all develop your curricular responses to the Commitment will be stored. What other documents or materials do you need to engage in the Commitment?

What is the role of departments and program? For now: to identify and articulate a relationship with one or more Centers, so that students can have pathways from the curriculum to the co-curriculum. We are starting with the Centers, but eventually, we want to help students make sense of other elements of the co-curriculum (such as athletics and residence life, as well as internships and research) in light of the curriculum. These relationships can be project-based: working with the Pulliam Center on digital narratives; working with the Center for Diversity and Inclusion to understand and address disparities in disciplines; working with the Hartman House on community engagement projects and principles. In short: finding those moments when coursework becomes campus work; when the learning in your classrooms can be applied to situations on campus, in a symbiotic relationship. Dave Berque and the Centers Council are your contacts for this work. Later, or rather, in an on-going manner, there will be opportunities to think about the curriculum and pedagogy of each department: looking at everything from demographics to persistence, from transferable skills to impact, conceiving of our majors not just in terms of titles but in terms of profound skills, so that students don't focus on *the* job that an anthropology major can get them, but rather the skills and experiences that the anthropology major opened up for them for *any* job. The November 30 open meeting about the Centers and the co-curricular trajectory as it is coming together will be the next step in departmental engagement with the Commitment.

What is the role of individual faculty members? The current conversation for individual faculty members is about advising: students will now be advised to the curriculum and the emerging co-curriculum both. Jacob Hale, chair of the Advising Committee, led an open meeting on October 26 about the principles and models of advising that would work best for students as advising now encompasses both the curriculum and the co-curriculum. If the #1 principle of the Commitment is to walk with our students throughout their education – something that liberal arts colleges can do like no other institution – what are your ambitions for advising? As the Advising Committee comes forward with models for consideration and refines our approach to advising, what do you think will serve our students best? Beyond advising, there is an opportunity for all of

us to recommit to general education and to the liberal arts in our own practice as teachers and scholars – another area of education where liberal arts college lead: the broadly educated critical thinker, who is agile and resilient because the ability to think across boundaries has been honed in class after class.

What is the timeline of the Commitment? We are scheduled for a mid-January public release, which will present the five parts of the Commitment, highlighting curriculum and co-curriculum, advising and Centers.

Question from Faculty Member - What incentive is there for the centers to work with the departments? What procedures are there for funding?

Answer – We are asking the centers to draft what the offerings may look like. We want them to provide what opportunities may fit into the puzzle. This is a project orientated approach. We don't want to over determine.

VPAA – Replying to the incentives part. I think there is a big institutionalized incentive. Part of that is being a part of a learning environment. A drive to connect the conversation that we end up re-inventing.

Question from Faculty Member – With the issue of curriculum and co-curriculum. I keep increasingly finding myself competing with the students and their time. They are so busy with so many things that it is always a competition. Is this a double standard that we put these students into co-curricular activities and its competing with what is going on in the class room? I think it aggravates the problem. How do we make this a relationship between curriculum and co-curriculum? We have successful models. Also, are we looking at a voluntary model or is it required for faculty. I can tell you how much work this takes. How much presences this takes. I can tell you how this will play out. There is too much voluntary opt in and opt out. This is our challenge. I suspect if we don't rise then it will be a charge for the administration. I am also thinking about the centers. They offer great benefits that they bring to the campus. I am wondering what they lack. What centers would we have and what would they offer.

VPAA – We want to assess this. We want to figure it out. You know who gets this right now is the honors program. They have speakers. They have alumni. They are networked and they have benefited. I feel strongly that we have to make that available to the 75 percent. That is the part that I feel most strongly on.

President Mark McCoy: I appreciate the conversation going on. We are looking at ways to move forward. Now how do we get there? How do we get these 8 centers? What will be 8 centers that we pick? What we do is why we are so successful at DePauw.

VPAA - Last point about centers, I hope we can guide our donors with this model. That they can come to us with these fantastic gifts. What is it that unites them?

Statement from Faculty Member – I do not believe we will be less busy, and I do not believe you should tell us that. Some of us will opt in, but I think it's crazy to think that it won't be more work for a lot of us.

**5. Verification of quorum**

The quorum was met at 4:15

**6. Consent Agenda**

- A. Approve Minutes from the October 2, 2017 Faculty Meeting**
- B. Approval of the following new courses (recommended by Course and Calendar Oversight)**

**UNIV 391, Topics: Important Books, 0.25 credit**

In this seven-week seminar, students (up to fifteen) will discuss each week a different historically influential text, some ancient, some recent, about what human beings value and have valued. There will be two co-instructors present, changing each week, to supervise student discussion, but not to teach. Texts will include works such as The Book of Job, Aristophanes' Birds, selections from the Confucian philosopher Mengzi, Virginia Woolf's Orlando, Voltaire's Candide, Freud's Civilization and Its Discontents, The History of Mary Prince, and Hamid's Exit West. There will be no written work, so student grades will entirely depend on their participation in discussion. Students who miss a class will write a paper as make-up work. For more information about the course, contact Keith Nightenhelser, [k\\_night@depauw.edu](mailto:k_night@depauw.edu).

**WGSS 380, Chicana Feminisms, 1 credit, PPD**

This class addresses Mexican-American women's political mobilizations and social theories from the colonial era to the present. While the course centers on the philosophies, art, and literature of Mexican-American women and self-identified Chicanas, students are encouraged to develop comparative perspectives on the intersections of Chicana feminisms with the decolonial work of women across Latin America and the Caribbean, and to make connections between Chicana feminisms and other streams of feminism across the U.S.

**C. Approval of International Experience designation (recommended by Course and Calendar Oversight)**

**GER 412A, Deutschland im Film**

DePauw Summer in Italy

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

**PHIL 209B, Reasoning Under Oppression**

**MUS 390A, Exoticism in Western Music**

The consent agenda was approved.

**Reports from Core Committees**

**4. Faculty Priorities and Governance (David Worthington)**

No Discussion

**5. Curricular Policy and Planning (Scott Spiegelberg)**

**A. Motion to be voted on at the November 6, 2017 faculty meeting:** "The faculty approve the museum studies minor." Details of the minor are found in Appendix A.

Discussion on this motion:

- Art should be added to the front of museum.
- Once you call this the museum studies minor it will be framed into one curriculum.
- It is an art museum not history.
- Many of our students go on to do graduate work and just having the museum studies minor on their resume will do good for them and will not group them inclusively into an art museum.
- Just an observation, but I would like to see this be more interdisciplinary. If you change the name of it then it makes it less possible. This draws a lot of different people.
- This is not a disciplinary purposed.
- Education Studies majors could minor in the museum studies minor without the art.
- Is it possible to take it back to the committee and write a broader course description?

A motion was made and seconded to add the word “art” in front of “museum.” Discussion continued on this amendment.

A motion was made to refer the motion back to committee. The motion was seconded. The faculty voted to not refer the matter back to the committee.

The faculty then voted on the amendment to add “art” to the title of the program. The amendment failed.

The faculty voted on original motion. The motion was approved by the faculty.

**6. Faculty Personnel Policy and Review (Clarissa Peterson)**

No Discussion

**7. Faculty Development (Angela Flury)**

Dean of the Faculty Tamara Beauboeuf shared some announcements:

This year there are **two** teaching awards through the United Methodist Division of Higher Education. The first is the Exemplary Teacher Award, a program in which we have participated since 1992. Nominees should "exemplify excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, and the community."

Additionally, there is a [Cutting-Edge Curriculum Award](#), for any course that provides "incoming freshmen with a meaningful academic experience to shape their college career and ... valuable training on how to succeed as a college student." The United Methodist General Board will review application materials for this award and select ten faculty from across member institutions for recognition and a monetary award.

We are seeking [nominations for the Exemplary Teacher Award](#) by February 1, 2018, as well as [expressions of interest for the Cutting-Edge Curriculum Award](#) by December 31, 2018.

Let me close with inviting you to join me in recognizing our colleagues for the following FDC awards:

**2018-21 Faculty Fellowships**

Danielle Kane, Associate Professor of Sociology  
Scholarly project: “Coming of Age in Southwest China”

Michael L. Sinowitz, Professor of English  
Scholarly project: “Finding Meaning in Wine”

Carrie F. Klaus, Professor of Modern Languages French  
Scholarly project: “Gender, Voice, and Authority in the Mazarinades”

Frederick M. Soster, Professor of Geosciences, Chair of the Geosciences Department, and University Marshal  
Scholarly project: “Sediment Sources and Transport Distances in the Big Walnut Creek Watershed, Putnam County, Indiana”

Pascal J. E. Lafontant, Associate Professor of Biology  
Scholarly project: “Why Would a Fish Need a Hat? Development and Maturation of a Newly Discovered Cement Gland in the Giant Danio (Devario malabaricus)”

Steve Bogaerts, Associate Professor of Computer Science  
Combination Teaching/Curricular Development and Scholarly project: "Exploration of Revisions of Introductory Computer Science Courses"

Cynthia O'Dell, A. Reid Winsey Professor of Art and Art History  
Creative project: "Documentary Photography: A Creative Guidebook"

The **Fisher Fellowship recipient** for 2018-19 is Ayden Adler, for her project, "Classical Music for People Who Hate Classical Music: Serge Koussevitsky, Arthur Fiedler, and the Boston Symphony Orchestra."

## **8. Student Academic Life (Rich Martoglio)**

### **Written Announcements:**

The SAL Committee is discussing their role regarding a student survey as part of a possible administrator review process.

DePauw Student Government (DSG) is considering legislation regarding a standardized class attendance policy for students. Students do not want to be penalized for missing class and are attending class while ill. Waiting times for Student Health appointments are often long.

Discussions continue related to the continuing alcohol problem on campus. The committee discussed ways to help raise student awareness of the Indiana Lifeline Law and faculty awareness regarding upcoming weekends when more parties/events are likely to take place on campus (Halloween, Monon Bell). The committee also discussed alcohol policies and regulation at Greek houses.

Prof. Debby Geis was disturbed by this announcement on standardized class attendance policy. DO the student have the jurisdiction on this matter? She was assured that class attendance policies are not under the control of the students.

## **Reports from other Committees**

### **9. 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 B.

A call for a quorum. The voting faculty present were counted and there was not a quorum to vote on this motion.

## **Additional Business**

### **13. Unfinished Business**

### **14. New Business**

### **16. Announcements**

**A.** Kevin Kinney has been elected to serve on the Faculty Development Committee

**B.** Additional tenured faculty are needed to serve on the Grievance Committee.

### **17. Adjournment**

**Meeting adjourned at 5:17 pm.**

## Appendices

### **Appendix A: Museum Studies Minor proposal**

#### **Museum Studies Minor proposal, Spring 2017**

The Department of Art and Art History proposes a minor in museum studies, to be administered by faculty of the Art History program in consultation with the Director/Curator of Galleries and Collections.

The purpose of this minor is to offer a comprehensive set of courses that will prepare liberal arts students to work in entry level positions in art museums and other cultural institutions, or to enter graduate programs aimed at preparing them for careers in museum and cultural management. As more and more of our majors go on to pursue careers in museums, galleries, auction houses, and other cultural management fields, we wish to offer a course of study that will help guide and prepare them for professions closely allied with the majors we offer.

The minor will consist of a foundations course, one half-credit practicum course, a capstone course for seniors (also .5 credit), a requirement for three art history courses, and one cognate course. The foundations course will be taught by art history faculty in rotation, and will introduce students to the historical origins and civic mission of museums and to the ethical, intellectual, and practical considerations that museum professionals face in their work. The capstone course will involve working closely with the DePauw Art Galleries staff to produce a professional exhibition drawn from the permanent art collection along with a small publication. The requirement for the half-credit practicum course can be met in a variety of ways, including courses offered by the gallery staff, and off-campus practica.

It is to be desired that the next full-time member to join the art history faculty will have expertise in museum studies in addition to his or her primary field, will sometimes teach the introductory course, and will add courses to the list of possible classes that fulfill the requirement of three art history courses. *However, the minor will not require additional staffing in and of itself.* The foundations course will be a 100-level course open to all students, and will be taught once a year. We anticipate having this course approved as a PPD course. The practicum will not be a standalone course, but will be met through Extended Studies, internships arranged in consultation with the minor advisor, Prindle reading groups, or independent study courses. The capstone course will be offered in the spring semester each year. All courses can be taught entirely with existing faculty, and the minor proposal has been vetted and endorsed by the VPAA.

Required courses :

Foundations course

.5 credit practicum

.5 credit capstone course

one 100-level

art history course

two of the following:

ARTH 226 Contemporary Art and Theory

ARTH 231 Prints & Print Culture of Early Modern & Modern Japan

ARTH 232 Warrior Art of Japan and the Ryukyus

ARTH 233 Monumental Art of Japan

ARTH 234 East West Encounters

ARTH 331 Kyoto

ARTH 332 Representation in Japanese Visual Culture

ARTH 333 Supernatural in Japanese Art

ARTH 334 Women and East Asian Art

ARTH 350 Van Gogh, Gauguin, Post Impressionism

ARTH 360 Picasso and Matisse

and one cognate course from a department outside of Art and Art History selected in consultation with the student's minor advisor.

#### **Appendix B. 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.