**DePauw University Faculty Meeting Minutes**  
**November 7, 2011**

1. **Call to Order – 4 pm Union Building Ballroom**

Now that we have a quorum let me officially welcome you to our November meeting. The sound you heard to call us to order was a “warp and two woofs,” from the *Evergreen State*, a ferry still in active service in the Washington State Ferry system. The warp and two woofs is the traditional signal that the ferry is arriving at the terminal in on the Washington State Ferries in Puget Sound signaling it is time for activity on the dock to begin.

2. **Verification of Quorum**

Quorum reached at 4:12 pm.

3. **Approval of Minutes from the October 2011 Faculty Meeting (Bridget Gourley, chair of faculty)**

Are there any corrections to the October 2011 minutes as distributed? If not, I take them as approved by unanimous consent.

4. **Moment of Silence to Honor Larry Philpott**

Larry L. Philpott, Professor of Music, served DePauw from 1966 to 1971. Larry passed away on October 1, 2011. A full tribute to Larry may be found in Appendix A.

**Reports from Coordinating Committees**  
Committee rosters are available at: [www.depauw.edu/acad/facgov/Committee.asp](http://www.depauw.edu/acad/facgov/Committee.asp)

5. **Committee on Academic Policy and Planning – CAPP (Rich Cameron)**

A. CAPP, the Writing Program Coordinating Committee (WPCC, represented by Mike Sinowitz), and the First-year Seminar (FYS) committee encourage departments and faculty to develop plans for implementing the new writing curriculum beginning next fall, in particular developing writing intensive First-year Seminars. The motion passed by the faculty in March 2011 is included as Appendix B for reference.

Proposals for First-year Seminars for fall 2012 are due November 30, 2011.

WPCC and FYS committees are in the process of developing faculty support programs.

There were no questions for Rich Cameron or Mike Sinowitz.

**Written Announcements** –

1. At the request of the FYS committee, CAPP appointed a faculty librarian (Tiffany Hebb) to the FYS committee for AY11-12. CAPP intends to bring a motion to the faculty suggesting handbook language regarding regular library representation later in the academic year.

6. **Management of Academic Operations – MAO (Jamie Stockton)**

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

There were no questions for Jamie Stockton.
**Written Announcements** –

1. MAO continues its work of exploring possible solutions for “fine tuning” the time bank system in response to concerns raised both by the January 2011 Working Group and a Student White Paper.

2. MAO approved a change to part of the course description for CSC 296: Computer Science Topics. The sentence, ‘Does not count toward the computer science major or into the major GPA,’ has been changed to, ‘May count as an allied course in the computer science major depending on the topic. Does not count toward the major GPA.’

7. **Committee on Faculty – COF (Howard Brooks)**

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

   There were no questions for Howard Brooks.

**Written Announcements** –

COF has completed the department chair reviews and begun promotion linked with tenure case reviews.

8. **Committee on Student Life and Academic Atmosphere – SLAAC (Caroline Smith)**

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

   There were no questions for Caroline Smith

**Written Announcements** –

Last spring, as a response to Student Government concerns regarding where students should turn if encountering a problem in a class, SLAAC clarified already existing language in the Student Handbook.

New language:

**Most often if students have a concern and/or complaint about a course or teaching, they should first talk with the instructor. If they are uncomfortable doing so or feel they need further advice or assistance, they should consult with the appropriate department chair or an academic dean. Students may also consult with their academic advisor, who can help them identify appropriate resources. For matters involving a possible grievance, see the section of this handbook on grievances.**

This can be found under "Student Assessment of Teaching":


Old language:

If students have a complaint about a course or teaching, they should first see the instructor. If they are not satisfied or feel for some reason that they cannot approach the instructor, they should see the department chairperson or a staff member in the Academic Affairs Office, who will direct them to the proper person. For matters involving a possible grievance, see the section of this handbook on grievances.

**Reports from Other Committees**

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

9. **Faculty Development Committee – FDC (Brooke Cox)**
A. Announcement of the Faculty Fellowship recipients.

Teaching Projects/Curricular Development:
Meryl Altman (Professor of English and Women’s Studies) – “Women and Economics”
John Caraher (Associate Professor of Physics and Astronomy) – “Sustainability Physics”

Scholarly/Creative Projects:
Catherine Fruhan (Professor of Art) – “Three Chapters For a Book Entitled: The City of Rome: Real and Imagined”
John Caraher (Associate Professor of Physics and Astronomy) – “Screening the Sacred”
Alexander Komives (Associate Professor of Physics and Astronomy) – “A High Precision Measurement of the Antineutrino Electron Correlation in Free Neutron Decay”
Lili Wright (Associate Professor of English) – “Lobster Quadrille: Stories From an Island in Maine”

Combination of Teaching Projects/Curricular Development and Scholarly/Creative Projects:
Eugene Gloria (Associate Professor of English) – “Karate, Guns and Tanning: On Writing and Teaching the Art and Craft of Poetry”

Congratulations to the recipients.

B. Update on the progress FDC has made with regard to the VPAA charge to review FDC programs.

Throughout the fall, FDC has been engaged in a review of all faculty development programs. FDC began by identifying the key components of the current faculty development program: support for faculty projects, usually in the form of time and money, and opportunities for growth. They also drafted a working mission statement to help guide our discussions. They have discussed what we see as the strengths and weaknesses of DePauw’s current programs and begun to discuss a variety of possible modifications to our program. FDC has considered the model recommended by the January Working Group last year that proposed individual faculty accounts plus a supplemental projects fund, as well as other models that provide more flexible ways of applying for release time and supplemental funding. Before FDS brings any specific proposals to the faculty we would like to get input from you and solicit suggestions we may not yet have considered. FDC is sending out a short poll, right after the faculty meeting, and hope faculty will share your feedback.

There were no questions for Brooke Cox.

Written Announcements –
1. Initial discussions about the Teaching and Learning Center are being coordinated by Dean Kerry Pannell. If you would like to be part of these discussions or have any questions or concerns please contact her, or any member of FDC.

2. FDC would like some feedback regarding faculty experiences with the faculty development program. A brief survey will be sent to all faculty members on November 7. FDC looks forward to hearing from you.

10. Committee on Administration - COA (Marcia McKelligan)

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

There were no questions for Marcia McKelligan.

Written Announcements –
COA has no written announcements.

11. Committee on Honorary Degrees – CHD (John Schlotterbeck)

A. Report about Honorary Degree candidates.

CHD received about 20 nominations. They could not recommend every nominee for an honorary degree. CHD noted if a faculty member nominated someone who is not on the voting ballot today, please save the emails and re-nominate this person again next year. CHD appreciates all of your input.

Question from a faculty member
When will we hear the recommendations?

Answer from John Schlotterbeck
In about 15 minutes. We’re voting today. This is on today’s agenda.

Written Announcements –
CHD had no written announcements.

12. Faculty Governance Steering Committee – FGSC (Bridget Gourley)

A. Motion (to be voted on) that the faculty approve the following addition to Section VIII. Coordinating Committees of the By-laws and Standing Rules of the Faculty. Previous notice of this motion was given at the October faculty meeting. Text to be inserted is shown in bold.

E. Faculty Governance Steering Committee (FGSC)

1. Function: This committee oversees the faculty governance system and meets regularly to engage in or delegate strategic planning matters for the faculty. Additionally, this committee serves as a convenient venue for committee chairs to share information and concerns. The FGSC decides how the faculty should address issues that do not clearly fall within the purview of existing committees. The committee will assist the administration in directing its inquiries and requests for input to the appropriate faculty committee and, where necessary, in constituting representative ad-hoc committees.

2. Membership: Voting members: The chairs of the coordinating committees (COF, CAPP, MAO, SLAAC), the chairs of FDC and COA, and the Chair of the Faculty.

3. Organization and Orientation: Convener: The Chair of the Faculty serves as the convener of this committee.

Rationale – At the September 2005 Faculty meeting the faculty approved the formation of the FGSC, however, never took action to list the committee in the handbook. This resolves that omission and makes it easier for everyone to find information about the purpose and membership of the committee.

Because the FGSC is not currently a committee in our By-laws, the motion needs a second. The motion was seconded by Marcia McKelligan and is before us for discussion.

In speaking in favor of the motion Chair Gourley noted that in September 2005 the Faculty approved the constitution of the Faculty Governance Steering Committee but never took action to put the committee into
our By-laws. Since many of us may forget our conversations from seven years ago and we always have new members of our community formalizing the FGSC in the By-laws benefits all of us.

There were no questions. No one spoke in favor of or against the motion.

The motion carried.

B. Call for statements of interest to serve on a committee working with the VPAA to address issues surrounding what it means to be a faculty member at DePauw University.

As was announced at the October faculty meeting, VPAA David Harvey has requested that the FGSC name a small committee to work with him on questions surrounding what it means to be a faculty member at DePauw University that were brought to light in the January 2011 Working Group report about faculty intellectual life. After discussing the nature of the work the FGSC decided to appoint a committee and are seeking statements of interests from full-time tenured or tenure-track faculty members and faculty librarians eligible to serve on personnel committees.

While only the members of the committee, once formed, and the VPAA can determine the exact path their work will take, the FGSC anticipates that committee members will meet twice monthly and will need to make time for substantive reading and reflecting between meetings. The FGSC hopes the committee will write an overall report about their work. It is anticipated that the committee may end up recommending new policies as well as updating, changing or reaffirming a variety of existing University policies. No doubt the work of this committee will be challenging, however, we hope it will also be rewarding.

An intellectual starting point for the committee should be the January Working Group’s mission statement,

“The power and unique appeal of our College of Liberal Arts and School of Music comes from the transformative student experiences we provide in and outside the classroom, through scholarly work and service. The mission of the DePauw faculty member is to participate fully in an intellectual community, nourishing curiosity, reflection, and engagement. As a faculty, we value the many ways the faculty contribute to the education of our students and encourage individuals to continue to find effective ways to teach and learn.”

In order for the work of the committee to be effective it will be important that individuals who serve on the committee be expansive in their vision of what it means to be a faculty member at a small, residential, liberal arts college.

The FGSC will accept expressions of interest from full-time faculty colleagues in both the College of Liberal Arts (CLA) and the School of Music (SOM) until 5 pm on Wednesday November 16th. Please forward such expressions to the Chair of the Faculty, Bridget Gourley (bgourley@depauw.edu). Expressions of interest need to be accompanied by a short statement explaining the candidate's interest in serving. Having some committee members with COF and COA experience is desirable. FGSC will announce the membership of the committee on or before the December faculty meeting.

This call will be sent to all faculty members via the faculty distribution list at the conclusion of today’s meeting.

Question from a faculty member
What is the term of the committee?
**Answer from Bridget Gourley**
Probably this current academic year. Let’s see what the vice president has to say about this.

**Answer from David Harvey**
I hope that this discussion would occur during this academic year.

There were no other questions for Bridget Gourley.

**Written Announcements**
FGSC continues its work on how best to continue faculty conversations about governance updates and other changes related to the January 2011 Working Group report.

**Additional Business**

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<th>13. Remarks from the President (Brian Casey)</th>
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<td>There are two things that I wish to address in today’s remarks. First, the recent events on campus regarding student life. Second, the faculty participation in our upcoming fundraising campaign.</td>
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<td>First, the recent events on campus regarding student life. I will give an update and explain how we are moving forward from these events. These events have been referred to as “disappointing” or “disturbing.”</td>
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<td>The first event came up about 10 days ago. A member of the football team had designed and produced t-shirts and planned to sell the t-shirts for the Monon Bell football game. The message on the t-shirts was considered by many on the campus as homophobic and misogynist and deemed inappropriate. The coach of the football team, Robby Long, approached the student and confiscated the t-shirts as he thought they would be a distraction to the football team as it prepared for its final game. The t-shirts remained in the trunk of Coach Long’s car until they went to the Athletic Director’s office. Ultimately they were given to student groups for an arts project focused on diversity.</td>
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<td>The second event occurred at the Phi Psi fraternity house during Halloween weekend. An openly gay first-year student attended a party at the fraternity house and was gay-bashed. The student bravely went to student life that evening to report the incident. Photos of the event were collected. The assailant was determined to not be a DePauw student but was a guest of the house and is a student at another university. We contacted the other university and local law enforcement agents. A “no trespassing” order has been issued for this student. The members of the Phi Psi house have been remarkably cooperative throughout the investigation.</td>
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<td>Yesterday (Sunday, November 6), we had a campus-wide forum in this room. The room was packed, every seat full with standing room only. The conversation was tense at times, but very good. Faculty members were here, which was helpful. This conversation couldn’t occur only at this forum. I promised to take this conversation into the Greek units. Sigma Chi has offered to be the first house to accept this conversation.</td>
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<td>Charles Pierre and Nic Flores, the student body president and vice president, are being remarkably helpful with these conversations. I ask that you, as faculty members, be involved in these conversations and to not stay on the sidelines. If I put out a call for faculty members to be involved, please say yes. Help us make these conversations valuable to everyone.</td>
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<td>Most students and attendees at the forum last night expressed outrage at these recent events. Let’s make something good come out of this.</td>
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Regarding the faculty participation in upcoming fundraising campaign, thank you to everyone who raised ideas about what we can raise funds for. There’s a consistent group of faculty asking for funds for students to go abroad, to visit archives, to do research off-campus, all of which will promote the intellectual lives of our students. A number of you echoed the language of the Summer Working Group report, that these opportunities will help students start shaping their intellectual lives. This was heartening to see. These programs will require an additional endowment of $20 million.

**Question from a faculty member**
What other types of events occurred at the fraternity house during Halloween weekend and how frequent are these events?

**Answer from President Casey**
It is unusual for this type of event to be one-time and isolated. We’re trying to understand the context of the party. Cindy Babington and Public Safety are talking to members of the house to see if there was other taunting or harassment during the party.

**Response from Cindy Babington, Vice President for Student Services**
Regarding the incident that President Casey just described, yes, there are reports of taunting that we’re trying to track down. There was an incident of an underage student who went to the hospital that evening because the student had too much to drink.

There were no other questions for President Casey.

**14. Remarks from VPAA (David Harvey)**

Before discussing the data included in the appendix to the meeting’s agenda, let me speak briefly on three additional topics.

1. As a reminder, President Clinton Ubben Lecture is scheduled for 3:00 on Friday November 18\textsuperscript{th} in the Lilly Center. Seating is on a first-come, first-served basis with doors opening for students at 1:00 p.m. and for other guests at 1:30 p.m. As announced before fall break, because both the time needed for seating students and faculty members and the event itself conflict with scheduled classes, the University has decided to cancel those classes meeting from 1:40 – 2:40, 2:40 – 3:50, and 4:00 – 5:30 p.m. on Friday, November 18, and to end at 1:30 p.m. those classes that meet from 12:30 – 3:20 and 12:30 – 2:10 p.m.

2. DePauw was selected by the Council of Independent Colleges to participate in a Lumina-funded consortium of 25 member institutions to explore the utility of adapting Lumina’s Degree Qualification Profile as a framework for assessing the value of a liberal arts education. DePauw will use this as an opportunity to explore the development of a co-curricular transcript that can help us study how co-curricular experiences—for example, WT and semester-long internships, off-campus study, participation in student-faculty research, and involvement in civic engagement—support, complement, or interfere with each other, and to assess their impact on and outcomes for students.

3. One of the requirements of the 2008 Higher Education Opportunity Act is that any institution of higher education whose students receives Federal financial assistance must provide on its schedule of classes during pre-registration the ISBN and retail price information of all required and recommended textbooks. The act does allow institutions to determine that the disclosure of such information is not practicable for certain courses, but does not define what is meant by “practicable.” The consensus interpretation amongst peer institutions is that the act recognizes that it is not practicable to identify textbooks for a
course to which a faculty member has not yet been assigned, but that if a faculty member has been assigned to a course, then information about textbooks should reasonably be available. At this point last year the bookstore had received textbook orders for 25% of courses; this year the number is 7%. To ensure we are in compliance with the act, please turn in your textbook requests soon.

Each year at the November faculty meeting I provide what I hope is interesting and useful data about the faculty and our academic program. Let me take a few minutes to discuss some of the data included in this year’s package, which is included as an appendix to the agenda.

1. The data on the first page provides a summary of changes in the size of the full-time faculty and the distribution of faculty by rank and full-time status. These are absolute headcounts and include all faculty members, including those on paid or unpaid leave even when replaced by a full-time term faculty member. As you can see, we have maintained an absolute headcount of approximately 220 full-time faculty members for the past three years.

2. The second page provides a summary of the student-faculty ratio both over the past eight years and in comparison to selected GLCA/ACM institutions for the 10/11 academic year. Student-faculty ratios are determined using a full-time equivalent, which is the sum of full-time students or faculty and one-third of part-time students or faculty. Our student-faculty ratio ranges from a low of 9.02 in 08/09 to a high of 10.47 in 05/06 with an average of 9.90.

3. The next four tables provide data on faculty members of color and women faculty members. In each case, the first table provides absolute headcounts at DePauw over a 12-year period; the second table provides comparative information with selected GLCA/ACM institutions over the past nine years. New this year are Wabash College and Knox College; I dropped Denison University, Oberlin College, and Cornell College from this comparison as they no longer make their Common Data Set available on-line. For private-independent baccalaureate institutions, the average for women faculty members, as reported to the AAUP is 44.7%; the AAUP does not provide similar data for faculty members of color.

4. The chart on the seventh page provides a visual representation of the full-time, tenure-track faculty from the perspective of each members’ year of initial hire. Half of the faculty has been with us for 13 or fewer years and only 17% of the full-time, tenure-track faculty are untenured.

5. The data on the next page provides a summary of the number of students completing majors in departments and programs over the past 10 years, presented as two five-year averages. The second table on this page, which is new this year, shows an increase in the number of students completing two majors over the past 10 years.

6. The two tables on the next page provide a summary of class size distributions at DePauw over the past 12 years. The second table on this page, which is new this year, is in response to recent discussions about the possibility of offering a few, much larger classes.

7. Finally, the last two pages provide information on relative salaries, as reported by the AAUP. While average salaries for assistant professors and associate professors, and for all faculty members remain in the first quintile of all AAUP-reporting baccalaureate institutions, salaries for full professors slipped into the second quintile. Relative to GLCA institutions, average salaries for assistant professors and associate professors, and for all faculty members remain at the same rank as in the last three years; average salaries for full professors slipped from fourth to sixth.

David Harvey announced several corrections to the data reported in Appendix C. Appendix C of these
minutes has been updated to reflect these corrections.

There were no questions for David Harvey.

Written Announcements and Supporting Documents
Please see Appendix C for written materials to supplement the VPAA’s remarks.

15. Old Business (Bridget Gourley)

A. Motion (to be voted on) that the faculty approve the following changes to Sections XI and XII of the By-laws and Standing Rules of the Faculty. Previous notice of this motion was given at the October faculty meeting. Text to be deleted is shown in strike-through; text to be inserted is shown in bold.

Section XI. Amendments to and Suspension of By-Laws and Standing Rules
Previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for amendments proposed for these By-Laws must lie on the table one month and may be passed at any regular faculty meeting by a majority vote of those present and voting.

Section XII. Standing Rules

D. Motions will normally be voted upon at the meeting at which the motion is made. However, previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for changes in graduation requirements, academic policies and personnel policies must be placed on the table for at least one month. Other motions may be postponed by the vote of the house.

Rationale – To address a long-standing confusion in our rules about the incorrect use of putting motions on the table instead of giving advance notice. While advance notice was given with slightly different wording at the September faculty meeting discussions over September led to revised wording announced in October using the wording “previous notice” because Robert’s Rules of Order clarify the types of changes that can or cannot be made when previous notice has been given.

Both “previous notice” and “at least one month preceding” are important to have this change be consistent with our long standing practice since previous notice in Robert’s Rules can simply refer to being on the agenda.

“On the written agenda” makes certain that all members of the faculty are notified in a timely fashion.

I move the changes to Sections XI and XII of our By-Laws and Standing Rules found on your agenda. Is there a second? The motion is seconded by Dave Berque and is before us for discussion.

In speaking to this motion, I just note this brings our By-laws in line with current practice. The clarification of language resolves the issue of our past incorrect use of “on the table.” Having the language of “previous notice” and “at least one month preceding” are important so that this change is consistent with our long standing practice of giving one month’s notice regarding changes to our By-laws and Standing Rules, graduation requirements, academic policies and personnel policies.

There were no questions. No one spoke in favor of or against the motion.

The motion carried.
16. New Business

A. Re-affirming an Inclusive Campus (Bridget Gourley)

We all received an email this afternoon from Meryl Altman and signed by many of our colleagues, that notes four things

(1) -- our shock and sadness at recently reported incidents of bias and intolerance on campus;
(2) -- our sense of belonging to this diverse and evolving community, whose mission statement -- "DePauw teaches its students values and habits of mind which serve them throughout their lives as each of them makes a positive difference as an active citizen of the world" -- must first be fulfilled in how we live together and treat one another;
(3) -- our gratitude toward staff members in Student Life and Public Safety who have worked tirelessly and sensitively, last week as always, to support students and affirm these values;
(4) -- our intention to continue the work of building an inclusive campus with a climate welcoming to all students, in which students can learn and live free from intolerance and fear.

Chair Gourley asked the faculty to collectively endorse this statement from our colleagues.

The faculty voted in favor of endorsing this statement. There were no dissenting votes.

17. Announcements

No announcements were submitted.

On behalf of Human Resources the chair asked that if you haven’t filled out the benefits survey, please do so before Nov 15.

18. Executive Session to Consider Honorary Degrees (Brian Casey)

Those without voting privileges were excused so the faculty could consider Honorary Degree candidates.

19. Adjournment
Appendices

Appendix A.  Tribute to Larry L. Philpott
Excerpted from The DePauw University Web Site, November 2, 2011
Website text by Ken Owen

Larry L. Philpott, a distinguished musician and former member of the DePauw University School of Music faculty, died in Indianapolis on October 1. He was 74 years old. Philpott served DePauw as a part-time instructor in brass, joining the faculty in 1966 and returning as a part-time instructor in French horn in 1971.

Born in Alma, Arkansas on April 5, 1937, Philpott played principal French horn in the Indianapolis Symphony Orchestra from 1964-89 and was a member of North Carolina Symphony, Savannah Symphony, L’Orchestre Symphonique de Quebec, the Flagstaff Summer Festival, and Marrowstone Music Festival.

A graduate of Georgia Southern College (B.S) and Butler University (M.Mus.), Philpott served in the U.S. Navy from 156-60. He also taught at Butler and Western Washington Universities and was the music director at Cedarcrest School in Marysville, Washington, from 1995-2007.

He was a member of the Music Educators National Conference, American Federation of Musicians, International Horn Society, and Phi Mu Alpha Sinfonia.
Appendix B.  New Writing Curriculum passed at the March 2011 Faculty Meeting

Text in {braces} is for explanatory purposes and is not part of the catalog language.

First-Year Seminar

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student’s gateway into DePauw’s writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum. Seminars are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical writing, thinking and reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing assignments, along with research or problem-solving assignments, designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Students will not be required to repeat the seminar. Students may withdraw from the First-Year Seminar only under exceptional circumstances with the permission of the Petitions Committee. Matriculated students entering in the spring semester and transfer students do not take First-Year Seminars.

{There are no changes to the intervening Senior Capstone Experience section.}

Competence Requirements

Competence requirements represent a University-wide commitment to the basic areas essential to a liberal arts education:

- expository writing
- quantitative reasoning
- oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

Overview of the Writing Curriculum

Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one’s growth.
and development as a writer and thinker. Rather, writing is a skill that must be nurtured and developed throughout one’s intellectual journey.

DePauw’s writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or ‘W’ course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw’s embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one’s chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.

Core Components of the Writing Curriculum

1. As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking, and speaking with the expectation that these skills will be reinforced and further developed throughout students’ time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.

2. As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year. Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration.

The sophomore W combines an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students must achieve W certification during their sophomore year. (Music degree students have until the second semester of their junior year to complete the W requirement.) If certification is not attained before the second semester of the sophomore year, students must complete a W course each succeeding semester until they achieve certification.

In a few exceptional cases, students may fulfill the W requirement through a portfolio of college-level writings. Students seeking such exemptions should speak to the director of writing placement.

3. DePauw’s writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one’s chosen major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.

Other Writing-Specific Courses

Writing and the teaching of writing are emphasized in many courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.
1. Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110, 115 in the semester assigned. They may withdraw from these courses only under exceptional circumstances, with the permission of the Petitions Committee.

2. College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered to first-year students in the fall semester as an elective on a Pass/Fail basis.

3. College Writing II (ENG 130) emphasizes the development of critical thinking skills, logical development of ideas, and a coherent and readable style. In the course, students base their writing on both personal experience and the critical reading and viewing of materials from a variety of disciplines. ENG 130 is offered to first-year students in the fall semester as an elective.

4. Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.

Appendix C. Data Tables to Supplement Report from the VPAA

See attached 11 pages that contain the following tables:
SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS
STUDENT–FACULTY RATIO
DEMOGRAPHIC DATA ON FULL-TIME FACULTY MEMBERS OF COLOR
DEMOGRAPHIC DATA ON FULL-TIME WOMEN FACULTY MEMBERS
DISTRIBUTION OF CURRENT TENURED AND TENURE-TRACK FACULTY MEMBERS BY YEAR OF HIRE
NUMBER OF MAJORS IN DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS
PERCENTAGE OF STUDENTS COMPLETING TWO MAJORS
CLASS SIZE INFORMATION
AAUP QUINTILE RANKINGS FOR SALARIES
RANKINGS FOR SALARIES IN GLCA
SIZE OF FULL-TIME FACULTY AND CURRENT DISTRIBUTION OF ACADEMIC RANKS

This table provides the total headcounts of tenured, tenure-track, and term faculty members over the past 12 years; part-time faculty members are not included. The total headcount includes all full-time tenured and tenure-track faculty members regardless of leave status, and all full-time term faculty members even if they are replacing one or more tenured or tenure-track faculty members on leave, or if their appointment includes administrative duties.

<table>
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<tr>
<th>Academic Year</th>
<th>Total Full-Time Faculty Members</th>
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<th>Tenure-Track Faculty Members</th>
<th>Term Faculty Members</th>
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</thead>
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<td>38</td>
<td>48</td>
</tr>
<tr>
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The following tables summarize the distribution of academic ranks amongst the full-time faculty members for the 10/11 and 11/12 academic years.

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**STUDENT–FACULTY RATIO**

These tables show recent changes in our student-faculty ratio and a comparison of our 10/11 data to that of selected GLCA and ACM colleges and universities. These values 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. Comparative data shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

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**Demographic Data on Full-Time Faculty Members of Color**

These tables provide absolute headcounts and percentages of full-time faculty members of color at DePauw over the past 12 years.

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<th>Total Term</th>
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<th>Year</th>
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<th>Tenure-Track Faculty of Color</th>
<th>Term Faculty of Color</th>
<th>Total Faculty of Color</th>
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<td>20.8%</td>
<td>13.8%</td>
</tr>
<tr>
<td>01/02</td>
<td>8.5%</td>
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<td>22.2%</td>
<td>14.7%</td>
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<tr>
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<td>20.3%</td>
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<tr>
<td>03/04</td>
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Tenured Faculty of Color in 11/12: 1 at rank of Assistant Professor (16.7% of all at this rank); 15 at rank of Associate Professor (19.0% of all at this rank); 7 at rank of Full Professor (8.6% of all at this rank).
This table provides comparisons of the percentage of full-time faculty of color at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

<table>
<thead>
<tr>
<th>Year</th>
<th>DePauw</th>
<th>Albion</th>
<th>Allegheny</th>
<th>Earlham</th>
<th>Hope</th>
<th>Kalamazoo</th>
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</tr>
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<td>15.4%</td>
<td>14.6%</td>
<td>16.3%</td>
<td>12.7%</td>
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</table>
**Demographic Data on Full-Time Women Faculty Members**

These tables provide absolute headcounts and percentages of full-time women faculty at DePauw over the past 12 years.

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<th>Year</th>
<th>Total Tenured</th>
<th>Tenured Women</th>
<th>Total Tenure-Track</th>
<th>Tenure-Track Women</th>
<th>Total Term</th>
<th>Term Women</th>
<th>Total</th>
<th>Total Women</th>
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<td>38</td>
<td>23</td>
<td>48</td>
<td>19</td>
<td>203</td>
<td>79</td>
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<tr>
<td>01/02</td>
<td>117</td>
<td>38</td>
<td>42</td>
<td>23</td>
<td>45</td>
<td>21</td>
<td>204</td>
<td>82</td>
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<tr>
<td>02/03</td>
<td>118</td>
<td>38</td>
<td>59</td>
<td>29</td>
<td>45</td>
<td>20</td>
<td>222</td>
<td>87</td>
</tr>
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<td>03/04</td>
<td>122</td>
<td>44</td>
<td>65</td>
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<td>62</td>
<td>32</td>
<td>36</td>
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<td>13</td>
<td>229</td>
<td>95</td>
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<tr>
<td>06/07</td>
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<td>09/10</td>
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<td>11/12</td>
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<table>
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<th>Term Women</th>
<th>Total Women</th>
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<td>38.9%</td>
</tr>
<tr>
<td>01/02</td>
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<td>46.7%</td>
<td>40.2%</td>
</tr>
<tr>
<td>02/03</td>
<td>32.2%</td>
<td>49.2%</td>
<td>44.4%</td>
<td>39.2%</td>
</tr>
<tr>
<td>03/04</td>
<td>36.1%</td>
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<td>38.9%</td>
<td>39.5%</td>
</tr>
<tr>
<td>04/05</td>
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<td>51.6%</td>
<td>38.9%</td>
<td>42.0%</td>
</tr>
<tr>
<td>05/06</td>
<td>40.1%</td>
<td>45.1%</td>
<td>41.9%</td>
<td>41.5%</td>
</tr>
<tr>
<td>06/07</td>
<td>41.5%</td>
<td>41.2%</td>
<td>46.4%</td>
<td>42.0%</td>
</tr>
<tr>
<td>07/08</td>
<td>40.8%</td>
<td>51.9%</td>
<td>35.1%</td>
<td>42.4%</td>
</tr>
<tr>
<td>08/09</td>
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<td>30.0%</td>
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</tr>
<tr>
<td>09/10</td>
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<td>27.8%</td>
<td>43.4%</td>
</tr>
<tr>
<td>10/11</td>
<td>41.9%</td>
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<td>26.1%</td>
<td>42.3%</td>
</tr>
<tr>
<td>11/12</td>
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<td>21.7%</td>
<td>41.3%</td>
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</table>

Tenured Women in 11/12: 2 at rank of Assistant Professor (33.3% of all at this rank); 41 at rank of Associate Professor (31.9% of all at this rank); 25 at rank of Full Professor (30.9% of all at this rank).
This table provides comparisons of the percentage of full-time women faculty at DePauw to GLCA and ACM colleges and universities based on the Common Data Set. The percentages shown here are different from the previous table because the Common Data Set is not based on an absolute headcount and omits those faculty members on unpaid leave and those replacing faculty members on paid leave. Comparative data are shown only for those GLCA and ACM institutions that make their Common Data Set information available on the web.

<table>
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<th>Year</th>
<th>DePauw</th>
<th>Albion</th>
<th>Allegheny</th>
<th>Earlham</th>
<th>Hope</th>
<th>Kalamazoo</th>
<th>Kenyon</th>
<th>Wabash</th>
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<tbody>
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<td>41.3%</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>03/04</td>
<td>38.8%</td>
<td>—</td>
<td>32.1%</td>
<td>40.6%</td>
<td>—</td>
<td>—</td>
<td>38.2%</td>
<td>—</td>
</tr>
<tr>
<td>04/05</td>
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<tr>
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<td>48.0%</td>
<td>39.1%</td>
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</tr>
<tr>
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<tr>
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<td>40.7%</td>
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<td>46.3%</td>
<td>42.1%</td>
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<tr>
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<td>44.7%</td>
<td>41.5%</td>
<td>44.8%</td>
<td>48.4%</td>
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<td>09/10</td>
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<td>45.2%</td>
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</tr>
<tr>
<td>10/11</td>
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<td>43.3%</td>
<td>47.3%</td>
<td>43.8%</td>
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<td>42.7%</td>
<td>32.5%</td>
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<table>
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<th>Colorado C.</th>
<th>Grinnell</th>
<th>Knox</th>
<th>Lawrence</th>
<th>Macalester</th>
<th>St. Olaf</th>
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<tbody>
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<td>40.2%</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<td>40.6%</td>
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<tr>
<td>03/04</td>
<td>38.8%</td>
<td>41.8%</td>
<td>41.2%</td>
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<td>—</td>
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<td>41.7%</td>
</tr>
<tr>
<td>04/05</td>
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<td>44.1%</td>
<td>39.8%</td>
<td>40.0%</td>
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<td>—</td>
<td>45.0%</td>
<td>42.1%</td>
</tr>
<tr>
<td>05/06</td>
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<td>—</td>
<td>46.2%</td>
<td>—</td>
<td>—</td>
<td>44.4%</td>
<td>42.6%</td>
</tr>
<tr>
<td>06/07</td>
<td>40.8%</td>
<td>43.0%</td>
<td>39.9%</td>
<td>46.6%</td>
<td>39.2%</td>
<td>34.7%</td>
<td>44.2%</td>
<td>42.6%</td>
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<tr>
<td>07/08</td>
<td>39.8%</td>
<td>44.9%</td>
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<td>34.0%</td>
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<tr>
<td>08/09</td>
<td>41.9%</td>
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<td>41.7%</td>
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<td>42.3%</td>
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<tr>
<td>09/10</td>
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<td>39.8%</td>
<td>38.2%</td>
<td>47.2%</td>
<td>44.4%</td>
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<tr>
<td>10/11</td>
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<td>44.8%</td>
<td>41.7%</td>
<td>41.6%</td>
<td>40.4%</td>
<td>37.6%</td>
<td>48.5%</td>
<td>44.6%</td>
</tr>
</tbody>
</table>


**Distribution of Current Tenured and Tenure-Track Faculty Members by Year of Hire**

This chart shows the number of faculty members and cumulative total of faculty by year of hire for the current tenured and tenure-track faculty members.

Of the 200 full-time, tenured/tenure-track faculty in 11/12
25% hired since 2004
50% hired since 1999
75% hired since 1989
83% have tenure
NUMBER OF MAJORS IN DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS

This table shows the total number of students completing a major in departments and interdisciplinary programs from 2002–2006 and from 2007–2011. A total of 2518 degrees were granted in 2001–2005 (average of 1.1 per student) and 2709 degrees in 2006–2010 (average of 1.2 per student).

<table>
<thead>
<tr>
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<tr>
<td>Art</td>
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<td>225</td>
<td>Black Studies</td>
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<td>Chemistry &amp; Biochemistry</td>
<td>84</td>
<td>152</td>
<td>Conflict Studies</td>
<td>40</td>
<td>38</td>
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<td>35</td>
<td>40</td>
<td>Film Studies</td>
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<td>10</td>
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<td>371</td>
<td>Interdisciplinary Major</td>
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<td>308</td>
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<tr>
<td>Total</td>
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PERCENTAGE OF STUDENTS COMPLETING TWO MAJORS

For each of the last 10 years, this table shows the number of graduates, the number of majors completed by these graduates, and the percentage of graduates completing two majors.

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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Number of Graduates</td>
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<td>522</td>
<td>514</td>
<td>606</td>
<td>495</td>
<td>599</td>
<td>514</td>
<td>492</td>
<td>525</td>
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<tr>
<td>Number of Majors Completed</td>
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<td>537</td>
<td>592</td>
<td>591</td>
<td>725</td>
<td>597</td>
<td>709</td>
<td>600</td>
<td>585</td>
<td>625</td>
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<td>% Graduate Completing Two Majors</td>
<td>11.8%</td>
<td>12.6%</td>
<td>13.4%</td>
<td>15.0%</td>
<td>19.6%</td>
<td>20.6%</td>
<td>18.4%</td>
<td>16.7%</td>
<td>18.9%</td>
<td>19.0%</td>
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</table>
CLASS SIZE INFORMATION

This table provides the number of classes and percentage of classes offered in different size ranges during the fall semester, as reported in the Common Data Set.

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<th>Academic Year</th>
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<th>20–29</th>
<th>30–39</th>
<th>40–49</th>
<th>50–99</th>
<th>100+</th>
<th>Total Classes</th>
<th>Percentage 2–19</th>
<th>Percentage 2–29</th>
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<td>6</td>
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<td>589</td>
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<td>503</td>
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<td>65.8</td>
<td>97.5</td>
</tr>
<tr>
<td>09/10</td>
<td>61</td>
<td>252</td>
<td>167</td>
<td>35</td>
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<td>0</td>
<td>0</td>
<td>517</td>
<td>60.5</td>
<td>92.8</td>
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<tr>
<td>10/11</td>
<td>60</td>
<td>272</td>
<td>177</td>
<td>27</td>
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<td>0</td>
<td>0</td>
<td>536</td>
<td>62.1</td>
<td>95.0</td>
</tr>
<tr>
<td>11/12</td>
<td>59</td>
<td>274</td>
<td>161</td>
<td>34</td>
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<td>0</td>
<td>0</td>
<td>528</td>
<td>63.1</td>
<td>93.6</td>
</tr>
</tbody>
</table>

This table shows the number of large classes (those with enrollments ≥ 40 students), as reported in the Common Data Set for the fall 2010 semester/quarter for those GLCA and ACM institutions that make this data available on the web.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Classes</th>
<th>40–49</th>
<th>50–99</th>
<th>100+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion</td>
<td>357</td>
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<tr>
<td>Allegheny</td>
<td>487</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>DePauw</td>
<td>536</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Earlham</td>
<td>277</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Hope</td>
<td>713</td>
<td>8</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>165</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Kenyon</td>
<td>400</td>
<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Wabash</td>
<td>261</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Carleton</td>
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<td>0</td>
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<tr>
<td>Grinnell</td>
<td>394</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Knox</td>
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<tr>
<td>Lawrence</td>
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<tr>
<td>Macalester</td>
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<td>6</td>
<td>0</td>
</tr>
<tr>
<td>St. Olaf</td>
<td>597</td>
<td>13</td>
<td>21</td>
<td>2</td>
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</tbody>
</table>
### AAUP Quintile Rankings for Salaries

<table>
<thead>
<tr>
<th>Salary</th>
<th>92/93</th>
<th>96/97</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Full Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Rankings: 1* is 95–100th percentile; 1 is 80–94.9th percentile; 2 is 60–79.9th percentile

### Rankings for Salaries in GLCA

<table>
<thead>
<tr>
<th>Salary</th>
<th>92/93</th>
<th>96/97</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Full Professor</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<td>4</td>
<td>4</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>All Ranks</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2/3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Institutions: Albion College, Antioch College (until 08/09), Allegheny College (since 08/09), Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, College of Wooster.
### Recent History of Salaries at GLCA Institutions

These tables provide a three-year comparison of salary information for GLCA institutions as reported to the AAUP.

<table>
<thead>
<tr>
<th>Salary Only Institution</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>All Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08/09</td>
<td>09/10</td>
<td>10/11</td>
<td>08/09</td>
</tr>
<tr>
<td>Albion</td>
<td>—</td>
<td>51,864</td>
<td>52,406</td>
<td>—</td>
</tr>
<tr>
<td>Allegheny</td>
<td>55,851</td>
<td>56,955</td>
<td>58,528</td>
<td>66,742</td>
</tr>
<tr>
<td>Denison</td>
<td>56,706</td>
<td>56,232</td>
<td>57,287</td>
<td>74,910</td>
</tr>
<tr>
<td>DePauw</td>
<td>60,473</td>
<td>60,328</td>
<td>60,560</td>
<td>72,333</td>
</tr>
<tr>
<td>Earlham</td>
<td>54,170</td>
<td>53,268</td>
<td>51,402</td>
<td>64,757</td>
</tr>
<tr>
<td>Hope</td>
<td>53,190</td>
<td>53,734</td>
<td>55,572</td>
<td>63,420</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>52,100</td>
<td>52,309</td>
<td>51,395</td>
<td>61,200</td>
</tr>
<tr>
<td>Kenyon</td>
<td>58,269</td>
<td>58,200</td>
<td>59,358</td>
<td>68,127</td>
</tr>
<tr>
<td>Oberlin</td>
<td>63,834</td>
<td>64,267</td>
<td>62,778</td>
<td>86,302</td>
</tr>
<tr>
<td>Ohio Wesleyan</td>
<td>49,612</td>
<td>50,296</td>
<td>52,000</td>
<td>54,010</td>
</tr>
<tr>
<td>Wabash</td>
<td>59,093</td>
<td>56,931</td>
<td>56,410</td>
<td>71,767</td>
</tr>
<tr>
<td>Wooster</td>
<td>52,126</td>
<td>53,487</td>
<td>58,124</td>
<td>60,872</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salary + Benefits Institution</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>All Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion</td>
<td>—</td>
<td>67,717</td>
<td>69,101</td>
<td>77,647</td>
</tr>
<tr>
<td>Allegheny</td>
<td>72,196</td>
<td>75,411</td>
<td>78,260</td>
<td>90,092</td>
</tr>
<tr>
<td>Denison</td>
<td>74,814</td>
<td>73,863</td>
<td>75,967</td>
<td>98,706</td>
</tr>
<tr>
<td>DePauw</td>
<td>82,598</td>
<td>78,647</td>
<td>77,073</td>
<td>95,193</td>
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<tr>
<td>Earlham</td>
<td>73,449</td>
<td>74,982</td>
<td>69,970</td>
<td>88,422</td>
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<tr>
<td>Hope</td>
<td>70,360</td>
<td>72,881</td>
<td>77,188</td>
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<td>67,600</td>
<td>67,545</td>
<td>67,098</td>
<td>82,305</td>
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<tr>
<td>Kenyon</td>
<td>75,476</td>
<td>76,706</td>
<td>79,029</td>
<td>90,372</td>
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<td>80,400</td>
<td>73,391</td>
<td>112,435</td>
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<td>68,630</td>
<td>69,713</td>
<td>76,066</td>
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<tr>
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<td>74,881</td>
<td>74,704</td>
<td>75,045</td>
<td>92,973</td>
</tr>
<tr>
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<td>68,770</td>
<td>75,205</td>
<td>83,051</td>
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