

**DePauw University Faculty Meeting Agenda
November 2nd, 2009**

1. Call to Order - 4pm Union Building Ballroom

2. Verification of Quorum

3. Approval of Minutes from the October 2009 Faculty Meeting

4. Moment of Silence to Honor Karin Ahlm

Karin L. Ahlm, Professor of Psychology, served DePauw from 1990 – 2009. Karin passed away on September 27th, 2009. A full tribute to Karin may be found in an appendix to this agenda.

5. Faculty Governance Steering Committee – FGSC (Dave Berque)

A. Addressing “Additional Recommendations” from the SWG report.

6. Report from the President (Brian Casey)

Reports from Coordinating Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

7. Management of Academic Operations – MAO (Harry Brown)

A. In introducing this motion to change DePauw’s system of distribution requirements, MAO acts in response to the charge given to faculty governance in September “to conduct research and develop models” based on the work of the Summer Working Group. We have been guided by the vote of confidence in the vision of the Summer Working Group; the September straw polls; the discussion among faculty members and students at the series of open meetings held in October; current practice among peer institutions; and information gathered by the Office of Institutional Research, the Registrar, and other members of the Academic Council.

We believe that our proposed system offers students opportunities to explore the curriculum while still providing a structured foundation for a liberal arts education within the first two years of college. We believe that creating a more flexible system of distribution requirements will foster in our students curiosity, individual motivation, and a more acute sense of purpose in choosing their courses. We also believe that these changes will foster in our faculty a more thoughtful and deliberate approach to academic advising, which becomes more crucial in any system that gives students more autonomy over their education.

We believe that the majority of faculty members share these goals and that in making this motion we act on your behalf. At the same time, we respect earnest and thoughtful disagreement, and we remain open to discussing particular elements of this motion.

With the sense of excitement that comes with taking our first major step in a series of curriculum reforms that will enrich the intellectual life of our university, MAO gives notice of its intent to make the following motion at the December faculty meeting. Explanatory notes follow the motion.

Motion (to be voted on in December) to make the following changes to the Catalog, with additions underlined:

Section II: Graduation Requirements / Distribution Requirements for the Bachelor of Arts Degree

Fall 2010

These requirements are effective starting with the Fall 2010 entering class. Students who entered DePauw between Fall 2006 and Spring 2010 may complete these requirements or the requirements effective in Fall 2005.

Liberal education connects disciplines and approaches, integrates learning, considers the ethical values and problems inherent in the acquisition and interpretation of knowledge, and develops skills to communicate clearly the results of their investigations. With these purposes in mind, students explore different modes of inquiry, content areas, and languages early in their college career, becoming aware of their intellectual opportunities and better informed to choose meaningful paths for their lives.

To build a foundation for a liberal arts education at DePauw University, students complete two course credits in each of three distinct areas of study and attain second-semester ability in a language other than English. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department or program to ensure that students explore a broad spectrum of the liberal arts and are introduced to the ways these areas study and describe the world.

Arts and Humanities (ArtsHum)

Two course credits in the arts and humanities. These courses explore fundamental questions of experience, belief, and expression. Through critical observation, textual analysis, and creative engagement, they consider the realms recalled or imagined in literature, philosophy, and the arts.

Science and Mathematics (SciMath)

Two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.

Social Science (SocSci)

Two course credits in the social sciences. These courses explore cultural, economic, political, and social questions. Through observational, comparative, and analytic methods, they seek to understand human identities and interactions at the personal, local, and global levels.

Language Requirement

Students attain second-semester ability in a language other than English. In these courses students practice effective and appreciative communication within another language and across cultures. Students also may satisfy this requirement through a proficiency/ placement examination or participation in an off-campus study program in a non-English-speaking country and enrolling in a minimum of two courses, including a language course and a course related to the program's location. Students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar.

Working closely with their academic advisors, students should plan to complete these requirements within the first two years.

Courses that meet the distribution requirements are listed both in Section III and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

Policies for Distribution Requirements—Fall 2010

- Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be in a different academic department, program, or school.
- No course may satisfy more than one distribution requirement.
- Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
- Course credit used to fulfill the distribution requirements in Arts and Humanities, Science and Mathematics, and Social Science must be earned through courses offered at DePauw. Advanced placement and transfer credit does not apply to completing distribution requirements.
- Individual departments, programs, and the School of Music, with the guidance and approval of the Committee on the Management of Academic Operations (MAO), determine which of their courses meet distribution requirements.

Fall 2005

These requirements became effective with the Fall 2005 entering class. Current students should refer to the catalog for the year in which they entered.

Students accomplish broad-based study by taking courses distributed over the following six areas:

- natural science and mathematics
- social and behavioral sciences
- literature and the arts
- historical and philosophical understanding
- foreign language
- self-expression through performance and participation

Courses that meet the distribution requirements are listed in the Schedule of Classes each semester and after the course title and credit in the catalog. These courses introduce students to sound ways of reasoning as well as specific fields of inquiry and often usefully guide students in their choice of a major.

Courses which meet group distribution requirements list the group number following the course title in Section III.

Group 1. Natural Sciences and Mathematics: two courses, one of which must be a laboratory science course. These courses shall consider ways in which humans attain knowledge of the natural world.

Group 2. Social and Behavioral Sciences: two courses. These courses consider ways in which we attain knowledge of the human world and the problems of ethical values that arise in or because of such knowledge.

Group 3. Literature and the Arts: two courses, one of which must be a literature course or an interdisciplinary course with a literary component. These courses consider the ways in which

artists interpret the world and the problems of ethical values that arise in or because of such interpretations.

Group 4. Historical and Philosophical Understanding: two courses. These courses attend to the historical or philosophical study of classical writings from periods or movements. They also consider ways in which historical or philosophical understanding is attained and the problems of ethical values that arise in or because of such understanding.

Group 5. Foreign Language: one course at the second-semester proficiency level or participation in an overseas program in a non-English speaking country and enrolling in a minimum of two courses of different disciplines related to the location of the program. Students whose first language is not English may be certified as meeting Group 5 through the Office of the Registrar.

Group 6. Self-Expression: one and one-half courses or the equivalent. All methods of fulfilling the Group 6 requirement must include actual participation as a major part of the course or activity. Students must complete at least one-half course in physical education (PE) activities courses. Only 1.00 course credit of PE is applicable toward the bachelor's degree and Group 6. In addition to studio art, PE activity classes and some courses in the departments of Communication and Theatre and English, Group 6 may be partially fulfilled in the following ways:

Music: Participatory courses in music include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-179), and ensembles (MUS 271-289).

Co-curricular participation: The equivalent of one-fourth course may be earned in any semester through non-credit participation in DePauw Theatre, forensic team, Eye on the World, Midwestern Review, Mirage, The Cauldron, The DePauw, student TV or WGRE-FM faculty-directed activities. Editors of The DePauw earn the equivalent of one-half activity credit per semester. No academic credit is awarded toward the 31 courses required for graduation.

Varsity Athletic Participation: The equivalent of one-fourth course PE credit may be earned in any semester through participation in a season of a varsity sport. No academic credit is awarded toward the 31 courses required for graduation. (This policy was passed by a vote of the faculty on Feb. 4, 2008, and goes into effect in Fall 2008.)

Additional Policies for Distribution Requirements—Fall 2005

No course may satisfy more than one distribution requirement, and no more than two courses from any department may be used to fulfill the requirements of Groups 1 through 4. With the exception of physical education activity courses, courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis. Students may satisfy graduation requirements by satisfactory performance in proficiency examinations. Credit earned for AP courses generally does not fulfill distribution requirements, but there are some exceptions. Check the current AP credit policy at <http://www.depauw.edu/admin/registrar/ap.asp>.

A student may receive up to two course credits toward the distribution requirements by participation in a DePauw-approved Off-Campus Program. No more than one course may be counted in any group. Approval of these courses is granted by the Registrar.

Explanatory Notes

Terms and definitions: In our definitional statements, we mean to allow for flexibility in defining these three disciplinary divisions, while still providing students with useful information about the content and preferred modes of inquiry of the courses. We recognize that the selection of proper terms is one of the most important and contentious tasks related to this proposal, and we welcome further discussion.

Time to completion: We agree with the general notion that students' first two years of college should be devoted largely to the intellectual exploration that will provide a foundation for more focused study in the second two years. We recognize, however, that imposing an inflexible deadline for completing this period of exploration risks undermining the exploration itself, especially for students with an unusually high number of required courses in the first two years, such as School of Music students, students enrolled in ENG 120 and UNIV 101, international students enrolled in ENG 110 or ENG 115, and pre-med students. We therefore say that "students should plan to complete these requirements within the first two years," rather than "students must" complete them, to allow for these exceptions without inviting bureaucratic shock. This "soft two years" deadline relies on academic advisors to encourage students to complete the requirements on time, as well as the Registrar and Petitions Committee to monitor students' progress and provide official impetus when necessary, as they do now.

Course designation: We think individual departments and programs should designate which of their courses will count for distribution credit. MAO will provide guidance and approval, as it does now for new course and course change proposals. We see this designation process as an opportunity for each department to reflect on the nature of its discipline and its relation to our students. While some departments may choose to offer 300-level courses without prerequisites for distribution credit, we anticipate that most of courses counting toward the distribution will be 100/200-level courses. If these changes are adopted, each department and program would submit to MAO a list of their courses with current group designations as well as their designations in the new system.

Multidisciplinary departments and interdisciplinary programs: We recognize that several departments and interdisciplinary programs will offer courses in more than one of these three areas. In these cases, we reiterate that each of these departments and programs may designate their courses appropriately based on the content and methodology, subject to the guidance and approval of MAO.

First-Year Seminar: Our information suggests that students would not have to count first-year seminars toward distribution requirements to allow for a sufficient range of choices within the first two years. Students will have a reasonable range of choices among other courses, especially if the proposed sophomore seminars and some 300-level courses count. Although some current first-year seminars count for group credit, we think that designating all first-year seminars in one of these disciplinary areas would contradict their largely interdisciplinary nature and force us to reconsider how we design and teach them. We hesitate to alter a program that has been very successful and enjoys wide approval and support among faculty and students. We also welcome further discussion of this issue with the First-Year Seminar Committee.

Sophomore Seminar: Because the proposed sophomore seminars will likely be more disciplinary in their focus, we anticipate that they will count for distribution credit. Given that the future of the sophomore seminar remains undecided, however, we hesitate to assign it any decisive role in this proposed system.

Advanced placement and transfer credit: Because these distribution requirements represent the core of a DePauw education, we believe that they should be completed at DePauw. In the proposed system, students could not complete these requirements through AP testing or transferring credit from another institution. Given that the proposed system has fewer overall requirements than the current system, and

that the completion deadline is somewhat flexible, we do not anticipate that this policy will put a strain on students or discourage prospective students from coming here. Ultimately, the aim of these requirements is to provide a foundation in the liberal arts, not to attract students whose primary interest is being exempt from as many of our courses as possible.

Relation between current and proposed systems: In our deliberations, we sometimes mapped courses currently offered for group credit to courses prospectively offered for distribution credit in the proposed system. While we drew general correlations, for example, between Group 2 and Social Science, and Group 4 and Arts and Humanities, we do not anticipate that all courses currently offered in a current group will automatically translate to one of the proposed areas. Moreover, when we projected the number of our current courses that would match one of the proposed areas, we did so only to consider the practicability of the proposed system, making sure that we would not have to create new courses to satisfy the demand created by the new requirements. We do not consider the configuration of our current course offerings as a rationale for the proposed system, only as evidence that the proposed system would be compatible with courses we currently offer.

Disciplinary equality: One of the most compelling objections to our proposed system claims that it devalues the humanities by disproportionately eliminating humanities requirements from the current system. First, we think that any argument focusing on what is added or subtracted from the current system is a limited one. Any proposed system should be assessed on its own merits. Certainly, the humanities have merit. We believe that the liberal arts institution is a unique haven for the humanities in an age when these disciplines are frequently forced to justify their value. We draw from a long-established tradition, as well as current practice at peer institutions, dividing the tree of knowledge into the three branches we propose here, while acknowledging the wide diversity of disciplines within each of these areas. What distinguishes the liberal arts institution from the more utilitarian institute is that all types of thinkers stand here on equal footing. We believe that our proposed system expresses this essential message of intellectual equality.

B. Motion (to be voted on) that the faculty approve the following new course:

REL 357: Modern Hinduism 1 credit Group 4

In this course students examine the rise of Hindu modernity from the colonial period to the present day. The main objective is to encourage an understanding of the embedded nature of modern Hinduism within the historical matrices of culture, society, politics, and economics in South Asia. Through the close reading of primary and secondary texts dealing with the transformation of religion in modern South Asia students learn how to apply the critical hermeneutical techniques specific to the discipline of the history of religions while at the same time investigating the challenges which Hindus have faced and negotiated in the modern period.

Written Announcements –

A. MAO anticipates a lively discussion of the distribution requirements proposal leading to the vote in December. We especially encourage discussion in department and program meetings. Please direct all response to Harry Brown or another member of MAO.

B. The following course has been given one time approval as a Group 3 Literature course.

COMM 402: Theater of the African Atlantic 1 credit Group 3 literature

8. Committee on Academic Policy and Planning – CAPP (Pam Proppom)

A. CAPP’s report consists of an offer to answer questions.

Written Announcements –

A. CAPP has appointed the following individuals to serve on the Senior Capstone Experience Subcommittee.

- Division 1: Steve Timm
- Division 2: Bob Hershberger
- Division 3: Jim Mills
- Division 4: Barbara Whitehead
- Interdisciplinary Programs: Meryl Altman
- Programs of Distinction: Kevin Moore
- CAPP: Kevin Kinney

B. CAPP is providing discussion questions for departments and programs to consider regarding the SWG’s three-seminar sequence proposal. This will be followed up by a brief survey to be completed by department chairs and program directors providing CAPP with departmental/program feedback.

9. Student Life and Academic Atmosphere Committee – SLAAC (Tiffany Hebb)

A. SLAAC's report consists of an offer to answer questions.

Written Announcements -

A. SLAAC has been working on our charge to study “how we live” at DePauw. So far, we have had meetings with President Casey and Ayers Saint Gross, the firm hired to write the campus master plan. We have toured campus residence facilities, so that we have better pictures of the spaces in our minds as we carry on our discussions. We are discussing student survey and demographic information that we received from Student Services. We have also initiated conversations with other groups doing related work. Soon, we will be contacting students, faculty, and staff for input on the issues. Be watching for e-mails in the coming weeks.

10. Committee on Faculty – COF (Mike Sinowitz)

A. COF’s report consists of an offer to answer questions.

Reports from Other Committees

Committee rosters are available at: www.depauw.edu/acad/facgov/Committee.asp

11. Faculty Development Committee – FDC (Lili Wright)

A. FDC’s report consists of an offer to answer questions.

12. Committee on Administration - COA (Rick Provine)

A. COA's report consists of an offer to answer questions.

Written Announcements -

A. COA continues to work with the University Resource Priorities Task Force through January. In the spring, COA will focus primarily on the issues related to faculty workload and review of the University health insurance package.

13. Academic Technology Advisory Committee – ATAC (Brooke Cox)

A. ATAC's report consists of an offer to answer questions.

Written Announcements –

A. Information Services is in the process of revising the campus password policies to make the network, and access to it, more secure. This change in policy will require all students, faculty and staff to create strong passwords (i.e. need to meet some basic criteria in length and combination of characters) and more frequently change passwords. There will be a two step implementation of the new policy (1. e-Services login; 2. network login), during the spring semester. ATAC is offering recommendations to information services on how frequently and when passwords should be changed and is providing guidance in defining the rules for strong passwords. Feel free to contact, Brooke Cox, ATAC Chair, or Carol Smith, CIO, with questions or concerns about these changes.

Additional Business

14. Remarks from VPAA (David Harvey)

See Appendix B for supporting documents

15. Old Business

16. New Business

17. Announcements

No announcements were submitted.

18. Adjournment

Appendices

Appendix A. Remembering Karin L. Ahlm, Kenneth S. Wagoner Professor of Psychology October 1, 1946 - September 27, 2009 Submitted by Melanie K. Finney, Professor of Communication and Theatre

We have read many tributes to former faculty colleagues who have died, usually several years after they have retired and left the university. But it's rare when we lose a current faculty member, one who has been a vital part of our community for such a long time, one whose office is still occupied with books and belongings, whose presence is missed at various committee meetings. When one of our colleagues dies while still on the faculty, we feel a very real void because we were denied the opportunity to say goodbye or to express our feelings. But we do have our memories, and in the case of Karin Ahlm, we also have tangible evidence of her lasting effects on us and this university.

Karin was born in New York, but grew up in California, and always felt California was her home. She earned her B.A. and M.A. in Psychology in 1972 and 1974 respectively, from California State University-Long Beach. She earned her Ph.D. in Social Psychology in 1984 from Indiana University and completed a public health service postdoctoral traineeship in Social Psychology at Stanford University from 1985-1987. Before joining the DePauw faculty in 1990, Karin taught at Indiana, Valparaiso and Stanford Universities.

Over the years, Karin taught a variety of courses in the Psychology Department, including Psychology of Personality, Statistics, Psychology of Gender, and Stereotypes and Prejudice. She also developed a successful Winter Term course on Madness in Film and Literature that she especially enjoyed teaching.

Karin was an accomplished teacher. She was awarded a Mortar Board Certificate of Recognition for Excellence in Teaching in 1993, and received the Joan Westman Battey Teaching Award in 2001-02. While these recognitions are important signifiers of her abilities, comments from some of her students perhaps reveal in more detail what kind of teacher she was. Jeff Muse, class of 1991, writes that "Karin was the right professor at the right time, the one who said, 'Be yourself,' and then showed me the way with her own quirky interests, quiet insecurities, and know-thyself confidence. It was exactly what I needed to hear and to observe day to day. Our discussions were more important than any grade she could have given. Her smile did wonders."

Karin cared about her students, not just as students, but also as individuals. Tiffany Schiffner, a 2002 graduate who is currently enrolled in a Ph.D. program states, "Karin was the type of person who cared about the welfare of her students, who cared about her students' capacity to grow and learn, who simply just cared. Her compassion is incredibly meaningful to me, and without a doubt, provided me with hope and encouragement to pursue my doctorate degree."

Another student, Becca Gaines (2007), wrote after Karin's death, "Your enthusiasm for what we discussed in class touched me. It was easy for many of us to see that this was your passion... I am now in my final year of graduate school for Mental Health Counseling. The subject has continued to amaze me and keep me thinking. Thank you for introducing me to my passion. I know my thank you is long overdue, but the time and dedication you showed me as your student will be something I hope to pass on to others like you did to me."

In addition to being an encouraging and supportive mentor and teacher, Karin cared about DePauw and worked tirelessly to make this a better university. She served several years on CAPP, COF (where she served two consecutive years as chair), and RAS, which she also chaired repeatedly. In the late 1990s, she was the Assessment Coordinator for the University. She, with other colleagues, spent countless hours modifying the Personnel section of the Academic Handbook. Karin was a fierce advocate for the rights of faculty, and was never shy about speaking out if she felt someone was being treated unfairly. Karin was also an avid supporter

of the “S” program and served as faculty development coordinator of that program for several years.

Karin was especially skillful in the area of classroom assessment. As former Vice President of Academic Affairs Neal Abraham notes, “My most important memory of her contributions to DePauw is of the praise I heard from so many faculty members about her workshops on in-class assessment. She was accomplished in a wide range of assessment matters, so much so that she was certified to serve as a member of accreditation review teams for The Higher Learning Commission (North Central Association) and she gave of her time to serve other institutions as a visitor and/or consultant. But it was her expertise in in-class assessment strategies and her justifications for doing them regularly, as well as her ability to clearly describe both strategies and benefits, which served so many of our faculty colleagues so well.” He closes by stating, “I can think of no better and no more fitting legacy than that we all continue to carefully reflect on our teaching and draw on our discussions with Karin to select appropriate in-course assessments of student learning to guide the adjustments to our teaching.”

Most people who knew Karin or worked with her on committees knew, firsthand, her acerbic wit. She had the uncanny ability to cut through hyperbole or overstatement and move directly to the heart of a matter with frankness and clarity. But it was her quick wit and self-deprecating, yet sometimes wicked, humor that could disarm even her most vocal opponents.

Karin was an avid reader and active participant in various book clubs. She loved ethnic food, classical music, Jane Austen, independent films, a glass of wine with friends, and her cats. She hated to fly, preferred lattes over tea, and was a loyal and devoted friend, daughter, and sister. As Professor Dan Shannon recalls, Karin “always wanted to see the best in people, and she always acted as if the best was the ‘typical quality’ that they possessed. With her passing, we not only lose a good teacher and colleague but a very good person. I think that is what we should remember most about her.” Former student Tiffany Schiffner echoes these sentiments. “I have often thought about Karin, most often when teaching my own classes, and now more than ever, I plan to continue to honor her – and the best way to do so is to follow her lead... to be fair and open to help all my students; advocate for them, notice the ones that show potential and not give up on them – to extend encouragement, support, and empower them to find their possibilities for success. In doing so, Karin’s spirit will continue to live on.”

DePauw University collectively, and we, her colleagues individually, are better for Karin having been a part of us.

Appendix B. Written materials to support the report of the VPAA

FACULTY DEMOGRAPHIC INFORMATION: CHANGES IN SIZE OF FULL-TIME FACULTY

This table provides the total headcounts of tenured, tenure-track, and term faculty members for the past 10 years; part-time faculty members are not included. The total headcount includes all full-time tenured and tenure-track faculty regardless of leave status, and all full-time term faculty even if they are replacing one or more tenured or tenure-track faculty members on leave, or if they carry some administrative duties.

Academic Year	Total Full-Time Faculty Members	Tenured Faculty Members	Tenure-Track Faculty Members	Term Faculty Members
00/01	203	117	38	48
01/02	204	117	42	45
02/03	222	118	59	45
03/04	223	122	65	36
04/05	224	126	62	36
05/06	229	147	51	31
06/07	226	147	51	28
07/08	231	142	52	37
08/09	230	151	49	30
09/10	221	153	50	18

STUDENT-FACULTY RATIO

These tables show the change in our student-faculty ratio over the past six years and a comparison of our 08/09 student-faculty ratio to that of GLCA and ACM colleges and universities. The data are drawn from the Common Data Set, a standardized method for reporting information used by many institutions. The number of students is a full-time equivalent, defined as all full-time students plus 1/3 of part-time students. The number of faculty also is a full-time equivalent, defined as all full-time faculty members (except those on unpaid leave or replacing those on paid leave) plus 1/3 of part-time faculty members. The institutions in **bold** had student-faculty ratios smaller than our ratio of 9.0 for the 08/09 academic year.

Year	Students	Faculty	Student/Faculty Ratio	Institution	Students	Faculty	Student/Faculty Ratio
04/05	2370	227	10.44	DePauw	2265	251	9.0
05/06	2366	226	10.47	Albion	1848	153	12.1
06/07	2305	229	10.07	Allegheny	2096	161	13.0
07/08	2374	241	9.85	Earlham	1174	98	12.0
08/09	2265	251	9.02	Hope	3137	263	11.9
09/10	2377	242	9.82	Kalamazoo	1387	99	14.0
				Kenyon	1639	164	10.0
				Oberlin	2824	302	9.4
				Carleton	1975	221	8.9
				Colorado College	1972	205	9.6
				Cornell	1115	100	11.2
				Grinnell	1570	174	9.0
				Lawrence	1462	165	8.9
				Macalester	1872	184	10.2
				St. Olaf	3035	237	12.8
				Weighted Average			10.6

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

CLASS SIZE INFORMATION

The first table, also derived from the Common Data Set, compares the percentage of classes in different size ranges for GLCA and ACM colleges and universities in the 08/09 academic year. Entries in **bold** exceed the weighted average for these institutions. The second table compares class sizes at DePauw for the 08/09 and 09/10 academic years.

Institution	2-9	10-19	20-29	30-39	40-49	50-99	100+	2-9	2-19	2-29	30+
DePauw	17.0%	51.8%	28.9%	2.3%	0.0%	0.0%	0.0%	17.0%	68.8%	97.7%	2.3%
Albion	15.1%	50.5%	24.9%	7.0%	2.1%	0.2%	0.0%	15.1%	65.7%	90.6%	7.0%
Allegheny	16.9%	39.6%	29.7%	9.6%	2.3%	1.6%	0.2%	16.9%	56.5%	86.3%	9.6%
Earlham	17.9%	50.2%	19.8%	5.7%	3.0%	3.4%	0.0%	17.9%	68.1%	87.8%	5.7%
Hope	18.1%	36.1%	29.4%	13.3%	1.4%	1.6%	0.0%	18.1%	54.3%	83.7%	13.3%
Kalamazoo	13.2%	47.4%	24.2%	11.6%	3.2%	0.5%	0.0%	13.2%	60.5%	84.7%	11.6%
Kenyon	21.1%	45.9%	22.6%	7.1%	1.5%	1.8%	0.0%	21.1%	67.0%	89.6%	7.1%
Oberlin	25.6%	42.7%	19.0%	7.8%	1.8%	2.4%	0.7%	25.6%	68.3%	87.3%	7.8%
Carleton	21.7%	44.1%	24.6%	6.7%	2.7%	0.3%	0.0%	21.7%	65.8%	90.4%	6.7%
Colorado College	21.3%	41.6%	35.2%	1.7%	0.2%	0.0%	0.0%	21.3%	62.9%	98.1%	1.7%
Cornell	21.3%	39.4%	39.4%	0.0%	0.0%	0.0%	0.0%	21.3%	60.6%	100.0%	0.0%
Grinnell	18.8%	46.8%	31.7%	2.6%	0.0%	0.0%	0.0%	18.8%	65.6%	97.4%	2.6%
Lawrence	29.7%	43.0%	14.6%	6.6%	4.1%	1.6%	0.3%	29.7%	72.8%	87.3%	6.6%
Macalester	19.5%	49.4%	24.3%	4.9%	1.0%	1.0%	0.0%	19.5%	68.9%	93.2%	4.9%
St. Olaf	7.5%	53.1%	24.7%	8.7%	2.4%	3.4%	0.3%	7.5%	60.5%	85.2%	8.7%
Weighted Average	18.8%	45.3%	26.1%	6.7%	1.6%	1.3%	0.1%	18.8%	64.1%	90.2%	6.7%

	2-9	10-19	20-29	30-39	40-49	50-99	100+
DePauw 08/09	17.0%	51.8%	28.9%	2.3%	0.0%	0.0%	0.0%
DePauw 09/10	11.8%	48.7%	32.3%	6.8%	0.4%	0.0%	0.0%
Change	-5.2%	-3.1%	3.4%	4.5%	0.4%	0.0%	0.0%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR AT DEPAUW

These two tables provide information about changes in the absolute headcount and percentages of full-time faculty members of color at DePauw over the past 11 years.

Year	Total Tenured	Tenured Faculty of Color	Total Tenure-Track	Tenure-Track Faculty of Color	Total Term	Term Faculty of Color	Total Faculty	Total Faculty of Color
99/00	113	9	34	8	41	5	188	22
00/01	117	10	38	8	48	10	203	28
01/02	117	10	42	10	45	10	204	30
02/03	118	11	59	12	45	8	222	31
03/04	122	14	65	13	36	7	223	34
04/05	126	15	62	11	36	6	224	32
05/06	147	20	51	7	31	5	229	32
06/07	147	17	51	8	28	10	226	35
07/08	142	15	52	12	37	12	231	39
08/09	151	18	49	16	30	13	230	47
09/10	153	18	50	20	18	6	221	44

Year	Tenured Faculty of Color	Tenure-Track Faculty of Color	Term Faculty of Color	Total Faculty of Color
99/00	8.0%	23.5%	12.2%	11.7%
00/01	8.5%	21.1%	20.8%	13.8%
01/02	8.5%	23.8%	22.2%	14.7%
02/03	9.3%	20.3%	17.8%	14.0%
03/04	11.5%	20.0%	19.4%	15.2%
04/05	11.9%	17.7%	16.7%	14.3%
05/06	13.6%	13.7%	16.1%	14.0%
06/07	11.6%	15.7%	35.7%	15.5%
07/08	10.6%	23.1%	32.4%	16.9%
08/09	11.9%	32.7%	43.3%	20.4%
09/10	11.8%	40.0%	33.3%	19.9%

Comparisons of percentage of full-time faculty of color at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. Entries in **bold** show percentages that exceed DePauw's value.

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	10.8%			10.8%	19.6%				
03/04	13.4%		9.0%	11.0%	18.8%				15.4%
04/05	13.1%	8.4%	8.9%	12.3%	20.9%			17.2%	15.2%
05/06	13.7%	8.6%	8.1%		22.6%		15.0%	7.9%	14.6%
06/07	15.2%	8.4%	10.9%		20.8%	9.6%	15.8%	9.8%	10.6%
07/08	14.8%	11.1%	11.7%		22.7%	11.9%	16.0%	9.9%	14.5%
08/09	19.8%	11.1%	13.3%		20.2%	13.0%	18.3%	13.2%	10.9%

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	10.8%	20.5%	13.4%				20.7%	5.7%
03/04	13.4%	20.4%	14.5%				20.8%	5.3%
04/05	13.1%	21.5%	16.4%		10.0%		19.2%	5.6%
05/06	13.7%	21.7%		6.4%	12.8%		16.6%	5.6%
06/07	15.2%	22.0%	17.7%	7.2%	14.1%	11.3%	18.2%	5.1%
07/08	14.8%	25.6%	18.1%	5.8%	17.0%	9.2%	19.7%	6.6%
08/09	19.8%	21.4%	18.9%	6.4%	17.1%	11.0%	20.1%	8.8%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.

DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS AT DEPAUW

These two tables provide information about changes in the absolute headcount and percentages of full-time women faculty at DePauw over the past 10 years.

Year	Total Tenured	Tenured Women	Total Tenure-Track	Tenure-Track Women	Total Term	Term Women	Total	Total Women
2001	117	37	38	23	48	19	203	79
2002	117	38	42	23	45	21	204	82
2003	118	38	59	29	45	20	222	87
2004	122	44	65	30	36	14	223	88
2005	126	48	62	32	36	14	224	94
2006	147	59	51	23	31	13	229	95
2007	147	61	51	21	28	13	226	95
2008	142	58	52	27	37	13	231	98
2009	151	64	49	25	30	9	230	98
2010	153	63	50	28	18	5	221	96

Year	Tenured Women	Tenure-Track Women	Term Women	Total Women
2001	31.6%	60.5%	39.6%	38.9%
2002	32.5%	54.8%	46.7%	40.2%
2003	32.2%	49.2%	44.4%	39.2%
2004	36.1%	46.2%	38.9%	39.5%
2005	38.1%	51.6%	38.9%	42.0%
2006	40.1%	45.1%	41.9%	41.5%
2007	41.5%	41.2%	46.4%	42.0%
2008	40.8%	51.9%	35.1%	42.4%
2009	42.4%	51.0%	30.0%	42.6%
2010	41.2%	56.0%	27.8%	43.4%

Comparisons of percentage of full-time women faculty at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. Entries in **bold** show percentages that exceed DePauw's value.

Year	DePauw	Albion	Allegheny	Dennison	Earlham	Hope	Kalamazoo	Kenyon	Oberlin
02/03	39.0%				41.3%				
03/04	38.8%		32.1%		40.6%			38.2%	36.4%
04/05	41.8%	35.9%	34.6%		44.0%			36.7%	37.9%
05/06	40.6%	37.4%	36.3%		45.2%		48.0%	39.1%	40.6%
06/07	40.8%	40.9%	40.1%		46.9%	41.4%	46.5%	38.6%	38.0%
07/08	39.8%	42.2%	40.7%		45.4%	43.4%	46.3%	42.1%	37.1%
08/09	41.9%	42.4%	44.7%		41.5%	44.8%	48.4%	40.8%	39.3%

Year	DePauw	Carleton	Colorado C.	Cornell	Grinnell	Lawrence	Macalester	St. Olaf
02/03	39.0%	39.0%	40.2%				46.0%	40.6%
03/04	38.8%	41.8%	41.2%				46.3%	41.7%
04/05	41.8%	44.1%	39.8%		40.0%		45.0%	42.1%
05/06	40.6%	42.4%		46.8%	46.2%		44.4%	42.6%
06/07	40.8%	43.0%	39.9%	48.8%	46.6%	34.7%	44.2%	42.6%
07/08	39.8%	44.9%	40.6%	48.2%	46.1%	34.0%	47.1%	41.1%
08/09	41.9%	44.7%	40.6%	48.9%	40.5%	39.4%	47.6%	42.3%

Comparative data shown only for those GLCA and ACM institutions who publish their Common Data Set information on the web.