Faculty Meeting
6 p.m., April 19, 2006
Mills A

Agenda

I. Invocation—Clark
II. Committee Reports
   A. Academic Policy—Entzminger
   B. Student Life*—Matt Moran
   C. Orientation/Welcome Week Task Force—Ralph Scott
   D. Others as requested
III. Action Items:
   A. Curriculum Proposals*
   B. Allied Health Proposed Major*
   C. Final Exam Schedule Proposal*
   D. Student Life Proposal*
   E. Prospective 2006 Graduates
   F. Committee on Committees Recommendations*
IV. New Business
V. Announcements—Entzminger

*Items distributed with hard copy of agenda.
GUIDELINES AND EXPECTATIONS FOR STUDENT SOCIAL EVENTS

Student organizations who wish to host events where alcohol may be present must agree to the following expectations:

Approval

- Requests for these events must be presented to the Department of Student Affairs at least two weeks prior to the event.
- The Department of Student Affairs will make every effort to respond within three business days after the proposal is received.

Guidelines

- The possession and consumption of alcohol on the Hendrix College campus are limited to those persons of legal drinking age, and all participants are expected to abide by all state and local laws. All events must be B.Y.O.B. Common sources of alcohol are not permitted. Irresponsible behavior will not be tolerated.
- Types and quantity of alcohol allowed per person of age will be established on a case-by-case basis.
- Alcohol is permitted only in the following areas: Cottage, Brick Pit/Patio, Hulen Ballroom or other locations as approved by the Department of Student Affairs on a case-by-case basis.
- Access to the event must be controlled by the host organization.
- Only those persons who meet the following guidelines will be admitted to the event:
  - Hendrix students must present a valid Hendrix ID.
  - Student names will be highlighted at check-in.
  - Each Hendrix student may bring up to two guests. Any guest must be eighteen (18) years of age or older and possess a valid government-issued ID.
  - All students with guest(s) will record guests' names on a roster provided by the Department of Student Affairs, and sign their name acknowledging responsibility for the actions of his or her guest.
  - Intoxicated individuals will not be admitted to the event. Intoxicated persons will be required to leave the event.
- The hosts reserve the right to refuse admittance to any person and the right to require an individual to leave the event.
- The host organization will provide event monitors. The "event monitor" position is defined as a member of the host organization whose responsibility includes verifying the ages of participants, verifying that these expectations are met, and ensuring the safety of those in attendance.
- A sufficient number of event monitors must be in place to meet these requirements; there should be at least one event monitor at each entrance point. Event monitors are expected to remain alcohol-free during the event.
- When deemed necessary by the Department of Student Affairs, faculty or staff must be present at the event.
- Approved events will be advertised as "age appropriate beverages friendly.", No mention of alcoholic beverages, trade names or trademarks can be used in advertising the event.
- Organizations must provide sufficient quantities of non-alcoholic beverages and food.
- It is the responsibility of the host organization to leave the venue in a condition equal to or better than the condition of the venue before the event was held.
- Since all events are different, event-specific expectations may be established by the Department of Student Affairs. For example, security officers might be required at some events.
- Typically, security officers will remain at check-in points or outside proximity barring unusual circumstances or invitation of host organization.
Hendrix College does not encourage the use of alcoholic beverages. The display or consumption of alcohol is prohibited in all public areas (academic buildings, dining facilities, gym, playing fields, residence hall lounges, Hendrix College parking lots, etc.) except in student room's or apartments in Hendrix College-contracted housing, and in other campus locations where events are approved, on a case by case basis by the Department of Student Affairs. Members of the Hendrix community are reminded that all College sponsored Student events, including athletic events, are alcohol free unless otherwise designated. (Guidelines for such events are available at www.hendrix.edu.xxx)

Students of the College and their on-and off-campus guests who choose to possess and/or consume alcoholic beverages are expected to abide by the laws regarding alcohol in Faulkner County and the State of Arkansas. For a full listing of the laws and penalties, please see the following websites: www.arkansas.gov or http://170.94.58.9/data/ar_code.asp. In matters relating to alcohol, Hendrix students will be held accountable for their own actions and for those of their guests. Irresponsible behavior resulting from the use of alcohol is not tolerated. Being under the influence of alcohol may affect sanctions for violating any College policy. Students found in violation not in compliance with Hendrix College alcohol policy will be required to dispose of all alcoholic beverages in their possession, or the alcohol will be confiscated and disposed of by a College professional staff member or public safety officer.

New copy:
Hendrix College does not encourage the use of alcoholic beverages. The display or consumption of alcohol is prohibited in all areas except in student rooms, apartments in Hendrix College-contracted housing, and in other campus locations where events are approved, on a case-by-case basis, by the Department of Student Affairs. Student events are alcohol free unless otherwise designated. (Guidelines for such events are available at www.hendrix.edu.xxx)

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II. Recommendations for Summer Registration

We recommend that for the 2007/08 academic year Hendrix should implement a summer registration program for new students. This is a move that many of our peer institutions have adopted and we believe that it will be an important tool that can be used to boost retention of newly accepted students over the summer as well as to facilitate the fall registration process. A basic overview of the proposed system along with a discussion of potential advantages and disadvantages are discussed below. A potential schedule is included as Attachment (2).

Overview:

Four summer registration sessions should be set up for new students prior to fall registration. Three of these sessions should be scheduled for late May or early June with the fourth session scheduled immediately prior to regular fall orientation. Each of these sessions will require a day and a half to complete. In addition to setting up preliminary schedules for the fall semester and beginning the registration process, these sessions ultimately are to be designed to welcome new students into the Hendrix community. They will visit the campus, spend the night in a residence hall, be provided an e-mail address and campus web passwords, be introduced to faculty and students, attend a social event, begin to put together their schedules and in general acquire a feeling of participation and belonging. These sessions can also be utilized to administer language and music placement examinations. Additionally they could be used to administer a writing exam which would allow for more accurate writing placements. We have discussed this issue with Professor Hines and our preliminary indication is that she would favor the implementation of such a program.

Each of these sessions would be staffed with a group of ten to fifteen faculty “facilitators” who will receive specialized training and compensation for their services. These facilitators would meet with groups of approximately eight students on the first day in a session similar to the initial meeting with faculty advisors that is part of the current registration process. The purpose of this meeting would be to acquaint the students with the registration process, discuss graduation requirements as described by the current catalogue, and in general prepare the students for the individual appointments on day two. The individual appointments would then focus on the construction of schedules for the fall semester that are ultimately entered electronically and become a starting point for the fall registration process. Students will have computer access to these schedules and will be able to modify them over the remainder of the summer as in the current system. It is hoped that these modifications will be considerably more informed as a result of direct interaction with faculty facilitators. Students would also be encouraged to contemplate the construction of schedules for the spring semester. It should be emphasized that the facilitators are not meant to replace the students’ ultimate faculty advisors. Their function is to acquaint the students with graduation requirements, answer questions and provide knowledge concerning the construction of schedules and to formally begin the process of registration. While the schedules put in place during
summer registration sessions are subject to change they should constitute a solid foundation for the construction of the students’ ultimate schedules. It should also be strongly emphasized that we not intend for this system to replace or undermine any of the positive aspects of the current CNSA system.

It will also be necessary to recruit, train and compensate student facilitators. This group of students would have the responsibility of working with a group of new students in a role envisioned as a combination of that performed by orientation leaders and academic peer mentors in the current system. They would be available to make sure that prospective Freshers are in the right place at the right time, answer questions in formal and informal settings and be prominent in activities and social events designed for the new students.

In addition to faculty and student facilitators other support staff will be required to administer and grade language, music and writing exams, explain financial aid issues, explain IT issues, handle registration issues, etc. Problems associated with these staffing issues are discussed under the “Potential Disadvantages” section below.

A possible schedule for a summer registration session is presented in Attachment (2). Obviously this schedule is not written in stone but is intended to offer insights into the program we have in mind and the goals we want to accomplish.

Advantages:

- Retention. The admissions office emphatically believes that the program we are suggesting would significantly enhance our ability to retain students over the summer and insure that they report for registration and classes in the fall. It is believed that a summer registration session would convey to students a sense of community and a stronger, unwavering commitment to follow through with their plans for enrollment.

- The program we have suggested should greatly simplify and facilitate the fall registration process. Students arriving in the fall would, in many instances, have close to a final schedule in place for the fall semester. They would be much more familiar with the process so that final adjustments should proceed more smoothly than in the current system.

- The Registrar’s Office would be provided information on enrollment patterns in a significant number of introductory classes at least two months earlier than in the current system. This information could be distributed to the CNSA to assist in the construction of schedules with the ultimate goal of minimizing changes that have to be made on Monday during registration.

- The Registrar’s Office and information technology would have access to student data and could begin to process student information at least two months earlier than in the current system. As noted below it is hoped that schedule modifications occurring in
the fall would be minimal so that the process that is currently compressed into two or three days could be spread out over the course of the summer.

- Assuming that we do a good job with the summer registration process it would be possible to reduce the time allocated to individual advising appointments in the fall. If this goal is successfully accomplished, Fresher advising sessions could be completed earlier in the day (Thursday) which would create extra time for the Registrar’s Office in the fall crunch that it is normally caught up in.

- Language, music and writing placement exams could be administered in the summer so that placement information is available throughout the summer.

- Students who are required to report early, such as student athletes, would derive significant benefit from having previously initiated the registration process and completed language, music and writing exams.

Potential Disadvantages:

- Faculty, staff and students have to be recruited, trained and paid for their participation.

- Financial issues associated with housing and social functions have to be addressed.

- Potential conflicts exist concerning maintenance and housekeeping because residence hall space would be required for the summer registration sessions.

- Potential conflicts exist with other programs currently in place such as Governor’s School, Lilly summer programs, etc.

- Information Technology and the Registrar’s Office are required to assume extra tasks and responsibilities in the summer.

- Schedules put in place in the summer are not final and are subject to change.

As a committee we would certainly not want to downplay the significance of any of the potential problems listed above. However our preliminary research leads us to believe that these problems could be addressed and overcome if Hendrix commits to a summer registration program. Preliminary responses to potential problems based on our research to this point are stated below:

- Even minimal increases in retention should adequately address the financial issues listed above.

- We believe that adequate compensation would enable us to recruit the faculty and staff needed for this program.
• In considering how this change would affect Information Technology and the Registrar’s Office both advantages and disadvantages should be considered. We believe that ultimately those offices would not be asked to assume a significantly increased work load but would rather be able to spread their work over the summer. It is our hope that this would somewhat alleviate the stress placed on those offices under the current system.

• We have talked to Professors Falls-Corbitt and Campolo and believe that any potential scheduling conflicts with Governor’s School or Lilly programs can be resolved.

• We have talked to Rob Young and believe that potential problems involving housekeeping and maintenance can be resolved.

• It is always true that no schedule will be finalized until Monday of registration week. Our proposed system is no different than the current system in that regard. We do recognize that students have to be informed that they do not have a 100% probability of ultimately being place in the schedule they sign up for in the summer just as they should receive similar information at their individual appointments on Thursday of orientation week.

In conclusion we believe that the advantages of a summer registration program far outweigh the disadvantages. Our committee unanimously and enthusiastically supports this recommendation.

In summary we have offered recommendations for both fall and ultimately summer Orientation. We believe that our recommendations will enhance the programs currently in place and allow them to run more efficiently. We additionally believe that our recommendation concerning a summer registration program will instill a feeling of community in first year students at an earlier point in time, significantly boost retention and facilitate fall registration. If you have any questions or desire our group to consider additional issues please do not hesitate to contact me.
ATTACHMENT (1)
FALL ORIENTATION SCHEDULE

Tuesday
Morning: Residence Halls Open, New Students Arrive
Noon: Lunch (With Parents)
Early Afternoon: Opening Convocation
Late Afternoon: Group Advising Meeting
Early Evening: Supper
Evening: Orientation Event
Evening: Session with Orientation Leaders, Peer Leaders and APM’s

Wednesday
Early Morning: Breakfast with Orientation Group
Rest of Morning: Language, Music and Writing Placement Exams
Noon: Extended Farewell Lunch
Afternoon: Orientation Activities
Early Evening: Supper
Evening: Orientation Event
Evening: Session with Orientation Leaders, Peer Leaders and APM’s

Thursday – Sunday: Identical to schedule currently in place

Note: Parent schedule currently in place could be incorporated into this framework.
ATTACHMENT (2)
SUMMER ORIENTATION SCHEDULE

Day (1)

9:00        Registration
9:30        Welcome Address (By Admissions Office)
9:45        Session with Student Facilitator
10:30       Writing Placement Exam
11:30       Lunch
12:30       Language and Music Placement Exams
2:30        Meeting with Academic Facilitator
3:30        Meetings/Tutorials with IT, Student Affairs, Financial Aid, etc.
5:00        Goodbye to Parents
5:30        Supper (With student facilitators)
7:00        Orientation Event
10:30       Follow-up meeting with Student Facilitators

Day (2)

7:00        Breakfast
8:00        Individual Appointments with Faculty Facilitators

Note: Parent Schedule would need to be developed.
Hendrix College
Proposed Curricular Revision

Department: Sociology/Anthropology Date: February 23, 2006

Proposed change (one sentence summary; please attach departmental catalog copy as it would appear with the proposed change.)

Add new course to catalog: SOCI 310 Gender & Sexuality (see attached sheet for catalog description)

Rationale for course within departmental and collegiate context. (Use separate sheet, if necessary)

1) This class will complement the existing gender-related courses in the department, thus offering students greater substantive focus in this area.
2) This course will support the Gender Studies minor.

Proposed code(s): Which, if any, course codes (Challenges of the Contemporary World, Domains, Capacities, Physical Activities) will this course fulfill? [Note that a listing of codes with approved criteria are listed in the Catalog and on the Hendrix website].

1) CW
2) SB

On a separate sheet of paper indicate which of the criteria are met by the course, and how the course meets those criteria.

See attached sheet

Does this replace a course? No. Specify

This will be a _X_permanent _temporary course.

How often will the course be offered?

Annually (or as needed given student interest).

Prerequisite(s) and/or recommended prior courses:

None.

How will the change be staffed?

Department staff will teach the course.

Equipment, supply, and bibliographic requirements (Items and cost)

None.
Will the above items be covered by a present budget?

N/A

Proposed date of implementation: Fall 2006

Signatures

Initiator(s) of Proposal

Department Chair

Area Chair
Catalog Description for (SOCI 310) Gender & Sexuality

An examination of gender and sexuality as socially constructed categories of identity and social position. The course will explore the ways in which gender and sexuality are structurally rooted in the institutions of society and groups. Issues of gender and sexuality will be examined as they intersect with race, social class, and other markers of self and societal status. Micro and macro level relations of power will be emphasized around themes of liberation and oppression.
Course Codes for (SOCI 310) Gender & Sexuality

CW code criteria:

This course has a central focus on the CW criterion of "social inequalities" and "issues of world citizenship." In studying these topics students will examine the tableau of institutional and interpersonal relationships and ideologies that promote and resist gender and sexual inequalities and power.

SB code criteria:

This course, by design, examines social reality in a variety of individual, group, and institutional contexts. Students will discuss a broad spectrum of beliefs and behaviors related to gender and sexuality.
For Guide to Academic Planning

Allied Health

Major
The Allied Health emphasis in Kinesiology utilizes an interdisciplinary approach to provide strong undergraduate preparation in health sciences. The program provides a thorough understanding of the human body by including a comprehensive array of courses and laboratory experiences while emphasizing health, fitness, and wellness. The Allied Health major effectively prepares students for professional programs in physical and occupational therapy, nursing, physician assistant, preventive health or graduate programs in kinesiology. The major requires 12 courses distributed as follows:

Core Courses (10)

BIOL 150 Cell Biology
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II
PSYC 290 Statistics
PSYC 210 Developmental Psychology
KINE 320 Anatomy and Physiology
KINE 330 Structural Kinesiology
KINE 360 Exercise Physiology
KINE 370 Fitness Assessment and Exercise Prescription
KINE 410 Directed Research

Emphasis: Select two courses from one of the areas below:
Preparatory to Physical/Occupational Therapy
PHYS 210 General Physics I
PHYS 220 General Physics II
PSYC 360 Behavioral Neuroscience

Preparatory to Physician Assistant
CHEM 240 Organic Chemistry I
BIOL 250 Genetics
BIOL 340 Microbiology
BIOL 430 Immunology

Preparatory to Nursing
CHEM 240 Organic Chemistry I
TART 110 Speech Communication
KINE 260 Nutrition
BIOL 250 Genetics
BIOL 340 Microbiology
Suggested electives for the major include the following:
PHIL 225 Ethics in Medicine
PSYC 360 Behavioral Neuroscience
PSYC 385 Abnormal Psychology
PSYC 295 Research Methods (prerequisite for PSYC 365)
PSYC 365 Emotion
SOCI 380 Medical Sociology
TART 150 Stage Movement and the Alexander Technique
TART 110 Speech Communication

Course Planning
First Year
BIOL 150 Cell Biology
CHEM 110 General Chemistry I
CHEM 120 General Chemistry II

Second Year
PSYC 290 Statistics
PSYC 210 Developmental Psychology
Course from emphasis area

Third Year
KINE 320 Anatomy and Physiology
KINE 330 Structural Kinesiology
Course from emphasis area

Fourth Year
KINE 360 Exercise Physiology
KINE 370 Fitness Assessment and Exercise Prescription
KINE 410 Directed Research

General Notes:
Allied Health majors planning to complete an internship must meet guidelines established by career services. Students will not receive course credit for internships. Also, those who take coursework away from Hendrix, including foreign study, should confer with the Kinesiology faculty before such study is undertaken.

Senior Capstone Experience:
The Senior Capstone Experience for Allied Health majors includes the completion of a paper based on an internship or independent research project presented and defended orally in KINE 410 Directed Research. The grade for the Senior Capstone Experience is an average of the grade in KINE 410 and the grade on the student’s senior project.
To: Robert Entzminger, Provost
From: Duff Campbell
CC: Xin-Ying Wang, Registrar, Hendrix Faculty
Date: 12 April 2006

Attached is a proposal to change the Final Exam schedule, together with an amended version from March's Faculty meeting. The original purpose was to reshuffle the days on which final exams are given in order to make the number of days between "last class meeting" and "scheduled final exam" not vary so much. I think both the original proposal and the amended version do that quite well. During the March faculty meeting discussion it became clear that "spreading exams out for students" and "getting our grading done early" were also goals to aim for. How each system does with those goals is, I believe, unclear. I support AP's vote for the amended version.

The next page is what you have seen before, with the current system (above - there was a minor typo I corrected) and the proposed system (below). The second page compares the proposal (above) to the amended proposal (below). I have also added the Spring 2006 enrollments for A, B, and C-hour classes (I didn't gather data on D and S classes) to the tables, next to each hour. Those enrolments are:

MWF 8-9 (A1&C1): 442
MWF 9-10 (A2&C2): 960
MWF 10-11(A3&C3): 1239
MWF 11-12 (A4&C4): 1095
MWF 12-1(A5&C5): 615
MWF 1-2 (A6): 503
MWF 2-3 (A7): 189
MWF 3-4 (A8): 30
TR 8:15-9:30 (B1): 406
TR 9:45-11 (B2): 738
TR 1:15-2:30 (B3): 574
TR 2:45-4 (B4): 293

Based on 102 actual student schedules for Spring 2006 (no Fall schedules were examined; only four-class schedules are included), we have:

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<thead>
<tr>
<th></th>
<th>Current System</th>
<th>Proposal</th>
<th>Amended Proposal</th>
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<tr>
<td>Back-to-Back Exams</td>
<td>53*</td>
<td>66*</td>
<td>58</td>
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<tr>
<td>Done on Friday</td>
<td>2</td>
<td>3</td>
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<td>Done on Monday</td>
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<td>6</td>
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<td>Done on Tuesday</td>
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<td>69</td>
<td>60</td>
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<td>Done on Wednesday</td>
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*two students had all four exams on only two of six days
## Current System for Final Exams

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<th>Period</th>
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<td>Thursday</td>
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<td>3</td>
<td>A6</td>
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<td>Monday</td>
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<td>C3</td>
<td>MW 10-11, Th 12-1</td>
<td>7</td>
<td>D6</td>
<td>TTh 12:40-2:30</td>
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<td>B4</td>
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## Proposed System for Final Exams

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## Proposed System for Final Exams

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<tr>
<th>Period, Enrollment</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>B2 - 738</td>
<td>TTh 9:45-11</td>
<td>B1 - 406</td>
<td>TTh 8:15-9:30</td>
<td>6</td>
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<tr>
<td></td>
<td>B4 - 293</td>
<td>TTh 2:45-4</td>
<td>B3 - 574</td>
<td>TTh 1:15-2:30</td>
<td>7</td>
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<tr>
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<td>A5 - 467</td>
<td>MWF 12-1</td>
<td>A1 - 409</td>
<td>MWF 8-9</td>
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<td>C5 - 148</td>
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<td>D3</td>
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<tr>
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<td>MWF 1-2</td>
<td>A2 - 810</td>
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<td>S3</td>
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<td>C2 - 150</td>
<td>MWF 9-10, Th 8-9</td>
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<tr>
<td>Tuesday</td>
<td>A3 - 979</td>
<td>MWF 10-11</td>
<td>A4 - 918</td>
<td>MWF 11-12</td>
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<td></td>
<td>C3 - 260</td>
<td>MWF 10-11, Th 12-1</td>
<td>C4 - 177</td>
<td>MTWF 11-12</td>
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## Proposed System for Final Exams (Amended)

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B5 - 154 ????
Automatic Minimum Sanctions for Tampering or Disabling Safety Equipment
Outlined below are the minimum sanctions. Additional sanctions may include at any point: suspension and additional educational projects as deemed fit by the Judicial Council and/or Vice President of Student Affairs. Offenses are calculated throughout a student’s tenure and not on a calendar basis.

Definitions:
Safety equipment includes but is not limited to: security doors, fire doors, card proximity readers, fire alarms, fire extinguishers, security screens.
Tampering and disabling
Includes but is not limited to: the use of tape, magnets, and other materials to obstruct locking and sensory features, cutting or opening of materials as to render the equipment invalid, falsely setting off an alarm, and misuse of equipment.

Minor Offenses: The non-permanent disabling of the magnetic lock system’s locking and sensory functions (including the use of tape, magnets, etc.) in such a way that enabling of the systems ability to function can quickly and easily be restored, or tampering with security screens

1st Offense:
- Educational Project that demonstrates reflection and/or knowledge of residence hall safety.
- $50 Fine
- Reimbursement of damages and repairs
- Disciplinary warning

2nd Offense:
- Educational Project
- $100 fine
- Reimbursement of damages and repairs
- Parental notification
- Disciplinary probation
Any further offences automatically roll over to a major offence.

Major Offenses: The permanent disabling of the magnetic lock system’s locking and sensory functions by way or destruction to, tampering with the actual workings of the system’s electrical components, removal of any facet of the system or falsely setting off a fire alarm or misusing fire extinguishers.

1st Offense:
- Educational Project that demonstrates reflection and/or knowledge of residence hall safety.
- $200 Fine
- Reimbursement of damages and repairs
- Disciplinary warning
2nd Offense:
- Educational Project
- $400 fine
- Removal from Residence Halls
- Reimbursement of damages and repairs
- Parental notification
- Disciplinary probation

3rd Offense:
- $800 fine
- Suspension or Expulsion from Hendrix College
- Reimbursement of damages and repairs
- Parental notification
Standing Committee Descriptions and Memberships for 2006-2007

Committee on Academic Appeals

Hears and rules on appeals regarding decisions by the Office of Academic Affairs concerning interpretations of, or exceptions to, rules, procedures or decisions governing registration in courses and the management of academic records. The Committee does not hear appeals concerning grades (other than "I" or "W"). This committee also serves as the appeals committee for the Academic Integrity Policy as described in the Catalog.

Membership:

Ex officio
Registrar (non-voting) (Wang)

(1)

Faculty-at-large
Boehm (chair), Dunn, Kerr

(3)

Committee on Academic Integrity

The Committee on Academic Integrity has jurisdiction over all alleged violations of academic standards as described in the college’s Statement of Academic Integrity. The committee follows the procedural guidelines as described in the Statement of Academic Integrity. A minimum of two faculty members and two student members is required to hold a formal hearing. Hearing groups are formed by the chair from the available committee members.

Membership:

Faculty-at-large
Asman, Gatti-Clark, Maakestad, Murray (chair), Penner

(5)

Students (confidential)

(6)

Council on Academic Policy

Advisory to the President on all matters of common concern. Meets regularly with the President and reports regularly to the faculty. Plans programs, reviews recommendations, and coordinates activities involving academic matters. Sets the agenda for faculty meetings. Makes recommendations to the faculty on matters not under the jurisdiction of other committees, such as academic calendar, schedule of classes and examinations, graduation requirements, and programs for academic and faculty development.

Three committees are formed from the membership of the Council. The six faculty members elected at-large by the faculty by secret ballot constitute a Committee on Academic and Professional Concerns. The members of this committee represent the faculty in advising the Council on Academic Policy concerning academic issues, both current and future. The Committee also serves as a hearings committee and considers all matters of professional concern, particularly those relating to academic freedom, promotion, tenure, and retention. This committee selects its chair from its membership.
The Provost and the Area Chairs (appointed to staggered 4-year terms) constitute the **Committee on Faculty**. This committee is advisory to the Provost and the President on matters of faculty appointments, retention, promotion, tenure, and retirement. The Provost is the chair of this committee and the Associate Provost is a non-voting member. The Area Chairs and the Associate Provost constitute the **Committee on Faculty Grants**, which allocates funds for faculty development and faculty travel. The Associate Provost serves as the non-voting chair of this committee.

**Membership:**

| Ex officio | President of the College (Cloyd)  
|------------|-------------------------------|
| (5)        | Provost, Chair (Entzminger)    
|            | Associate Provost, non-voting (D. Sutherland) |

**Area Chairs**

Harris, Kopper, Rupert  
(3)

**Faculty-at-large**

Campbell (04-07), McInish (04-07),  
Ablondi (05-08), King (05-08),  
Gron (06-09), Haggard (06-09),  
[Toth replaces Campbell, Fall],  
[Agnew replaces King, Fall & Spring]

(6 elected)

**Students**

Student Senate President (Russ Montgomery)  
Elected student representative (Holly Robbins)  
(2)

**Athletic Advisory Committee**

Advisory to the NCAA representative and to the Hendrix Athletic Director. Reviews policies and makes recommendations to appropriate College officials concerning the Hendrix intercollegiate athletic program.

**Membership:**

| Ex Officio | Director of Athletics (Powell)  
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<td>NCAA and SCAC Representative (Scott, chair)</td>
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<th>Faculty-at-large</th>
<th>Kelly, Hales</th>
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**College Judicial Council**

The College Judicial Council has jurisdiction over serious breaches of the College's standards of student conduct and over all student misconduct which does not fall under the responsibility of the minor disciplinary hearing panel or an administrative hearing body. The Council also serves as the appellate group for decisions made by a minor disciplinary hearing board or an administrative hearing body. A minimum of two faculty members and two student members is required to hold a formal hearing. Hearing groups are formed by the
chair from the available committee members.

Membership:
Ex officio
(2)
Dean of Students (Bailey)
Representative of Office of Academic Affairs (Jackson)
Secretary (non-voting)
Faculty-at-large
(5)
Arms, Fannin, Hannah
Lombardi, Miller (chair)
Students
(5)
(Confidential)

Committee on Committees
Recommends to the faculty the organization, structure, and functions of standing committees to which faculty members are to be named. Nominates to the faculty the committee chairs and faculty membership assignments.

Membership:
Ex Officio
(1)
Associate Provost, Chair (D. Sutherland)
Faculty-at-large
(4 elected)
Bruininks (05-07), Moore (05-07),
Maxwell (06-08), Toth (06-08)

Committee on Curriculum
Makes recommendations concerning curriculum to departments, areas, and the faculty. Receives reports and requests from departments and areas concerning revisions in course offerings and requirements for majors and minors; forwards such reports with recommendations to the faculty.

Membership:
Ex Officio
(1)
Registrar (Wang)
Faculty-at-large
(6)
Berry, Burch, Flannery-Dailey,
Morrison (chair), Payne, Sutherland M
Students
(3)
TBA,

Committee on Diversity Concerns
Advises the faculty and administration on issues relating to the promotion of a community that welcomes and supports diversity, including but not limited to racial, ethnic, gender, sexuality, and religious diversity.

Membership:
Ex Officio
Director of Multicultural and International Student
(2) Affairs (?)
Representative of Multicultural Development Committee (?)

Faculty-at-large
(3)
Duina, Muse (chair), Vilahomat

Students
(2)
TBA

Committee on Enrollment and Financial Aid
Recommends to the faculty and interprets policies concerning recruitment, admission/readmission, and retention of students. Advisory to the Office of Admission and to the Office of Financial Aid.

Membership:
Ex Officio
(4)
Vice President for Enrollment (Foust)
Associate Provost for Advising and Retention (Herrick)
Executive Director of Admission (Kropf)
Director of Financial Aid (non-voting) (Bandre))

Faculty-at-large
(3)
Chappell, Krebs (chair), Stanley

Students
(2)
TBA

Committee on Experiential Learning
Advises the Odyssey Director on policies and procedures for the operation of the Odyssey Program, including establishment of criteria for Odyssey credit not connected to regularly taught courses. Reviews and recommends to the Committee on Faculty requests from students and faculty for the funding of proposed Odyssey projects. Assists faculty members in the development of new Odyssey experiences, including new courses for proposal to the Curriculum Committee for Odyssey credit. Assists the Director in coordinating policies and the program’s interactions with related offices. Hears student appeals on Odyssey credit decisions.

Membership:
Ex officio
(4)
Director of Odyssey Program (Schantz)
Associate Provost (D. Sutherland)
Associate Director of Odyssey Program (non-voting)
(Fleming)
Director of Civic Engagement Projects (Barth)

Faculty-at-large
(4)
Dearolf, Goldberg, Goodwin (chair), McDaniel

Students:
TBA
Committee on Honorary Degrees
Receives and reviews recommendations for honorary degrees and makes nominations in accordance with provisions of the Bylaws of the College. The Committee may, in recognition of rare and outstanding service in causes consistent with the ideals of the College, recommend to the faculty collegiate commendation of organizations beyond the campus. The following criteria for honorary degrees were approved by the Board of Trustees in February, 2004:

- Outstanding accomplishment in the honoree’s chosen field; national status wherever appropriate;
- Potential as a role model and inspiration to students; the honoree embodies the humanitarian goals of the College;
- Some tie to Hendrix, Arkansas, or this region of the country which makes recognition especially fitting.

Membership:
- Ex Officio
  (1) Executive Vice President and Dean of Advancement and Planning (Jones)
- Faculty-at-large
  Hines, Peszka (chair), Teague
  (3)

Committee on Honors
Recommends to the faculty policies regarding honors programs, including the Honors Convocation. Coordinates and promotes applications for the various post-baccalaureate awards by serving as the liaison between the faculty and the campus representatives for such scholarships and fellowships as Rhodes, Fulbright, Watson, Truman, Goldwater, and Marshall. Serves as the screening committee for candidates for post-baccalaureate awards.

Membership:
- Ex Officio
  (1) Distinguished Scholarships Advisor (Shutt)
- Faculty-at-large
  Binnie, Capek, Murphy, Vernon (chair)
  (4)

Committee on Information and Instructional Resources
Advises the College on the development of library holdings and services, media and classroom technologies, and computing resources to work together in support of teaching and scholarship.

Membership:
- Ex Officio
  (3) Director of the Library (Moore)
  Representative from the Office of Information Technology (Fraser)
  Director of Media Center (Engeler-Young)
Faculty-at-large  Ferrer, Fought (chair), Shackelford
(3)

Students  TBA
(2)

Committee on International/Intercultural Studies
Advisory to the faculty. Recommends policy and procedures regarding international and intercultural study. Aids in the advising of international students. Advertises and evaluates programs of international or intercultural study. May assist in recommending students for international study.

Membership:
Ex Officio  Representative of Office of Admission (?)
(4)
Director of Multicultural and International Student Affairs (?)
Representative of Hendrix-Murphy Foundation Programs (Doyle)
Coordinator of International Programs (Oudekerk)

Faculty-at-large  Barel, Crowder, Oxner (chair)
(3)

Students  TBA  (2)

Committee on Student Life
Advisory to the Office of Student Affairs. Works in conjunction with the Office of Student Affairs and the Student Senate in recommending and evaluating the various policies and programs of the College involving student activities, including discipline, orientation of new students, student-faculty relations, recreation, residential living, off-campus housing, student government and organizations, student media, health services, and campus center.

Membership:
Ex Officio  Dean of Students (Bailey)
(2)
Chaplain (Clark)

Faculty-at-large  Fabricio, Mayo, Moran (chair), Skok
(4)

Students  TBA
(3)

Committee on Teacher Education
Designs, reviews, evaluates and recommends to the faculty policies and programs related to the education and certification of students preparing to teach in the elementary and secondary schools.

Membership:

*Ex Officio*

- Chair of the Department of Education, Chair (Jennings)
- Representative of Student Arkansas Education Association
- Faculty member in Department of Education (Perry)

Faculty-at-large

- Bridges, Collins

Students

- TBA

Invited

- Beth Tyler Hashemi, Amy Jordan, Kyla McDaniel

Each spring the Committee on Committees does its best to distribute the faculty among the standing committees for the next academic year. We try to balance various issues of fairness and representation. Although the results of our efforts may not be entirely satisfactory to everyone, please know that we have conscientiously gone about the job you asked us to do.

This spring, as we offer you our recommendations for next year's committee assignments, we would like to take a moment to put forward a modest proposal. Scheduling committee meetings seems to have gotten increasingly difficult. Many meetings--too many meetings, perhaps--have had to be scheduled after 5 p.m. this year. We are therefore suggesting that committees try to schedule as many of their meetings as possible during the hours of 8 a.m. and 5 p.m. next year. We are also asking you all to do your best to be available during these hours. By both scheduling and attending meetings during these times
we can make it more possible for everyone to participate equally in the work of the committees.
Report on Faculty Compensation  
Presented to the Trustees of Hendrix College  
By the President and the Provost  
May 5, 2006

Among the many features that make Hendrix a distinctive institution of higher education, one of the most remarkable is the degree to which all of its constituencies share the commitment to advancing its mission of educating the whole person and to enhancing the quality of the academic program for current and future students. Many, indeed probably all, similar institutions would make this claim, but Hendrix’s history, and particularly its recent history, illustrates the extent to which this is not just an ideal or a slogan but a lived reality. During this period, the partnership between the Board of Trustees and the faculty has led to dramatic enhancements in the ability of the institution to provide a liberal arts education of the highest quality to its students, often in the face of significant challenges.

Over the course of the last ten years the Board of Trustees has expressed its confidence in the faculty by making a tremendous investment in faculty resources and in the academic program of the College. This investment in the vision of the faculty has greatly strengthened the academic program. Growth in the ranks of the faculty has enhanced the scope, depth, and quality of all of our departments and offerings. The investment in new and redesigned facilities has also created a world class academic environment for the work of the faculty.

Beginning in the early 1990s the Board set the college on a course to become competitive with the best liberal arts colleges in the United States. This involved growing the faculty (from 58 full-time teaching faculty to 88 full-time teaching faculty), investing in the facilities, investing in sharply enhanced opportunities for faculty development and research, and supporting a much richer and broader academic program.

- Over the last ten years the Board has approved the addition of 16 tenured and tenure track positions, 3 non tenure track positions. Faculty ranks have grown from 69 full-time teaching faculty (53 tenured, 11 tenure track, and 5 non tenure track) in 1996 to 88 full-time teaching faculty in 2006 (56 tenured, 24 tenure track, and 8 non tenure track).

The investment in these 19 new positions represents an investment of over $1.4 million per year in the 2006-07 operating budget for faculty compensation. As these tenure track faculty advance through the ranks and salaries and benefits increase (vesting 12% in TIAA-CREF, support by the College’s generous health care package, etc.), the institution’s investment in total faculty compensation will increase dramatically.

- The college has also made a significant investment in academic support. These investments have not only included academic secretary support, but also enhancements to the structure of the academic program including the support for
advising and retention and the Odyssey offices. This investment represents a new $270,000 in the 2006-07 budget for academic support. In addition, the college has increased the stipends paid to faculty and the release time offered to faculty for additional and administrative duties, items not reflected in our compensation statistics.

- As part of the move to the semester system, the board agreed to reduce the faculty standard teaching load from seven to six courses. This was done as part of the vision to develop and enhance a pedagogical style that emphasizes engaged liberal arts. Indeed, this philosophical commitment is embodied in the Odyssey Program. This change in load was critical for the faculty to be able to offer more individualized one-on-one mentoring, undergraduate research opportunities, and other benefits for students represented by Odyssey and other programs. It also required us to hire more faculty and thus to utilize funds that otherwise might have gone to increase compensation for individual faculty.

This decision was supported by the faculty with the knowledge that the move to the semester and the development of our pedagogical style of engaged liberal arts would benefit students and help to make Hendrix a stronger institution distinctive for its approach to undergraduate education.

- The move to the semester, the commitment of the faculty to an engaged liberal arts education, and the financial support of the Board have led to the development of one of the best academic programs among liberal arts colleges in America. In addition, since 1996 the following enhancements to the academic program have been introduced:

  o Africana Studies minor
  o American Studies major and minor
  o Art History minor
  o Biochemistry-Molecular Biology major
  o Chemistry major obtained ACS certification
  o International Business minor
  o Master of Accounting degree
  o Environmental Studies major
  o Film Studies minor
  o Classics minor
  o Latin and Greek minors
  o International Relations and Global Studies major and minor
  o Computer Science major and minor
  o Anthropology major
  o Dance ensemble
  o Chemical Physics major
  o Moved to semester calendar with revisions in all majors and general education requirements
- Capstone experiences added for all majors [For many departments, this meant moving from a comprehensive exam to research experiences and papers for all students.]
- Increased student involvement in undergraduate research and academic competitions [Details for the last two years are documented in the Experiential Learning publications distributed as part of Honors Day.]
- Increased professional activities [Details for the past four years are documented in the Faculty Activities documents distributed by the Provost.]
- The Odyssey Program was introduced
- The Explorations first year course was introduced
- The Journeys course was developed to replace the W.I.T. courses
- Increased emphasis on advising and retention issues

One rough index to the overall enhancements to the academic program is provided by comparing the 1995-96 Catalog, with 121 pages, to the 2005-2006 Catalog, with 322 pages.

- The faculty recognizes and is sensitive to the intense structural pressure that the Board and the College have been working through over the past five years. During the period of the most rapid growth in the faculty ranks the College was on a much different and stronger financial footing.

The 1990s provided to the College a windfall in new resources as our number of full pay students from the GDS program swelled to almost 200 students of our 1,087 FTE. We were able to hold our discount under 40%. The loss of this source of revenue cannot be overstated and could not have come at a worse time as the College pushed to become competitive with the best liberal arts colleges in America.

Enrollment has declined to 1,017 FTE and this change, along with the additions to the faculty, have brought our student to faculty ratio to 11 to 1, which is below the board stated goal of 12 to 1. This has also brought our average class size from 19 to 16.

The conditions in the College's traditional market have placed a great deal of pressure on the average discount, and net tuition revenue has declined dramatically. In addition, despite increased investment and hard work, and in part because of the loss of the GDS, our retention and graduation rates are not where they should be relative to our peers and relative to the academic profile of entering students.

Despite these challenges the Board and the College did not cut faculty positions and in fact continued to add faculty and to increase salaries and benefits. It is a mark of the vision and courage of the Board that they have taken this route and elected to stay the course. As a result of deciding to stay the course, the Board has allowed the College
under the leadership of the President and the Provost to increase the draw on the endowment temporarily to a new level and has made special gifts to keep the budget in equilibrium through this period. At the same time, the Board has shown its generosity in the current capital campaign, committing to increasing the annual fund, increasing the endowment, endowing the Odyssey program, and supporting capital projects.

This is an exciting, energizing, visionary, and challenging time for the College and the Hendrix community. The path of increased visibility and repositioning the institution through the various actions of the Board and the faculty will support the enduring purpose of the College and enhance the long term strength of the College.

At the same time, it must be acknowledged that in the same period in which so much has been accomplished so quickly, faculty compensation, particularly at the upper ranks, has not kept pace with that of our peer institutions, however one might choose to define that term. For many years the faculty had been led to assume that the institution was committed to raising compensation at all ranks to the 80th percentile of comparable institutions as determined by the annual AAUP survey. In recent years, the discovery that Hendrix was falling farther and farther behind has had a damaging effect on faculty morale.

Last spring, the faculty, recognizing that the AAUP benchmark was unrealistic (subsequent analysis demonstrated problems with using the AAUP survey as a reliable measure), approved a motion to use the 50th percentile of institutions in our consortium, the Associated Colleges of the South, instead. Subsequently, this fall, President Cloyd appointed a Task Force, chaired by Professor of Economics Tom Stanley, and presented them with the following charge:

- **To develop a list of peer institutions and a list of aspirant institutions, taking into account mission, quality, resources (endowment, enrollment, net tuition revenue), setting (i.e., urban, rural, suburban), cost of living, etc.**

- **To analyze data from these two sets of institutions and compare it with data from Hendrix with regard to distribution among ranks (i.e., relative seniority levels) and differential compensation by rank, discipline, and gender; and**

- **To present a report to the faculty at the March [2006] faculty meeting, for action at the April meeting, if it appears that the action taken in April, 2005, needs to be revised, refined, or replaced with another benchmark.**

The Task Force presented its report to the faculty in February. In response to its charge, it identified a new group of 25 institutions comparable to Hendrix in resources to be used as one benchmark of peers, and another, the ACS institutions, to be used as the other, which they term “quality peers.”
The Task Force also made the following recommendations:

1. Average Hendrix faculty salary be raised to an amount equal to or greater than the average of the 'Group of 25' (defined by the median) by rank, within the next year or two, and with no reduction in the current fringe benefits.
2. Average Hendrix faculty salary be raised to and maintained at an amount equal to or greater than the average of the ACS (defined by the median) by rank, within the next five years, and with no reduction in the current fringe benefits.
3. The salary increases necessary to bring us up to the Group of 25 should be distributed equally across faculty members at the same rank.
4. After goal 1 is achieved, salary increases required to bring us up to the ACS medians can address broader issues of equity, distribution, and market.

(The complete Task Force report, providing a description of the methodology for the study and rationale for the recommendations, is attached as an addendum to this document.)

The work of the Task Force illustrates in stark detail the extent to which salary compression at Hendrix exceeds that of its peer institutions, whether defined in terms of resources or of quality. They further make a compelling case for their recommendations, and the two-phase structure for implementation seems sensible and prudent.

It is, however, important to note the following issues that remain to be resolved:

- If the Board chooses to act on this report, it will need to decide whether to base its goals on salary or total compensation;
- While the charge asks only to identify two groups against which to benchmark Hendrix, the Task Force has identified the median for both groups as goals, one short term and one long term, with recommendations about how any additional funds might be disbursed among the faculty. Both the goals and the implementation are the product of considerable thought and study, but they carry serious financial implications about which the Board will also have to give serious thought.

Without committing to the longer term goal (of meeting the 50th percentile of ACS institutions) without further study, the Board might nonetheless begin to work toward the more immediate and easily accessible goal of reaching the 50th percentile of the Group of 25 by providing an immediate infusion of some additional funds for the next 2-3 years above the regular salary pool currently in the budget model. Two questions will need to be decided:

- whether the goal is to be defined as salary or as compensation;
- whether the additional funds will be disbursed as the Task Force suggests, across the board, or by some method that will take into account such issues as time in
rank, performance, and discipline, to be determined as is currently the case by the Committee on Faculty with the approval of the Provost and President.

At the same time that we begin to address our first goal, the Board might also initiate a study that will allow us to determine the appropriate longer term goal. For instance, while the Task Force provides resource data to justify Hendrix’s position in the group of 25, it does not provide comparable data for ACS institutions. The Board would need to have these data in order to determine whether, or on what schedule, the goal of achieving the 50th percentile of this group is attainable. It might also want to know how compensation is distributed among ranks at these institutions, how many endowed chairs are included in the data, by what method raises are determined, etc.
Hendrix College Faculty Salary Taskforce Report (February 2006)

A. Recommendations:

Hendrix College, "America's 4th Best Value," has a long tradition of egalitarianism, generous fringe benefits, heavy teaching loads, and low faculty salaries (Tables 2 and 4). However, the recent rapid expansion of the size of the Faculty has forced the College to pay market salaries at the entry levels. The 'market' is no longer a taboo concept in the Hendrix community. As the result of these shifts of community standards, the salary structure at Hendrix College shows unprecedented compression (see Table 3) and remains low relative to 'peer' institutions, whether defined by resource availability (the Group of 25) or by academic quality (the ACS)—see Tables 2 & 4.

The Faculty Salary Taskforce therefore recommends that

1. Average Hendrix faculty salary be raised to an amount equal to or greater than the average of the 'Group of 25' (defined by the median) by rank, within the next year or two, and with no reduction in the current fringe benefits.  
2. Average Hendrix faculty salary be raised to and maintained at an amount equal to or greater than the average of the ACS (defined by the median) by rank, within the next five years, and with no reduction in the current fringe benefits.
3. The salary increases necessary to bring us up to the Group of 25 should be distributed equally across faculty members at the same rank.
4. After goal 1 is achieved, salary increases required to bring us up to the ACS medians can address broader issues of equity, distribution, and market.

B. The Taskforce’s Charge

The Faculty Salary Taskforce was formed by the President and given the charge

- To develop a list of peer institutions and a list of aspirant institutions, taking into account mission, quality, resources (endowment, enrollment, net tuition revenue), setting (i.e., urban, rural, suburban), cost of living, etc.

- To analyze data from these two sets of institutions and compare it with data from Hendrix with regard to distribution among ranks (i.e., relative seniority levels) and differential compensation by rank, discipline, and gender; and

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1 The taskforce feels strongly that fringe benefits should not be reduced, either in what is covered or by the percent of the College's share. Also, for the sake of clarity, faculty ranks are understood to be tenure track, Assistant, Associate, and Full Professor.
• To present a [2006] report to the faculty at the March faculty meeting, for action at the April meeting, if it appears that the action taken in April, 2005, needs to be revised, refined, or replaced with another benchmark.
C. Salaries at Peer Institutions of Higher Learning

The Taskforce met fortnightly throughout Fall 2005. The first several meetings were devoted to a discussion of the meaning of our charge and possible approaches that we might take. At one of these early meetings, the President shared his perspective, stressing the uniqueness of Hendrix and its limited resources.

To address the President’s concerns, the Taskforce decided to identify a group of peer institutions defined solely with respect to resources (net tuition and endowment per student) and mission (Carnegie classification of private Baccalaureate Liberal Arts colleges). The number of schools to include was arbitrarily set at 25. This number was chosen, *a priori*, as sufficiently large to make the median robust against any potential quirk or any drastic change that might arise among a few schools. Next, Dr. Carl Burch assembled the data, largely from IPEDS (Integrated Postsecondary Education Data System of the National Center for Education Statistics) and investigated which schools were within $\pm X\%$ of Hendrix on both net tuition and endowment per student.$^2$ This interval was enlarged until 25 schools were encompassed—‘the Group of 25.’

It should be noted that no taskforce member knew the associated salaries of this selected Group of 25 until after the list was discussed and approved by the taskforce. In terms of quality, Hendrix is above the median rank of the Group of 25. The *US News* ranks Hendrix 73rd, while the Group of 25’s median is rank 81.

Turning first to Tables 2 and 3, it should be clear that the Hendrix Faculty is underpaid, relative to our resource peers. At the Professor rank (PR), the discrepancy is about $8,000 salary and $5,000 compensation. For Associate Professors (AO), it is about $3,000 salary and $1,000 compensation, and for Assistant Professors (AI) the Hendrix mean is about $1,000 higher than the median of the Group of 25.

The ‘good news’ is that Hendrix appears to be paying appropriately at the entry level. However, even this good news should be carefully qualified. If ‘Department X’ is omitted from the data, because their Assistant Professors’ salaries are clear outliers, the average AI Hendrix salary decreases by $2,200.$^3$ If we were to make the full $2,200 adjustment, then Hendrix’s Assistant Professors go from being ‘overpaid’ (in reference to the Group of 25) by approximately $1,000 to being ‘underpaid’ by $1,000.$^4$

The second bit of ‘silver lining’ found in this data is that Hendrix’s fringe benefits are relatively generous (Table 3). Only Wheaton and Wooster Colleges pay more per employee for their fringe benefits, as a percent of salaries.

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$^2$ The mathematically correct way to operationalize the intuitive notion of $\pm a$ given percent is to use the logarithm of the ratio of given school’s net tuition to Hendrix’s net tuition.

$^3$ If Department X is not omitted from the salary pool, then there is statistically significant evidence of gender discrimination, by approximately $3,000. Some might suggest that consistency demands that Department X either be always included or always excluded.

$^4$ Other schools will also have their Department Xs. However proportion of Assistant Professors in Department X is likely to be higher at Hendrix, causing a greater distorting effect on our AI salaries. Without data on the distribution of salaries at other schools, we cannot make a precise adjustment for this effect other than to say that it is somewhere between $2,200 and $0.$
The most glaring feature revealed by this comparison of Hendrix to the Group of 25 concerns salary compression—the smaller premium that Professors are paid over Assistant Professors. This experience premium is smaller at Hendrix than at other institutions of higher learning, whether a member of the Group of 25 or the ACS. The median ratio of Professor to Assistant Professor salaries for the Group of 25 is 1.55 and 1.63 for the ACS. Hendrix’s ratio is only 1.36.

When comparisons are made to Hendrix’s quality peers, the ACS, the discrepancies worsen (Table 4, bottom row). In this context, Professors are being underpaid by $15,300 (or 24%), Associate Professors by $6,600 (12%), and Assistants Professors by $3,100 (6.5%).

D. Cost of Living

It should be noted that considerations of cost of living do not materially affect the previous findings. In fact, they only worsen Hendrix’s relative standing to the Group of 25. Cost of living is defined by US Bureau of Labor Statistics’ Consumer Price Index (CPI). When all salaries are adjusted using Hendrix’s CPI as the base, the median salaries and compensation values for the Group of 25 increase by approximately $1,000, making our gap that much wider. That is, if we consider cost of living, then all Hendrix faculty members will need another $1,000 to bring us up to the median of the Group of 25. The reason for this surprising result is that prices are 2.5% lower, on average, in the small town Midwest than they are in the small town South.

E. Implementation

Obviously, these are sensitive issues. Many years ago, the College adopted the goal of lifting our salaries up to the 80th percentile among AAUP IIB schools to correct our salary deficiency. Every year since, the Faculty was presented with graphs showing our salaries lying below the Administration’s chosen benchmark. Years and years of not achieving an important stated goal have soured morale. Half measures are likely to be counterproductive. Thus, we ask the President and the Board of Trustees to make achieving these goals top institutional priorities.

We further ask the Administration to make periodic reports on our progress in achieving these goals. As stated in recommendation (3), the first installment of the salary raises should be given ‘across the board’ (i.e., equal dollar amounts) by rank. Needless to say, the energy and enthusiasm of the entire Faculty have been instrumental in our recent transitions to semesters and to Odyssey, and all of us have been affected by Hendrix’s historically low salaries. Therefore, the entire Faculty has earned some redress. Our sense of ‘community,’ which we have traditionally viewed as cohesive, critically depends upon perceived equity.

Other issues of perceived inequity have been shared with the Taskforce. Some faculty members believe that they are being treated unfairly relative to similar members

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5 Recall that Department X needs to be omitted to be consistent.
6 Of course, not all colleges in the Group of 25 are located in a small Midwest town. However, the middle range of schools (as defined by salary) is. The few schools that are located in more expensive locations have no effect on the median.
of their Departments or Areas. Some of these individual cases come from female faculty members; others do not. The Taskforce does not have sufficient data to evaluate such claims and, therefore, makes no specific recommendation. Nonetheless, such perceptions, whether 'objectively' valid or not, affect morale.\footnote{Without dismissing these concerns, it might be useful to point out a possible misconception about the 'average' (i.e., the mean). \emph{Over 50\% of the Faculty will always have salaries below the average, regardless of how high the average might be raised. This occurs whenever the 'average' (as measured by the mean) is greater than the median, as it is at all Hendrix ranks. This simply reflects a salary distribution that is skewed to the right due to a few large salaries. For example, at the Assistant Professor level, 85\% are below average, while 72\% of the Associate Professors are below average. Most of us, at all ranks whether male or female, are below average and will remain so, no matter what future actions may be taken to raise salaries.}} Other faculty members are equally concerned about compression across disciplines as well as across ranks. Now that market forces have been recognized by the College, they can be considered along with other issues of equity as we move from the Group of 25 to the ACS benchmark.
Table 1: Selection of 25 Colleges
October 20, 2005
The below ‘Group of 25’ colleges are those Carnegie classified schools, “Baccalaureate—Liberal Arts,” for which the following is the smallest:

$max ( |\log(\text{endowment/Hendrix endowment})|, |\log(\text{net tuition/Hendrix net tuition})| )$

<table>
<thead>
<tr>
<th>College</th>
<th>USNews</th>
<th>Enroll</th>
<th>Faculty</th>
<th>Tuition</th>
<th>Pell%</th>
<th>Endow</th>
</tr>
</thead>
<tbody>
<tr>
<td>DePauw U</td>
<td>IN</td>
<td>49</td>
<td>2,341</td>
<td>218</td>
<td>24,000</td>
<td>13</td>
</tr>
<tr>
<td>Furman U</td>
<td>SC</td>
<td>41</td>
<td>2,986</td>
<td>229</td>
<td>22,712</td>
<td>11</td>
</tr>
<tr>
<td>Southwestern U</td>
<td>TX</td>
<td>61</td>
<td>1,248</td>
<td>114</td>
<td>18,870</td>
<td>17</td>
</tr>
<tr>
<td>Wheaton C</td>
<td>IL</td>
<td>55</td>
<td>2,757</td>
<td>183</td>
<td>18,500</td>
<td>15</td>
</tr>
<tr>
<td>Spelman C</td>
<td>GA</td>
<td>73</td>
<td>2,013</td>
<td>162</td>
<td>14,125</td>
<td>70</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR</td>
<td>61</td>
<td>2,530</td>
<td>185</td>
<td>25,300</td>
<td>20</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH</td>
<td>68</td>
<td>1,851</td>
<td>134</td>
<td>25,040</td>
<td>14</td>
</tr>
<tr>
<td>Lawrence U</td>
<td>WI</td>
<td>53</td>
<td>1,368</td>
<td>130</td>
<td>25,089</td>
<td>18</td>
</tr>
<tr>
<td>Centre C</td>
<td>KY</td>
<td>41</td>
<td>1,059</td>
<td>90</td>
<td>20,400</td>
<td>14</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD</td>
<td>94</td>
<td>1,738</td>
<td>98</td>
<td>24,150</td>
<td>16</td>
</tr>
<tr>
<td><strong>Hendrix C</strong></td>
<td>AR</td>
<td>73</td>
<td>1,047</td>
<td>81</td>
<td>15,630</td>
<td>23</td>
</tr>
<tr>
<td>Albion C</td>
<td>MI</td>
<td>81</td>
<td>1,716</td>
<td>118</td>
<td>21,948</td>
<td>16</td>
</tr>
<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA</td>
<td>84</td>
<td>718</td>
<td>75</td>
<td>20,530</td>
<td>23</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY</td>
<td>104</td>
<td>1,127</td>
<td>78</td>
<td>17,660</td>
<td>19</td>
</tr>
<tr>
<td>Birmingham-Southern C</td>
<td>AL</td>
<td>88</td>
<td>1,348</td>
<td>95</td>
<td>18,530</td>
<td>14</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC</td>
<td>55</td>
<td>1,148</td>
<td>82</td>
<td>20,610</td>
<td>14</td>
</tr>
<tr>
<td>Hampden-Sydney C</td>
<td>VA</td>
<td>104</td>
<td>1,035</td>
<td>101</td>
<td>21,387</td>
<td>14</td>
</tr>
<tr>
<td>Hanover C</td>
<td>IN</td>
<td>94</td>
<td>992</td>
<td>86</td>
<td>19,300</td>
<td>18</td>
</tr>
<tr>
<td>Hollins U</td>
<td>VA</td>
<td>88</td>
<td>935</td>
<td>83</td>
<td>20,575</td>
<td>28</td>
</tr>
<tr>
<td>Beloit C</td>
<td>WI</td>
<td>61</td>
<td>1,293</td>
<td>103</td>
<td>24,386</td>
<td>11</td>
</tr>
<tr>
<td>Alma C</td>
<td>MI</td>
<td>3rd</td>
<td>1,265</td>
<td>84</td>
<td>18,854</td>
<td>30</td>
</tr>
<tr>
<td>Sweet Briar C</td>
<td>VA</td>
<td>71</td>
<td>680</td>
<td>81</td>
<td>19,900</td>
<td>17</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
<td>VA</td>
<td>104</td>
<td>1,097</td>
<td>87</td>
<td>21,160</td>
<td>16</td>
</tr>
<tr>
<td>Millsaps C</td>
<td>MS</td>
<td>81</td>
<td>1,146</td>
<td>93</td>
<td>18,414</td>
<td>23</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA</td>
<td>3rd</td>
<td>885</td>
<td>68</td>
<td>15,700</td>
<td>28</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY</td>
<td>94</td>
<td>403</td>
<td>49</td>
<td>14,292</td>
<td>38</td>
</tr>
</tbody>
</table>

**USNews:** Rank in the 2005 US News' rankings of national liberal arts colleges. 3rd if the college falls in the third tier.

**Enroll:** Total student enrollment (FTE). Source: IPEDS, 2003-4.

**Tuition:** List price for tuition and fees. Source: IPEDS, 2003-4.

**Pell%:** Per cent of students receiving federal grants. Source: IPEDS, 2003-4.

## Table 2: Salary and Compensation for the Group of 25

**November 3, 2005**

<table>
<thead>
<tr>
<th>College</th>
<th>PR</th>
<th>AO</th>
<th>AI</th>
<th>PR</th>
<th>AO</th>
<th>AI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hendrix C</td>
<td>AR</td>
<td>64.9</td>
<td>53.9</td>
<td>47.6</td>
<td>88.4</td>
<td>72.1</td>
</tr>
<tr>
<td>median of 25</td>
<td></td>
<td>72.7</td>
<td>57.1</td>
<td>46.7</td>
<td>93.6</td>
<td>73.2</td>
</tr>
<tr>
<td>difference</td>
<td></td>
<td>-7.8</td>
<td>-3.2</td>
<td>0.9</td>
<td>-5.2</td>
<td>-1.1</td>
</tr>
<tr>
<td>percentile among 25</td>
<td></td>
<td>5%</td>
<td>12%</td>
<td>56%</td>
<td>18%</td>
<td>42%</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR</td>
<td>88.7</td>
<td>67.0</td>
<td>55.8</td>
<td>108.2</td>
<td>83.4</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD</td>
<td>86.0</td>
<td>65.1</td>
<td>51.1</td>
<td>107.1</td>
<td>80.2</td>
</tr>
<tr>
<td>DePauw U</td>
<td>IN</td>
<td>79.4</td>
<td>64.3</td>
<td>53.0</td>
<td>104.1</td>
<td>85.3</td>
</tr>
<tr>
<td>Furman U</td>
<td>SC</td>
<td>81.2</td>
<td>60.6</td>
<td>50.5</td>
<td>107.8</td>
<td>81.4</td>
</tr>
<tr>
<td>Spelman C</td>
<td>GA</td>
<td>81.5</td>
<td>59.7</td>
<td>48.5</td>
<td>97.9</td>
<td>75.0</td>
</tr>
<tr>
<td>Southwestern U</td>
<td>TX</td>
<td>78.5</td>
<td>62.9</td>
<td>46.7</td>
<td>100.5</td>
<td>79.9</td>
</tr>
<tr>
<td>Wheaton C</td>
<td>IL</td>
<td>75.9</td>
<td>61.5</td>
<td>48.9</td>
<td>102.4</td>
<td>85.6</td>
</tr>
<tr>
<td>Hampden-Sydney C</td>
<td>VA</td>
<td>73.1</td>
<td>59.9</td>
<td>48.5</td>
<td>97.9</td>
<td>73.7</td>
</tr>
<tr>
<td>Lawrence U</td>
<td>WI</td>
<td>72.7</td>
<td>58.4</td>
<td>48.7</td>
<td>89.7</td>
<td>73.3</td>
</tr>
<tr>
<td>Centre C</td>
<td>KY</td>
<td>72.3</td>
<td>58.9</td>
<td>48.4</td>
<td>91.8</td>
<td>74.1</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH</td>
<td>73.1</td>
<td>58.9</td>
<td>46.3</td>
<td>99.0</td>
<td>79.8</td>
</tr>
<tr>
<td>Hanover C</td>
<td>IN</td>
<td>71.7</td>
<td>55.9</td>
<td>48.5</td>
<td>94.5</td>
<td>73.0</td>
</tr>
<tr>
<td>Albion C</td>
<td>MI</td>
<td>72.4</td>
<td>57.1</td>
<td>46.6</td>
<td>91.3</td>
<td>73.2</td>
</tr>
<tr>
<td>Birmingham-Southern C</td>
<td>AL</td>
<td>72.1</td>
<td>58.6</td>
<td>44.5</td>
<td>94.2</td>
<td>76.3</td>
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<td>Millsaps C</td>
<td>MS</td>
<td>73.2</td>
<td>54.3</td>
<td>46.8</td>
<td>92.6</td>
<td>69.4</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC</td>
<td>69.1</td>
<td>55.9</td>
<td>48.5</td>
<td>91.0</td>
<td>71.9</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY</td>
<td>73.1</td>
<td>56.9</td>
<td>43.4</td>
<td>93.6</td>
<td>72.0</td>
</tr>
<tr>
<td>Hollins U</td>
<td>VA</td>
<td>71.5</td>
<td>55.9</td>
<td>45.7</td>
<td>87.7</td>
<td>69.5</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
<td>VA</td>
<td>71.7</td>
<td>54.8</td>
<td>46.2</td>
<td>90.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Beloit C</td>
<td>WI</td>
<td>73.1</td>
<td>54.6</td>
<td>43.7</td>
<td>98.0</td>
<td>69.2</td>
</tr>
<tr>
<td>Alma C</td>
<td>MI</td>
<td>69.0</td>
<td>54.4</td>
<td>45.1</td>
<td>89.6</td>
<td>72.0</td>
</tr>
<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA</td>
<td>67.7</td>
<td>55.0</td>
<td>45.6</td>
<td>85.4</td>
<td>69.7</td>
</tr>
<tr>
<td>Sweet Briar C</td>
<td>VA</td>
<td>65.9</td>
<td>52.3</td>
<td>46.3</td>
<td>81.7</td>
<td>65.3</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY</td>
<td>63.9</td>
<td>52.6</td>
<td>42.1</td>
<td>77.5</td>
<td>65.1</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA</td>
<td>64.6</td>
<td>47.7</td>
<td>39.5</td>
<td>78.3</td>
<td>58.1</td>
</tr>
</tbody>
</table>

{Colleges in decreasing order of average salary across ranks}

Table 3: Other Statistics for the Group of 25  
November 3, 2005

<table>
<thead>
<tr>
<th></th>
<th>% At Rank</th>
<th></th>
<th></th>
<th>%Ben</th>
<th>PR/AI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PR</td>
<td>AO</td>
<td>AI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hendrix College</td>
<td>AR</td>
<td>41%</td>
<td>27%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>median of 25</td>
<td></td>
<td>36%</td>
<td>30%</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>percentile among 25</td>
<td></td>
<td>71%</td>
<td>31%</td>
<td>53%</td>
<td>93%</td>
</tr>
<tr>
<td>Willamette U</td>
<td>OR</td>
<td>52%</td>
<td>24%</td>
<td>25%</td>
<td>24%</td>
</tr>
<tr>
<td>Goucher C</td>
<td>MD</td>
<td>24%</td>
<td>31%</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>DePauw U</td>
<td>IN</td>
<td>41%</td>
<td>19%</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Furman U</td>
<td>SC</td>
<td>52%</td>
<td>26%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>Spelman C</td>
<td>GA</td>
<td>20%</td>
<td>43%</td>
<td>38%</td>
<td>23%</td>
</tr>
<tr>
<td>Southwestern U</td>
<td>TX</td>
<td>25%</td>
<td>35%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Wheaton C</td>
<td>IL</td>
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<td>38%</td>
<td>28%</td>
<td>36%</td>
</tr>
<tr>
<td>Hampden-Sydney C</td>
<td>VA</td>
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<td>27%</td>
<td>28%</td>
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<tr>
<td>Lawrence U</td>
<td>WI</td>
<td>30%</td>
<td>36%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Centre C</td>
<td>KY</td>
<td>41%</td>
<td>30%</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>C of Wooster</td>
<td>OH</td>
<td>35%</td>
<td>27%</td>
<td>37%</td>
<td>35%</td>
</tr>
<tr>
<td>Hanover C</td>
<td>IN</td>
<td>34%</td>
<td>29%</td>
<td>36%</td>
<td>29%</td>
</tr>
<tr>
<td>Albion C</td>
<td>MI</td>
<td>37%</td>
<td>21%</td>
<td>42%</td>
<td>27%</td>
</tr>
<tr>
<td>Birmingham-Southern C</td>
<td>AL</td>
<td>45%</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Millsaps C</td>
<td>MS</td>
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<td>44%</td>
<td>37%</td>
<td>26%</td>
</tr>
<tr>
<td>Wofford C</td>
<td>SC</td>
<td>40%</td>
<td>29%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Transylvania U</td>
<td>KY</td>
<td>39%</td>
<td>31%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Hollins U</td>
<td>VA</td>
<td>29%</td>
<td>44%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Randolph-Macon C</td>
<td>VA</td>
<td>36%</td>
<td>30%</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td>Beloit C</td>
<td>WI</td>
<td>36%</td>
<td>36%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Alma C</td>
<td>MI</td>
<td>45%</td>
<td>32%</td>
<td>23%</td>
<td>32%</td>
</tr>
<tr>
<td>Randolph-Macon Woman's C</td>
<td>VA</td>
<td>33%</td>
<td>32%</td>
<td>35%</td>
<td>27%</td>
</tr>
<tr>
<td>Sweet Briar C</td>
<td>VA</td>
<td>49%</td>
<td>22%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Wells C</td>
<td>NY</td>
<td>53%</td>
<td>21%</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>Emory &amp; Henry C</td>
<td>VA</td>
<td>35%</td>
<td>31%</td>
<td>35%</td>
<td>22%</td>
</tr>
</tbody>
</table>

% at rank: Per cent of Faculty at PR/AO/AI ranks.

% Ben: Amount of benefits relative to salary, averaged across ranks.
(The only colleges that are more generous with benefits (proportionate to salary) are Wheaton C and C of Wooster.)

PR/AI: Ratio of Professor's salary to Assistant Professor's salary.
(Hendrix's level of salary compression is truly unusual; the only ones that come close are Wofford C and Sweet Briar C.)
Table 4: ACS Faculty Salary and Compensation

<table>
<thead>
<tr>
<th>School</th>
<th>Salary 04-05</th>
<th>Compensation 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PR</td>
<td>AO</td>
</tr>
<tr>
<td>Hendrix College</td>
<td>64.9</td>
<td>53.9</td>
</tr>
<tr>
<td>ACS Institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rollins</td>
<td>83.0</td>
<td>65.3</td>
</tr>
<tr>
<td>Trinity University</td>
<td>95.7</td>
<td>63.9</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>106.2</td>
<td>75.5</td>
</tr>
<tr>
<td>Birmingham Southern</td>
<td>72.1</td>
<td>58.6</td>
</tr>
<tr>
<td>Centenary</td>
<td>63.7</td>
<td>52.5</td>
</tr>
<tr>
<td>Centre College</td>
<td>72.3</td>
<td>58.9</td>
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<tr>
<td>Davidson</td>
<td>94.9</td>
<td>73.1</td>
</tr>
<tr>
<td>Furman</td>
<td>81.2</td>
<td>60.6</td>
</tr>
<tr>
<td><strong>Hendrix College</strong></td>
<td><strong>64.9</strong></td>
<td><strong>53.9</strong></td>
</tr>
<tr>
<td>Millsaps</td>
<td>73.2</td>
<td>54.3</td>
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<td>Morehouse</td>
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<td>81.5</td>
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<td>57.2</td>
</tr>
<tr>
<td>Washington &amp; Lee</td>
<td>94.6</td>
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<tr>
<td>Averages</td>
<td>84.7</td>
<td>63.4</td>
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<tr>
<td>Medians</td>
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<tr>
<td>Hendrix Rank</td>
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<td>15</td>
</tr>
<tr>
<td>Discrepancies from ACS Median</td>
<td>-15.3</td>
<td>-6.6</td>
</tr>
</tbody>
</table>

Source: Hendrix Office of Academic Affairs