

MINUTES OF BOARD OF TRUSTEES**RHODES COLLEGE****October 25 and 26, 1990**

10-90-1 The regular meeting of the Board of Trustees of Rhodes College was held in the Edmund Orgill Room, S. DeWitt Clough Hall, on the campus, at 1:30 P.M., Thursday, October 25, 1990 pursuant to written notice. The meeting was called to order by the Chair, Dr. Winton M. Blount.

The meeting was opened with prayer by Dr. Michael McLain. Dr. Blount asked for a moment of silent prayer in memory of Mr. John McMillan, long time trustee and friend of the College, and that the following resolution be spread upon the minutes.

Whereas, the Board of Trustees of Rhodes College, with a deep sense of loss, records the death of John M. McMillan, who served as a Trustee from 1954 to 1962 and again in 1986 when he was elected an Honorary Trustee, be it

RESOLVED, That the Board extends to the family its deepest sympathy.

10-90-2 At a surprise presentation, President Daughdrill was awarded the Distinguished National Eagle Scout Award by former winners Messrs. Shepherd Tate, Richard Trippeer and David Williams.

10-90-3 The roll was called by the Secretary, Mr. Kenneth F. Clark, Jr. Members present were:

SYNOD OF LIVING WATERS

Marion S. Adams, Jr., '93
Bland W. Cannon, '91
George E. Cates, '93
Ted M. Henry, '92
Billy M. Hightower, '92
James H. Prentiss III, '93
K.C. Ptomey, Jr., '91
Henry B. Strock, Jr., '92
Ray U. Tanner, '91

FACULTY TRUSTEES

Robert L. Entzminger, '92
Douglas W. Hatfield, '93
F. Michael McLain, '91

STUDENT TRUSTEES

Gregory B. Foster
G. Demetri Patikas
Kristin Anne Rudolph

HONORARY TRUSTEES

Mertie Buckman
Morrie Moss
Frank Norfleet
Harold F. Ohlendorf
Alvin Wunderlich, Jr.

ELECTED BY TRUSTEES

Dunbar Abston, '93
Robert W. Amis, '93
Edgar H. Bailey, '91
Jack A. Belz, '93
Winton M. Blount, '93
Bayard Boyle, Jr., '93
William H. Bryce, Jr., '92
Bruce E. Campbell, Jr., '91
Kenneth F. Clark, Jr., '92
Charles P. Cobb, '93
John H. Crabtree, Jr., '93
Nancy H. Fulmer, '91
C. Stratton Hill, Jr., '93
Nancy Huggins, '91
Michael McDonnell, '93
William J. Michaelcheck, '92
L. Frank Moore, '92
Joseph Orgill, III, '91
Harry J. Phillips, Sr., '92
S. Herbert Rhea, '92
Vicki G. Roman, '91
James A. Thomas III, '91
David D. Watts, '92
Spence L. Wilson, '92
S. Ray Zbinden, '91

EX OFFICIO MEMBER

James H. Daughdrill, Jr.

LIFE TRUSTEES

L. Palmer Brown
Paul Tudor Jones
W. C. Rasberry
P. K. Seidman

PRESENT BY INVITATION

Peggy Arnold
Bill Berg
Allen Boone
Harmon Dunathan
Sherry Fields
Brian Foshee
Josephine Hall
David Harlow
Paula Jacobson
Ron Kovach
Don Lineback
Bob Llewellyn
Mac McWhirter
Helen Norman
Mike Sexton
Tom Shandley
Loyd Templeton
Sally Thomason

GUEST

G. Douglass Alexander

The following Trustees were absent:

SYNOD OF LIVING WATERS

W. L. Davis, '93
Mary Elizabeth Walker, '92
William F. Winter, '91

ELECTED BY TRUSTEES

Neville F. Bryan, '91
Henry Goodrich, '91
Joseph L. Roberts, Jr., '92
Ronald Terry, '92

HONORARY TRUSTEES

Emily Alburty
E.A. Alburty
Thomas B. Davis
Edward Jappe
Lorna Reimers
John B. Ricker, Jr.
Jeannette Spann

LIFE TRUSTEES

Margaret Hyde
Robert D. McCallum
John W. Wade

Mr. Clark declared a quorum was present. (See Exhibit A, pp. 11-13 for Board committee and Work Group Committee lists)

10-90-4 Dr. Blount welcomed the following new members:

TRUSTEES:

Mr. Marion S. Adams, President of Mobile Glass Co., Mobile, Alabama (Synod elected)

Mr. J. Bayard Boyle, Jr., Chairman, Boyle Investment Company, Memphis (Board elected)

Mr. George E. Cates, Chairman of the Board, The Cates Company (Synod elected).

Mr. John H. Crabtree, Jr., President, Crabtree & Associates (former Synod of the Sun trustee returning as a Board elected member).

Mr. Ted M. Henry, Chairman and CEO, Henry Brick Company, Selma, Alabama (Synod elected).

FACULTY:

Dr. Douglas W. Hatfield, J. J. McComb Professor of History and Director of the Program in Interdisciplinary Humanities

STUDENTS:

Mr. Gregory Bernard Foster, senior economics and business major, Memphis

Mr. George Demetri Patikas, junior pre-med majoring in religious studies, Nashville, Tennessee

Ms. Kristin Anne Rudolph, senior economics major, Paducah, Kentucky

10-90-5 The Board approved as mailed the minutes of the Board of Trustees meeting held on April 19 and 20, 1990.

10-90-6 The Board ratified the action as mailed the minutes of the Executive Committee meeting held on May 9, 1990.

10-90-7 Vice President Harlow spoke on Emergency Preparedness and how the College plans to cope with disasters that might hit the campus:

"Emergency Preparedness is a topic which is on the minds of all of us who are concerned about the College at all times. However, in the recent past our interest has been heightened because of the forecast made by Dr. Browning. According to his calculations, we are likely to have an earthquake that would affect the Memphis area. We decided to look hard look at all of our emergency procedures and how we are ready to handle any emergency that might threaten our student body, faculty and all those who work, live, and exist here on the campus. We found some areas that we need to correct. However, it was not something that had been neglected. A few days before the San Francisco earthquake of last year, our smart people in the administrative organization bought earthquake insurance for the College. That means that our people have been concerned, worried and taking action for those kinds of things that can happen.

"Things that could occur that would affect a community like ours range from tornadoes, to aircraft accidents, (we are not that far from the airfield, in fact, we are in the same distance arc as where the aircraft crashed in San Diego when they had a mid-air collision close to that municipal airport). We are vulnerable for all sorts of things -- which can strike a community like ours. With a large number of people, we have to be prepared.

"We have put together a task force of a cross section of people on campus, including physical plant, security, administrative departments, school nurse, student representative, faculty representation, and we asked the geologist on our faculty, Dr. Carol Ekstrom, to take a look at Dr. Browning's predictions and her analysis of his predictions were published in the Sou'wester. It was not an attempt to pooh pooh the possibility of a problem, but it took a realistic look at it. It was not meant to say we are going to ignore the possibility we could have a problem, but let's look at it in a realistic way.

"On the 10th of this month, the City of Memphis had a drill to test the response of the city administration to an earthquake if it were to take place. We are in the process of planning a campus drill for ourselves to test our capabilities. The kinds of things we have been talking about in meetings with the task force are: What about the timing of an incident? You can't pick when an incident might occur. For example, if it were an earthquake, and if it were in the middle of the night, the support mechanisms that would be in existence at the time would depend totally on people like Demetri and Greg, in our resident adviser system. They would be our first line of action in making sure things function properly. Our security department and our RA system would probably be the total administration on campus at that time. Where would the command post be located? What building probably would withstand the kinds of things that might happen if we were to have an earthquake? We are working to answer those questions. It appears that the Austin Building which is where the physical plant headquarters are and where the Security force operates from now would be the best place.

" Other things we are talking about are to insure that we have redundant systems. We are in the process now of upgrading our communication system so we can communicate both internally and externally to the campus if we are required to do that. We are installing a state of the art fire detection system. We have a good fire detective system in all of the resident halls, we do not have it in all the other buildings on campus, and we are in the process of upgrading that.

"Emergency generator capability. We have two portable generators now which are very capable of taking care of part of our problems, but we are in the market to get an emergency generator capability to put where we have our command post. We have included the ARA organization which provides our subsistence in the event we might be required to operate for two or three days on the campus and exist for ourselves if the entire community were in a problem. We may have to turn off water, may have to turn off fuel systems and electricity. The locations for those turnoffs are being identified and the tools necessary to do those things will be placed at those locations. It is a community wide initiative. We are sprucing up those things that we know about and are identifying things we have not thought about before. I feel confident that by the time we get ready to have our drill - November 14th - we will learn some more things about how to best handle the unexpected and be ready for it. We started out with a document that was almost an inch and a half thick, we culled it down to a much smaller size now by taking out things that weren't necessary. We are getting smarter as we go. There will be cross training between our physical plant personnel and our security department personnel so that in the event we do have to go to an emergency situation, we will be able to do that. We are preparing a brochure in which will have all the things that should be done by an individual in the event of an emergency. The various kinds of emergencies listed are:--if you discover a fire, hear a fire alarm, a hazardous chemical spill, if there is a tornado or hurricane, or an earthquake. These will be posted throughout all the buildings on the campus, as well as being delivered to every member of the community.

"We are developing evacuation routes for all the buildings so a person will know how to get out and where to go. Where would be a location the entire community should assemble if it were in the middle of the night -- is Fargason Field the best place? This is the type of questions we have been asking and the answers we have been developing. As a result of these efforts, we will be much better prepared in the event of any emergency."

10-90-8 President Daughdrill gave the following report:

"I have the pleasure to begin my report by making an announcement of extraordinarily good news: the establishment of the Mertie W. Buckman Chair of International Studies. This is made possible by the generosity of her son, Bob Buckman.

"Let me read you some of the details of the establishment of this chair. "This chair, established in the name of Mertie W. Buckman, is to be occupied, in a renewable term of three years, by a Rhodes faculty member in International Studies. It is intended to support the work of particularly promising faculty teaching scholars whose work will benefit from the special support provided by this chair. It may be occupied by a relatively junior member of the faculty or a more experienced, established, teacher scholar. A current member of the faculty may be appointed to the chair, or the chair may be filled by a new appointee."

"This is a wonderful tribute to Mertie and to Rhodes, and it is one of the most important announcements a college president can make!

(The President called upon Dean Dunathan to announce the chair holder. Dean Dunathan announced that Professor Andrew Michta would be the first occupant of the chair.)

"In the Bylaws of the College there is a requirement that no change can be made in the Statement of Policies and Procedures In Regard to Faculty until a sixty day notice has been given. This revised draft, which I distribute to you today and which Dean Dunathan will distribute to the faculty, starts the meter running. There is no requirement that such a document must be voted on in January, but this first draft begins the discussions and negotiations in time for a January 1991 vote if a suitable document can be developed between now and then. (Exhibit S, pp. 116-131)

"I want to give you what may already be apparent to you, and that is a perspective on this meeting, and the importance of this meeting. The Board of Trustees is that group that sets the level of aspirations of a college or university. It is the body that makes historic changes in the life of an institution.

"In 1848 it was the Board of Trustees who incorporated Montgomery Masonic College from its earlier life as Montgomery Academy of Clarksville, Tennessee.

"In 1855 it was the Board of Trustees that affiliated the institution with the Presbyterian Church and renamed it Stewart College.

"In 1875 the Board of Trustees changed the name of the institution again. After the ravages of the Civil War, the Board changed the name to Southwestern Presbyterian University and established a new level of aspiration, much higher than any previous plan or aspiration. SPU became a university because they awarded a masters degree in theology, a department headed by Dr. Joseph Wilson, the father of Woodrow Wilson.

"In 1925, it was the Board of Trustees that moved the institution to Memphis and changed the name from Southwestern Presbyterian University to Southwestern.

"In 1945, it was the Board of Trustees that changed the name of the institution from Southwestern to Southwestern at Memphis.

"In 1984, it was the Board of Trustees that raised the level of aspiration of the College and renamed it Rhodes College in honor of Peyton Nalle Rhodes. The new level of aspiration stated: 'Rhodes College is committed to being one of the finest colleges of the liberal arts and sciences in the nation.' Many of you were at that meeting.

"The Board of Trustees began this decade by meeting in a planning retreat at NorthRiver. You identified six priority areas of the College. Work Groups of trustees, students, faculty, and staff were formed to work on these priority areas and to set the level of aspiration for the College to achieve.

"We gather together today for another important decision: whether or not to move ahead with the recommendations of the Board's six Work Groups. The timing for such a decision is not ideal: 1. We are either in a recession, expecting one, or afraid of one. The psychological reactions, the feelings, are the same whichever is the case. 2. World security has been threatened in the Persian Gulf just when we thought we would have a 'peace dividend' by lowering military spending. 3. Locally, there are a number of other capital campaigns going on.

"I have spoken to a number of you, and your reactions echo what I just said: the perception that times are not prosperous (although this perception may have as much to do with feelings as it does objectivity and precise numbers--most people I know are better off than they ever expected to be.)

"Yet, in spite of these concerns, every single one of you with whom I have spoken has said that we should not stop or wait or turn around. I would like to read some comments that I wrote down as I spoke to some of you.

"Palmer Brown said, 'Every institution has to keep on the move regardless of the clouds in the sky.'

Bill Bryce said, 'I think this plan is aiming high for something that makes a difference. I think we need to get on with it.'

Morrie Moss said, 'We did it once, we should do it again.'

Herbert Rhea said, 'We're obligated to insure the future of the College.'

Harry Phillips said, 'To be educationally competitive, we've got to be competitive in fund raising.'

"There was a chorus of these thoughts from you--that we should move ahead.

"Dwight D. Eisenhower is one of my heroes. About three weeks ago I saw on television a replay of the D-Day portion of the life of Dwight Eisenhower. What a decision he had to make! The weather was not ideal. They were not sure where the Axis would be waiting for them. There were many uncertainties. Yet Eisenhower's decision was one that would change world history. His decision was expressed in three very simple words. He said, 'OK, let's go.'

"Whether to move forward is the essential question before the Board at this meeting. I hope the Board will say, 'OK, let's go.'"

Friday, October 26, 1990

10-90-9 The Board of Trustees resumed the meeting on Friday, October 26, 1990, at 8:15 a.m. in the Edmund Orgill Room on campus.

The meeting was called to order by the Chair.

The meeting was opened with prayer by Mr. Charles Cobb.

Secretary Clark called the roll. Members present were:

SYNOD OF LIVING WATERS

Marion S. Adams, Jr., '93
Bland W. Cannon, '91
George E. Cates, '93
Ted M. Henry, '92
Billy M. Hightower, '92
James H. Prentiss III, '93
K.C. Ptomey, Jr., '91
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Kenneth F. Clark, Jr., '92
Charles P. Cobb, '93
John H. Crabtree, Jr., '93
Nancy H. Fulmer, '91
Nancy Huggins, '91
Michael McDonnell, '93
William J. Michaelcheck, '92
L. Frank Moore, '92
Joseph Orgill, III, '91
Harry J. Phillips, Sr., '92
S. Herbert Rhea, '92
Vicki G. Roman, '91
James A. Thomas III, '91
David D. Watts, '92
Spence L. Wilson, '92
S. Ray Zbinden, '91

LIFE TRUSTEES

L. Palmer Brown
Paul Tudor Jones
Robert D. McCallum
W. C. Rasberry
P. K. Seidman

PRESENT BY INVITATION

Peggy Arnold
Bill Berg
Allen Boone
Harmon Dunathan
Sherry Fields
Brian Foshee
Josephine Hall
David Harlow
Paula Jacobson
Ron Kovach
Don Lineback
Bob Llewellyn
Mac McWhirter
Helen Norman
Mike Sexton
Tom Shandley
Loyd Templeton
Sally Thomason

GUESTS

Douglass Alexander
Anthony Chivetta

The following Trustees were absent:

SYNOD OF LIVING WATERS

Mary Elizabeth Walker, '92
William F. Winter, '91

LIFE TRUSTEES

Margaret Hyde
John W. Wade

ELECTED BY TRUSTEES

Neville F. Bryan, '91
Bruce E. Campbell, Jr., '91
Henry Goodrich, '91
C. Stratton Hill, Jr., '93
Joseph L. Roberts, Jr., '92
Ronald Terry, '92

HONORARY TRUSTEES

Emily Alburty
E.A. Alburty
Mertie Buckman
Thomas B. Davis
Edward Jappe
Morrie Moss
Harold F. Ohlendorf
Lorna Reimers
John B. Ricker, Jr.
Jeannette Spann

Mr. Clark declared a quorum was present.

Mr. Blount thanked Mr. and Mrs. Charles Cobb and Mr. and Mrs. David Watts for the lovely party they hosted for the trustees and special friends of the College.

10-90-10 Mr. Frank Moore, Acting Chair for Work Group I (Global Perspectives), gave the following report: (Exhibit B, pp. 14-36)

10-90-11 Mr. William Michaelcheck, Chair of Work Group II (Faculty Support), gave the following report: (Exhibit C, pp. 37-61)

10-90-12 Mr. Harry J. Phillips, Chair of Work Group III (Sports, Fitness, and Student Life Facilities), gave the following report: (Exhibit D, pp. 62-64)

10-90-13 Mr. James Prentiss, Chair of Work Group IV (Residence Hall), gave the following report: (Exhibit E, p.65)

10-90-14 Mr. Edgar H. Bailey, Chair of Work Group V (Student Educational Outcomes), gave the following report: (Exhibit F, p. 66)

10-90-15 Ms. Nancy Huggins, Chair of Work Group VI (Student Support Services), gave the following report: (Exhibit G, pp. 67-71)

10-90-16 Dr. Blount thanked the Chairs for their reports and expressed appreciation to all who worked on the committees.

"Each and everyone of us has to approach this on the basis of recognizing that as Trustees of this institution we have got to set the pace at the highest possible level financially. If we do this, I think it will set the course of the College for years to come and is the foundation on which to build a really great institution."

10-90-17 Mr. Douglass Alexander, President, Alexander O'Neill Haas, Inc., (Rhodes development consultant) gave the following remarks:

"What you are about to do is to vote on proceeding with a capital campaign. This is really a momentous decision that you as a Board and you as an institution cannot take lightly.

In voting for this resolution you are doing three things: 1. Your 100% commitment to participating in the funding of these projects. 2. You agree with the Work Groups and the needs and opportunities that you have laid out for each other -- in other words a case for support. 3. You agree with the strategy of principal gifts being needed to fund these Work Group projects.

The work we have done with the Development Committee and with the Administration has defined principal gifts as those which we have done our analyses of -- four gifts totaling \$14M. That's a pretty clear definition of what we mean by principal gifts.

What we're looking for is a gift of \$6M for the Sports Fitness Center, for Global Studies and faculty support - 2 gifts for \$3.5M, and for Faculty Support - 1 gift of \$1.5M.

So, in voting today what you are saying is that you believe in the projects and in the strategies, and you believe in the ability of you as an individual and you as a group to give and get those kinds of resources to make these plans a reality. If you believe in the College, in this process, and this program, you will give momentum to success.

I think that is a word that if you look back at what has happened at Rhodes, that being the continuing theme of momentum, this is what is taking place at this College.

Your decision is going to affect future generations of students in 20 - 40 years. This is a decision not to be taken lightly. You each have to look sort of in the mirror - something that you are committed to.

10-90-18 The Board adopted the following resolution:

The Board of Trustees accepts the recommendations from the six Work Groups

as guidelines and adopts them, recognizing that adequate initial funding must be found through a Principal Gift in each area, and the Board of Trustees authorizes the Chair of the Board to appoint a Planning Committee to develop plans for a Sesquicentennial Campaign for the College to accomplish these plans.

10-90-19 REPORT OF THE COMMITTEE ON BOARD DIRECTIONS AND LEADERSHIP - Mr. Charles Cobb, Acting Chair (Exhibit H, p. 72)

Mr. Cobb reported that five trustees will be completing their terms in the spring and will be rotating off the Board, and that one open position remains in the Class of 1993. Names of nominees will be presented to the Board at the January meeting.

The Board approved the recommendation that Mr. Charles Sherman, '35, and Mrs. Martha Robinson be extended invitations to become honorary trustees.

10-90-20 The Board approved the following revised dates for the 1991-92 Board meetings.

October 24 and 25, 1991, January 16 and 17, 1992, April 9 and 10, 1992

10-90-21 REPORT OF THE COMMITTEE ON BUILDINGS AND GROUNDS - Mr. Edgar H. Bailey, Chair. (Exhibit J, p. 73)

Report received.

Mr. Anthony J. Chivetta reported on the Sports, Fitness, and Student Life Facilities complex.

10-90-22 REPORT OF THE COMMITTEE ON DEVELOPMENT - Mr. David D. Watts, Chair. (Exhibit K, p. 74-75)

The Board recommended that the following resolution be tabled until the January 1991 meeting:

To affirm the current policy of counting matching gifts from publicly traded corporations as gifts within the business/foundation division of the Annual Fund.

The Board approved the following resolution:

To allow alumni couples to divide their annual fund gift as they wish between their two classes.

10-90-23 REPORT OF THE COMMITTEE ON ENROLLMENT - Ms. Nancy Huggins, Chair. (Exhibit L, pp. 76-78)

Committee Report received.

10-90-24 REPORT OF THE COMMITTEE ON FACULTY AND EDUCATIONAL PROGRAM - Mr. Dunbar Abston, Jr., Chair (Exhibit M, pp.79-92)

Committee report received.

The Board approved the following motions:

That Professor James Vest be promoted from Associate Professor to full professor retroactive to August 1, 1990.

That Professor Cynthia Marshall be promoted from Assistant Professor to Associate Professor retroactive to August 1, 1990 and that she be granted tenure effective with her July 1, 1991 contract.

10-90-25 REPORT OF THE COMMITTEE ON FINANCE - Mr. S. Herbert Rhea, Chair (Exhibit N, pp. 93-97)

Committee report received.

The Board approved the following banking resolutions :

1. **Depository Accounts at National Bank of Commerce (see page 95)**
2. **Safety Deposit Box at National Bank of Commerce (see page 94)**
3. **Signature Authorization on Tax Returns (see page 96)**
4. **Authorization to Sign Contracts (see page 96)**

10-90-26 REPORT OF THE COMMITTEE ON INVESTMENT - Mr. Michael McDonnell, Chair (Exhibit O, pp. 98-104)

Committee report received.

10-90-27 REPORT OF THE AUDIT COMMITTEE - Mr. L. Palmer Brown, Chair (Exhibit P, p. 105)

The Board approved the following resolution:

That the firm of Ernst and Young be retained to perform the College and Financial Aid audits for the current fiscal year.

10-90-28 REPORT OF THE COMMITTEE ON STUDENTS AND CAMPUS LIFE - Mr. Kenneth F. Clark, Jr., Chair (Exhibit Q, pp. 106-107)

Committee report received.

10-90-29 President Daughdrill gave the following closing remarks:

"There are five subjects - not related to each other - that I want to touch upon.

"First is that a very important announcement was made at the beginning of the meeting--the establishment of the Mertie W. Buckman Chair of International Studies. The announcement of a Chair is not attended by the high level of ceremony that many other things are, but this is only the third fully endowed chair at Rhodes. It is a significant step.

"We recently met with Mertie to announce the Chair. It was wonderful to be part of an occasion where someone recognizes a family member with such a generous gift. And what a wonderful thing it will be for the Chairholder to get to know Mertie and her family.

"Second, after this meeting the Work Groups are dismissed with the thanks of the Chair, the President, and the College. Most of you were at NorthRiver when the six priority areas were identified. Now we can see, by the reports you made, that an awful lot of work has been done.

"I want to thank each of you who served on these Work Groups. The College, our students, faculty, and staff will be the beneficiaries of your hard work and good plans.

"Third, upon occasion I have singled out a member of the Cabinet to tell you of some particular accomplishment. I don't have to tell you that I am proud of all the accomplishments of the Cabinet and I don't have a person to particularly single out this time.

"We work together very well. Last Monday, for instance, at a regular meeting of the Cabinet, I think there were six of us who had proposals or drafts that we were getting ready to distribute. But not a single one of those proposals came away unscathed. More importantly, every single one of them was greatly improved. The Cabinet is a group of people who work very well together.

"I do want to say one thing, however, about the contribution that David Harlow has already made. Some of you served on the search committee. He is able leader and has made a real difference in this College. We are all able to do our work more thoroughly and more thoughtfully because of what he does. David, we salute you, and we are delighted to have you at Rhodes.

"My fourth item is this: two of our Trustees have to leave immediately to board a bus. They are members of the Rhodes football team who are going to Jackson to beat Millsaps tomorrow afternoon. They are Grey Foster and Demetri Patikas. Grey is a defensive back and Demetri is a split end. For those of you in Memphis, the game will be announced on WREC-AM. I think you will hear the names Foster when we are on defense and Patikas when we are on offense. So, go get them.

"Finally, this is the largest, most well attended meeting of the Board that we have had. The other day I was looking out the window as rain trickled past the leaves that were stuck to the window. The sky beyond was dark. I had just been reading about some of the problems of higher education. It was not a good day. Just about that time, I got a call from Loyd Templeton saying that the Board Meeting would be the highest attended of any Board meeting ever. Folks, you don't know how that made me feel. This College owes a great deal to you, more than most people know. I hope you appreciate each other as much as we appreciate you."

10-90-30 Dr. Cannon complimented the administrative staff on the fine work regarding the preparation of the Work Group reports.

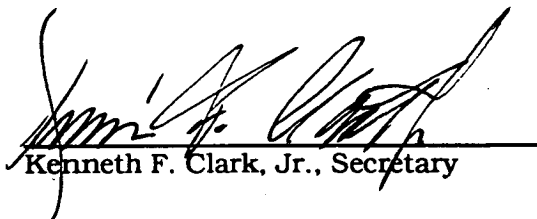
10-90-31 Student trustee Demetri Patikas expressed appreciation for the opportunity of serving on the Board of Trustees

10-90-32 Degrees conferred on May 13, 1990 and August 15, 1990 (Exhibit R, pp. 108-115) (See action of Board 79-4-12)

10-90-33 The meeting went into executive session at 11:40 A.M.

10-90-34 The Board approved the following resolution:

RESOLVED: That alcoholic beverages shall not be served at social functions of or for the Board of Trustees of Rhodes Colleges.


Kenneth F. Clark, Jr., Secretary

REPORT TO THE RHODES COLLEGE BOARD OF TRUSTEES
AT MEETING OF OCTOBER 25-26, 1990

from Work Group I - "Global Perspectives"
(Robert Buckman, Vicki Roman, Frank Mitchener, Robert Amis,
Charles Cobb, Linda Rhea, Frank Moore, Winton Blount, William
Bryce, William Winter, P.K. Seidman, Michael McLain)

"Strengthening the Liberal Arts with a Global Perspective"

The charge to this group is to consider Rhodes' needs if we are to meet the goal of preparing students to live and to lead as citizens of a global community.

Since the February retreat this work group has met three times, on April 2, April 19, and May 29. We have identified five key areas that badly need support if Rhodes is to meet this goal. This report and its appendices describe these needs in some detail.

I. CURRICULUM

The Objective: To develop new courses and modify existing courses in all divisions of the curriculum so that each division's course offerings provide a global perspective. This means presenting the subject matter of a course in ways that are not restricted by a narrow national perspective. It may mean comparing our nation and society to others; it may mean using examples that transcend national boundaries; it may mean simply acknowledging the existence of views different from those typical of our society.

Providing this global perspective can exercise the imagination of our students so that they come to understand beliefs and practices quite different from their own.

Information in Appendix I indicates that by building on existing strengths Rhodes has an opportunity to rival our major competitors in this area.

The Current Situation: In each of the academic divisions there are serious gaps in our "global" course offerings. Examples of these are given below. Each year some 20-30 new courses are added to the curriculum while others are dropped. Some of these new courses represent the special expertise of newly hired faculty, others are the result of changes in the major requirements of a department, a few represent the newly developed expertise of existing faculty.

Examples of the need for new or modified courses:

Humanities: History courses that deal with areas of the world now ignored, literature courses taught in translation, comparative literature courses, and courses in Religious Studies that give more adequate treatment of the major world religions are all needed.

Exhibit B

Social Sciences: International aspects of both economics and business courses should be strengthened. International Studies faculty should be involved in team-taught interdisciplinary courses. Anthropology, Sociology and Psychology courses should emphasize universal principles with case studies from other societies.

Sciences: Courses for the non-major that treat global topics - the environment, weather, modern geography - should be established

Fine Arts: Courses that treat non-Western traditions in the Arts should be established.

The Need: If the Rhodes curriculum is to provide a truly global perspective we cannot depend on a slow, natural evolution in this direction but must provide special support for curricular change. Funds currently available for special faculty support are now primarily designated for support of faculty research, either through summer stipends, travel funds or special leaves. To encourage and support curricular development endowed funds supporting annual grants of \$50,000 are needed. The grants would be of three different kinds:

A) Development of specific courses supported by summer salary grants and by funds for travel to universities where such courses are offered.

B) Released time during a semester to allow for the special effort needed in developing or first offering a new course.

C) Courses or workshops for faculty. With relatively low faculty turnover, many new courses will have to be offered by current faculty who develop new competencies. Workshops similar to the Douglass Workshops that now support the Search course should be offered each year in areas related to global studies.

D) Support for visiting faculty appointments, full-time and part-time. Often curricular change is best accomplished through temporary appointments of faculty whose skills make them particularly able to help reorganize existing courses or to offer new courses that will be continued by regular faculty.

A) Summer support for new course development	\$15,000
B) Released time	8,000
C) Workshops for faculty	12,000
D) Visiting appointments	<u>15,000</u>

Total: \$50,000

ENDOWMENT NEEDED: 1.0 million

Exhibit B

II. IMPROVED LANGUAGE INSTRUCTION

Objectives: To maintain and strengthen the offering of instruction through the third year in at least eight different languages. To improve the efficiency of language instruction by providing expert instruction in conversation by native speakers and by increasing the numbers of exchange students and the variety of languages they represent. To provide language instruction in intensive summer programs both on campus and abroad.

The Current Situation: Rhodes' offering of ten different languages makes us nearly unique among colleges and comparable to most competing universities. (see Appendix II) However, in seven of the ten languages offered, instruction is by a single full-time faculty member or by part-time faculty. This prevents the full development of these languages. In many of these languages it is very difficult to attract skilled instructors for conversation. Yet in only one language, German, do we have a developed student exchange program.

The Needs: These fall in three areas:

A. Faculty Support is needed to improve instruction in five of the languages we offer by making full-time appointments and/or supplying native speakers for conversation instruction.

Japanese - need part-time instructor in addition to current full-time position.

Chinese - need full-time appointment (currently part-time only).

Russian - need second full-time position.

Portuguese - now offered only rarely and then as a tutorial, this neglected language is of increasing importance and should be a regular part of the curriculum. More people speak Portuguese than speak French, Japanese, or German.

Arabic - need support to continue full-time position and to provide native speaker.

B. Student Exchange Programs should be established in at least five languages. These students study here but also are available to tutor, to live with groups of students who are studying the language and, rarely, to lead conversation sections. The Rhodes tuition charge is paid by our students who then are tuition free at the overseas campuses. In addition to the tuition exchange, we should offer free room and board to the students coming to Rhodes.

Exhibit B

C. Intensive summer programs should be established in at least four different languages. These could be offered in Memphis or overseas with one of our language faculty members supervising the group. In the past we have offered such programs during the six week Rhodes Spring term.

The advantages of intensive, focused, language study need not be repeated. Four weeks of intensive work can accomplish more than a 14 week regular course. Oral facility is much improved as the result of intensive study and thus this summer program will better fit the needs of International Studies majors.

These summer programs will probably not be self-supporting (low numbers in some courses), thus they will need a subsidy, at least in the early years.

A. Language faculty salary support for new or expanded positions - including fringe benefits	\$ 80,000
B. Room and Board charges for five exchange students (5 x \$4,000)	20,000
C. Subsidy for summer language program	<u>10,000</u>
Total:	\$110,000

ENDOWMENT NEEDED: 2.2 million

**A One Time Capital Gift Needed for equipping
a Language Lab - To provide state of the art
interactive programs for language instruction
and the associated hardware:**

\$250,000

III. INTERNATIONAL SPEAKERS SERIES

Objective: To bring to campus each year 3 well-known figures for public lectures on international topics.

The Current Situation: Rhodes has several special endowments which support Speakers series: The Moss Endowment in the Arts, the Gilliland Speakers Series in Public Affairs, and the R.H. Buckman Fund for speakers in International Studies. The latter has been used to bring visiting lecturers of special interest to International Studies students and faculty. For example, this Spring five visiting lecturers participated in the course "The Future of Communism," each speaking as a specialist on some aspect of the course.

The Need: Although some of the visiting lecturers in International Studies attract an audience beyond the department, they are for the most part focused on the special needs of the department. What is needed is an all-college series that will bring well-known figures to campus to speak on a broad range of global topics. As with the Moss Endowment, the International Speakers fund would occasionally be able to help support a semester-long visit.

\$25,000 annual expenditure

ENDOWMENT NEEDED: 0.5 million

IV. TERM ABROAD OPPORTUNITIES

The Objective: To expand student participation in existing Rhodes programs and to establish two new programs either alone or in conjunction with other colleges. To more than double the number of Rhodes students who have term abroad experience; that is, from about 10% to at least 30% of a graduating class.

The Current Situation: Rhodes has run the British Studies at Oxford Program for many years. In the last two years we have become affiliated with the Great Lakes Colleges Association's program in the Middle East and have established a European Studies program cooperatively with the University of the South. A new college consortium, the Associated Colleges of the South, aims to sponsor a number of term abroad opportunities for its member institutions. However, it is probable that these will not be offered before the 1992-93 academic year. **Appendix III** shows how Rhodes students participate in academic work abroad and how the proportion of our students who have this experience compares with other colleges.

The ideal term abroad experience builds on well-developed language skills and takes place in regular classes of the other country's university. Such students, by living in the other society and away from other Americans make rapid language progress. However, relatively few Rhodes students achieve the language levels needed. If we aim to give a study abroad experience to a sizeable faction of our graduates we must depend on programs that allow American students to study abroad with instruction primarily in English.

The Need: Rhodes should move aggressively to establish new term abroad opportunities for our students. These may later become affiliated programs of the Associated Colleges of the South.

The most promising prospect seems to be a semester program in Latin America. Other possibilities are programs with a language focus in Germany, Russia, or Francophone Africa.

Funds to organize and administer these new programs and to underwrite their operation in the first years of operation: \$25,000

A new staff position to direct all of these programs and to advise students: \$40,000
\$60,000

ENDOWMENT NEEDED: 1.2 million

V. RECRUITING STUDENTS FROM ABROAD

The Objective: To successfully recruit students from other countries such that they comprise at least 5% of the student body.

The goal is defined as 5% students who are non-resident aliens. (see Appendix IV for this figure at comparable or competing colleges and universities.)

The Current Situation: In Spring semester 1990 Rhodes enrolled ten students who had non-resident alien status (0.8% of the student body), twelve students who had resident alien status and one student with dual citizenship. This total of twenty-three is 1.7% of the student body. These students have come to Rhodes without any special recruiting on our part.

The Need: Recruiting students from abroad will require additional funds for travel by our admissions office and special financial aid funds to meet the special expenses of such students.

We assume that these students will receive tuition, room and board aid as if they were from this country and that such aid will average that given our current students. However an added sum will be needed for overseas transportation and other unusual expenses.

Recruiting needs:	\$25,000 each year
Financial aid needs:	<u>65,000</u> each year
Total:	\$90,000

ENDOWMENT NEEDED: 1.8 million

<u>Totals:</u>	<u>Annual</u>	<u>Endowment</u>
I. Curriculum	\$ 50,000	1.0 million
II. Language Instruction	110,000	2.2 million
III. Speakers	25,000	0.5 million
IV. Term Abroad	60,000	1.2 million
V. Students from Abroad	<u>90,000</u>	<u>1.8 million</u>
Total for all programs:	\$335,000	6.7 million

(II) Language Lab \$250,000 (one time)

**APPENDIX I - SURVEY OF INTERNATIONAL
"ACTIVITIES" AT COMPETING INSTITUTIONS**

This is the result of a survey of the eight colleges and universities with whom we compete most directly for students (those who attract students we have admitted).

In general the data is from 1990-91 catalogues. The overall appearance, organization and general emphasis of these catalogues does not reflect any special concern with International Affairs. For example, Emory has a close tie to the Carter Center yet describes it only in a heading under "Special Programs" - and at the end!

Six of the eight competitors are universities and thus very well able to offer programs in the International Studies area using resources that colleges cannot match. Yet, Rhodes seems to offer programs and activities quite comparable to most of these universities.

Rhodes is most fortunate in having an independent International Studies department. International studies programs staffed by faculty drawn together from other departments suffer from divided loyalties. Such programs are often of poor quality and are often short-lived.

I conclude that our international programs, appropriately described and given a prominent place in our catalogue can be a positive factor in competition for students.

VANDERBILT

I. International Studies Programs

- A. There is no separate I.S. department.
- B. International studies is an important part of the Culture and History section of the liberal arts degree requirement (BA and BS). A student is required to take 3 to 6 hours of international studies by:
 - 1. completing a foreign language at the intermediate level and an additional approved course in that language or area of study (or)
 - 2. participating in a semester overseas in England, France, Germany or Spain (or)
 - 3. taking two courses studying traditional and cultural achievements of a single area.
- C. Interdisciplinary Majors are offered in: (*minors also)
 - 1. Afro-American Studies*
 - 2. East Asian Studies*
 - 3. European Studies
 - 4. Latin American and Iberian Studies
- D. Courses with an international focus in the Econ/BA dept:
 - 1. Latin American Economic Development
 - 2. International Economics
 - 3. Economic History of Europe
 - 4. International Trade Theory
 - 5. International Monetary Economy
 - 6. International Trade and Economic Development

II. Languages

- A. Students are required to complete a first year course sequence of a foreign language.
- B. Languages Offered: French, German, Russian, Spanish, Chinese, Greek, Italian, Japanese, Latin, Portugese, and Hebrew.
- C. For interdisciplinary studies, languages are required when applicable. They are recommended for the cultural and history requirement for the BA and BS degree.

III. General Emphasis on International Affairs

- A. Study Abroad Programs
 - 1. Vanderbilt in England, France, Germany, and Spain
 - 2. Vanderbilt Plan in Israel- Univ. of Tel Aviv
 - 3. Intercollegiate Center for Classical Studies in Rome
 - 4. Humanities in London: Summer
 - 5. International Studies in London: Summer

- B. McTyeire International House: language dormitory for Spanish, German, French and Russian students
- C. Undergraduate students from 15-20 foreign countries.

EMORY

I. International Studies Programs

- A. There is no separate International Studies Program.
- B. There is an international studies major track within the Political Science department.
- C. Interdisciplinary Majors offered in: (*minor also)
 - 1. African-American and African Studies*
 - 2. International Studies
 - 3. Latin American Studies*
 - 4. Soviet and East European Studies (minor only)
- E. Latin American and Caribbean Studies is offered as an interdisciplinary program with no major or minor.
- F. Courses with International focus in Econ/B.A.
 - 1. European Economic History I & II
 - 2. Comparative Economic Systems
 - 3. Latin American Economies
 - 4. International Trade Theory
 - 5. International Monetary Economy

II. Languages

- A. A foreign language is not required, but is an option to meet degree requirements.
- B. Languages Offered: French, German, Greek, Latin, Russian, Spanish, Italian, Hebrew
- C. Languages are required for interdisciplinary studies when applicable. For the IS major, 16 hours of foreign language is required with 8 above the 200 level.

III. General Emphasis on International Studies

- A. Study Abroad Opportunities
 - 1. St. Andrews University, Scotland
 - 2. Cambridge and Oxford Universities
- B. Centers for specialized research:
 - 1. African Studies Association
 - 2. Emory Center for I.S. (ECIS)
 - a. programs on International topics

Exhibit B

- b. resource library with information on graduate programs, jobs and internships
- 3. Soviet and Eastern European Studies Program (SEES)
 - a. media room with Soviet TV monitor
 - b. Soviet and E. European books, periodicals, etc.
 - c. hosts lectures and films, etc.
- C. International Student Programs Office- helps international students adjust to new culture and handles paperwork for immigration
- D. The Voice is a student publication with articles on international and political affairs.
- E. I.S. Honor society - Sigma Iota Rho

UNIVERSITY OF THE SOUTH

I. International Studies Programs

- A. There is no separate International Studies department.
- B. There is no International Studies major track as such, but one may complete requirements in the political science department with an emphasis on international politics.
- C. Interdisciplinary Majors
 - 1. Russian and Soviet Studies
 - 2. Third World Studies
- D. Courses with an international focus in Econ/BA department
 - 1. Economic Development in the Third World
 - 2. International economics
 - 3. Comparative Economic systems

II. Languages

- A. A foreign language is required at the 300 level or above or through 200 level with 2 English courses.
- B. Languages offered: French, German, Greek, Latin, Russian, Italian, Spanish
- C. Political Science with a focus on International Politics recommends foreign language study in the area of interest as do the interdisciplinary majors when applicable.

III. General Emphasis on International Topics

- A. Study Abroad Programs
 - 1. Summer Programs
 - a. British Studies at Oxford

- b. International Studies in London.
- c. also Frieburg, London, Madrid, Paris, Vienna
- 2. Semester or Year Programs
 - a. Sewanee in Oxford
 - b. European Studies in Britain and on Continent (with Rhodes)
 - c. Studies in Europe, Spain and West Germany
 - d. Japanese Studies at Nagoya
 - e. Study in Japan
 - f. Asian Studies in Singapore
 - g. Semester in Liberia

B. French, German and Spanish houses located on campus for language students

DAVIDSON

I. International Studies Programs

- A. There is no separate I.S. department or major, but a student may complete a concentration in International Studies.
- B. I.S. is not classified in a department, but in his/her junior year a student can apply for admission to a special I.S. course of study.
- C. South Asian Studies is an interdisciplinary program that enables students to study in India, Bhutan, Pakistan, Bangladesh, Sri Lanka, or Nepal.
- D. There are no area programs offering majors or minors.
- E. Courses with an international focus in Econ/BA Dept.
 - 1. Economic Systems
 - 2. Economics of South Asia
 - 3. International Trade
 - 4. International Finance

II. Languages

- A. A student is required to take 3 Semesters of a foreign language completing level 200.
- B. Languages offered: Sanskrit, Greek, Latin, French, German, Russian, Spanish.
- C. Language proficiency above that of the college requirement is necessary for students completing the I.S. concentration. Also required is a summer, semester, or year, studying or working outside of the U.S.

III. General Information

- A. In the section discussing concentration on International Studies one of Davidson's goals is described as "to produce graduates with a world vision."
- B. Dean Rusk Program
 - 1. hosts speakers on world topics
 - 2. encourage interaction between international students and American students
 - 3. sponsors programs describing the experiences of study abroad students
 - 4. counsels students on international career opportunities and international graduate study
 - 5. hosts conferences on international themes
 - 6. provides information for individual study and internships abroad
 - 7. issues special scholarships for international study abroad
- C. Study Abroad Programs
 - 1. American Collegiate Consortium for East-West Culture and Academic Exchange
 - 2. Davidson to the University of Montpellier
 - 3. Davidson at Julius-Maximilians Universitaet Zu Wuerzburg (Germany)
 - 4. Davidson in England
 - 5. Seminar in Art History in France
 - 6. Semester in India
 - 7. Davidson in Spain/Mexico (alternating years)
 - 8. Davidson in Lands of Classical Antiquity

UT KNOXVILLE

I. International Studies Program

- A. There is no separate IS department.
- B. International Studies does seem to be an important part of the Political Science Track. Courses offered in this department with an international focus are: Political Change in Developing Areas, Latin American Government and Politics, Politics in Western Democracies, Introduction to International Relations, United States Foreign Policy Process, Contemporary International Problems, Black African Politics, Government and Politics of the Soviet Union, Policy Making in Democracies, Contemporary Middle East Politics, Soviet Foreign Policy, and International Law
- C. One of the requirements for graduation is to complete courses in the humanities. A student may choose to take

humanities courses with an international focus: Africa, Asia, Europe and the Soviet Union, Latin America, The Middle East, & Critical Issues in Foreign Studies.

- D. Interdisciplinary programs that offer majors: (*Minors also)
 - 1. Afro-American studies*
 - 2. Ancient Mediterranean Civilization
 - 3. Asian Studies*
 - 4. Latin American Studies*
 - 5. Russian and European Studies

- E. Courses with an International Focus in the Econ/BA Dept.:
 - 1. International Business
 - 2. Economical Development (Third world)
 - 3. Comparative Economic Systems
 - 4. Political Economy of World Development

II. Languages

- A. A student must complete 2 courses at the intermediate level or two courses in Integrative Studies

- B. Languages Offered: German, Russian, French, Italian, Spanish, Greek, Latin, Portugese

- C. A foreign language is required for Interdisciplinary Programs when applicable.

III. General Information

- A. Center for International Education
 - 1. Assists international students and faculty with visas immigration and naturalization, orientation programs, representatives to government and international education organizations for students and faculty
 - 2. Maintains file on fellowship/scholarship information for travel, study, or work abroad for students & faculty.
 - 3. International House
 - a. hosts international lectures
 - b. English classes taught for Spouses of international students or faculty
 - c. American students and international students share cultures

- B. Offers exchange programs at over 50 colleges throughout the world.

LSU

I. International Studies Program

- A. There is no I.S. department as such at LSU.
- B. I.S. does seem to be an important part of the political science department as there are no interdisciplinary studies mentioned in the catalogue with an I.S. focus. Some courses with an IS focus in political science are: Contemporary Communist Movements, The Middle East, Soviet Government and Politics, Soviet Foreign Policy, Government and Politics of East Central Europe, Latin American Gov't and Politics, Politics of Asia, Democratic Political Systems of Northern Europe, Democratic Political Systems of Southern Europe, International Politics, International Law, International Organization, Contemporary Int'l Systems, Politics of International Economic Relations, and Comparative Politics of Developing Areas
- C. There are no special interdisciplinary programs with an I.S. focus.
- D. There are no area study programs that offer majors or minors.
- E. Courses in the Econ/BA department with an I.S. focus:
 - 1. Comparative Economic Systems
 - 2. Soviet Economy
 - 3. Development Economics
 - 4. Economic Development Policy
 - 5. Economic Development of Europe
 - 6. International Economy
 - 7. International Finance

II. Languages

- A. A foreign language is suggested, but not required.
- B. Languages offered: French, German, Greek, Italian, Latin, Russian, Spanish, Chinese
- C. The international courses in the Political Science department recommend languages, but they are not required.

III. General Information

- A. International student Offices
 - 1. offers advisory services to int'l students
 - 2. hosts intercultural activities
 - 3. prepares all necessary documents
 - 4. helps with work, travel or study abroad for students
 - 5. issues international student ID cards

WAKE FOREST

I. International Studies

- A. There is no separate I.S. department
- B. International Studies does seem to play a large part in the Political Science Department. This department offers two fields, Comparative and International Politics both of which have a strong International focus. Courses in these fields are:
 1. COMPARATIVE: Western European Politics, Government and Politics in the Soviet Union, The Politics of East and West Germany, The Politics of Revolution, Government & Politics in Latin America, Comparative Public Policy in Selected Industrialized Democracies, Problems in Comparative Politics, Government and Politics of South Asia, Politics and Policies in South Asia, Islam and Politics, Government and Politics of China, Government and Politics of Japan
 2. INTERNATIONAL: Global Crises, Problems in International Politics, The Politics of International Economic Relations, American Foreign Policy: Contemporary Problems, Nuclear Weapons and National Security, United States- Latin American Political and Economic Relations, U.S. National Security Policy Making, The Arab-Israeli Confrontation, East Asian International Relations, America in Vietnam: Myth and Reality
- C. There are Foreign Area Studies programs which supplement a major by offering a concentration in the culture and language of a foreign area. They are:
 1. East European Studies
 2. German Studies
 3. Italian Studies
 4. Latin American Studies
 5. Spanish Studies
- D. There is a minor available in International Studies which is offered through the International Studies Office.
- E. Courses with an International Focus in Econ/BA Dept:
 1. International Trade
 2. International Finance
 3. Economics of Communism
 4. Capitalism and Planning
 5. Economic Growth and Development

II. Languages

- A. A foreign language is one of the degree requirements. The number of semesters required depends on the language taken.
- B. Languages Offered: French, Spanish, Italian, German, Russian, Greek, Latin, Hebrew, Japanese, Chinese
- C. Languages are required when applicable for the Foreign Area Studies. For the minor in International Studies, a foreign language is strongly recommended.

III. General Information

- A. Office of International Studies
 - 1. Assistance for students studying abroad
 - 2. Administers International Studies Minor
- B. Residential Language Centers
 - 1. French, German, Spanish, Italian, and Russian
 - 2. Organizes social and conversational programs
- C. International Studies House: Housing for students interested in International Studies
- D. Study Abroad
 - 1. Worrell House, Regent's Park- LONDON (semester)
 - 2. Casa Artom, Grand Canal - VENICE (semester)
 - 3. University of Dijon - FRANCE (semester)
 - 4. University of Salamanca - SPAIN (semester)
 - 5. Institute of European Studies (year or Semester) for GERMANY, VIENNA, OR AUSTRIA
 - 6. Wake Forest/SASASAAS, Beijing - CHINA

TULANE

I. International Studies Programs

- A. There is no separate I.S. Department.
- B. A student may complete a concentration in International Relations within the Political Science Department. Many courses with an I.S. focus are available: European Governments, Latin American Governments, Policies and Government of the Soviet Union, Governments of Central America and Caribbean, Asian Government, British Political Systems, Autocratic Political Systems, Comparative Communism, Approaches to Latin American Politics, Politics of the New States, Government and Politics of the Southern Cone, Government and Politics of Central America, Brazilian Government, Communist Policies in Latin America, International Relations, American Foreign and Security Policies, The Holocaust System: A Political Analysis, United

States and Latin America, Soviet Foreign Policy, International Politics, International Organization, Transnational Forces in International Relations, Cuban International Relations, National Security

- C. A student may enroll in the Coordinate Major Program whereby he/she may complete these courses to supplement the major:
 - 1. Asian Studies
 - 2. Russian and Soviet Union Studies
- D. A Student may obtain both a major and minor in the area of Latin America Studies
- E. Courses with an international focus in the Econ/BA Dept:
The Economic Problems of Less Developed Countries, Comparative Economic Systems, Soviet and Other Controlled Economies, Macroeconomic Stabilization in Latin America, Labor and Population in Latin America, Economic Development of Latin America, Policies for Economic Development, Agricultural and Rural Development in Latin America, Latin American Economies, International Trading Economies, International Monetary Relations

II. Languages

- A. A student must enroll in a foreign language the first semester he/she is enrolled at the college and continue in that language until proficiency is met (usually the 203 level depending on the language). A student can only drop the chosen language during the first semester.
- B. Languages Offered: Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portugese, Russian, and Spanish
- C. In order to complete the concentration in International Studies a student must receive four credits of a foreign language above the degree requirement.

III. General Information

- A. It was stated in the College of Arts and Sciences Catalogue that students in good standing at the College may be granted a leave of absence for study at other institutions.

APPENDIX II

SUMMARY OF LANGUAGES OFFERED AT RHODES AND AT COMPETING INSTITUTIONS

LANGUAGE	RHODES	EMORY	TULANE	VANDERBILT	UT KNOXVILLE	LSU	DAVIDSON	SEWANEE
Arabic	X					X		
Chinese	X		X	X		X		X
French	X	X	X	X	X	X	X	X
German	X	X	X	X	X	X	X	X
Greek	X	X	X	X				
Hebrew	X(1)	X	X					
Italian	X	X	X	X	X	X		X
Japanese	X		X	X				
Latin	X	X	X	X	X	X	X	X
Portuguese	X(2)		X	X	X			
Russian	X	X	X	X	X	X	X	X
Sanskrit							X	
Spanish	X	X	X	X	X	X	X	X

- 1) Offered intermittently in the past as an overload by a member of the Religious Studies faculty.
- 2) Offered on demand to a few students and as an overload for the faculty member. Not recently used to meet language requirement.

WORLD LANGUAGES

LANGUAGE	POPULATION SPEAKING (millions)
Mandarin	844
English	437
Hindi	338
Spanish	331
Russian	291
Arabic	192
Bengali	181
Portuguese	171
Malay-Indonesia	138
Japanese	124
French	119
German	118
Urdu (Pakistan; India)	90
Korean	69
Telugu (Andhra Pradesh, Se India)	67
Tamil (Tamil Nadu, India; Sri Lanka)	64
Italian	63
Marraathi (Maharashtra; India)	63
Catonese (or Yue)	62
Javanese	57

APPENDIX III

TO: Work Group I
FM: Harmon Dunathan

I have asked Deans from a number of institutions to tell me what proportion of their student body has a term/year abroad academic experience before graduation. Many did not know, others guessed. The results were:

Birmingham-Southern	~ 5%
Centre (in semester/year programs - 10% if January term is counted)	4-5%
Kenyon	~40%
Millsaps	~ 5%
University of Richmond	20-25%
University of the South	~15%

We know that Kalamazoo is 100% and that many other Great Lakes Colleges have high percentages. In general, selective schools in the North/Northeast have high percentages. Our updated numbers are attached.

APPENDIX III - PAGE 2

NUMBER OF RHODES STUDENTS STUDYING OUTSIDE THE UNITED STATES
 (Counts only academic year programs plus British Studies at Oxford.)

COUNTRY	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	TOTAL
Rhodes Related Programs							
European Studies				16		6	22
British Studies at Oxford*	25	38	38	31	10	n/a	142
Great Lakes Jerusalem Program				5	1	10	16
Other Programs							
France	5	4	2		6	1	18
Great Britain	1	2	4	8			15
Austria		2	2	2	2	4	12
Germany	1		3	5	2		11
Spain				1	4		7
Japan			3	1	1	5	10
Switzerland			1	2			3
Canada				1	1		2
China			1			1	2
Italy		1			1		2
Korea					1	1	2
Mexico			1	1			2
Colombia				1			1
Costa Rica			1				1
Egypt						1	1
Russia					1		1
Semester at Sea			1				1
TOTAL:							
Rhodes' Related	25	38	38	52	11	16	180
Other	7	9	19	22	19	15	91
GRAND TOTAL:	62	47	57	74	30	31	271
As a % of a student cohort:	10%	14%	17%	22%	9%		
As a % but not counting BSAO:	2%	3%	6%	13%	6%	9%	

*These numbers represent the summer following the academic year indicated.

APPENDIX IV

The following table shows the percentage of the student body classified as non-resident alien according to the Registrars' records for Fall '89. This survey includes the "10" college group and the group of 8 universities that compete most directly with Rhodes.

INSTITUTION	PERCENTAGE
Macalester	8
Vanderbilt	6
Wooster	6
LSU	5
Emory	4
Occidental	4
UT-Knoxville	3
Davidson	3
UNC-Chapel Hill	3
Tulane	3
Bates	3
Sewanee	3
Reed	2
Washington and Lee	2
University of Virginia	1
Wake Forest	1
Centre	1
Kenyon	1
Rhodes	1
AVERAGE	3

APPENDIX IV - PAGE II

PERCENTAGE OF INTERNATIONAL STUDENTS
(50-COLLEGE PEER GROUP)

INSTITUTION	PERCENTAGE
Bryn Mawr	10
Mount Holyoke	10
Wooster	10
Vassar	9
Grinnell	8
Macalester	8
Conneticut College	6
Knox	6
Sarah Lawrence	6
Srith	6
Wellesley	6
Bennington	5
Davidson	5
Kalamazoo	5
Reed	5
Swarthmore	5
Amherst	4
Claremont McKenna	4
Franklin & Marshall	4
Hamilton	4
Lawrence	4
Oberlin	4
Occidental	4
Bates	3
Colorado College	3
Hampshire	3
Haverford	3
Pomona	3
Trinity	3
Wabash	3
Whitman	3
Williams	3
Colby	2
Denison	2
Lake Forest	2
Middlebury	2
Rhodes	2
Saint Olaf	2
Sewanee	2
Wesleyan University	2
Bowdoin	1
Carleton	1
Centre	1
Dickinson	1
Holy Cross	1
Kenyon	1
Washington and Lee	1
Goucher	NOT REPORTED
Washington-Jefferson	NOT REPORTED
Wheaton	NOT REPORTED
AVERAGE	4

*This table shows the percentage of the student body classified as non-resident alien and resident alien.

Report of Trustee Work Group II - Faculty Support

This work group met in April and again on August 24th to consider Rhodes' needs in the broad area of faculty support. The pages attached describe in detail how Rhodes' faculty salaries compare to different groups and point to the problems facing Rhodes in the competition for excellent faculty.

The work group also considered in some detail the needs of the library. While giving these needs very high priority, the group does not recommend endowment support for the most pressing library need - to move rapidly to an on-line catalogue. However, the library will need new endowment to support phases 2 and 3 of this much needed modernization.

Faculty Salaries. The work group recommends that:

a new comparison group of ten colleges be established.

a new goal for Rhodes faculty salaries be set: to **increase Rhodes faculty salaries so that the average Rhodes salary is above the average of the ten college group in each of the three professorial ranks.**

Rhodes raise 6.5 million in new endowment support to meet this goal.

this new support take the form of endowed faculty chairs and endowment for general salary support.

faculty salaries be given higher priority in college financial planning in order to recruit and maintain an excellent teaching faculty.

Library. The work group recommends that:

Rhodes proceed as rapidly as possible to install an on-line catalogue using funds from current operations.

Rhodes establish new endowment in the amount of 2.4 million to support the costs of the full development of a modern library information system.

came at the Full rank where we are now clearly above the Level I-80th percentile, but still 6.9% below our goal. It is of interest to note that the ratio of Rhodes average Full Professor salary to average Assistant Professor salary has changed little between 1983-84 and 1989-90 (from 1.51 to 1.56).

In the 90's, with developing faculty shortages in many fields, the competition from universities may become more severe. AAUP data shows that universities (category I) have been consistently well ahead of category IIB colleges.

	1983-84			1989-90		
	80th Percentile University (Cat. I)	80th Percentile College (Cat. IIB)	% Difference	80th Percentile University (Cat. I)	80th Percentile College (Cat. IIB)	% Difference
Professor	\$45,100	\$32,500	39%	\$65,200	\$45,000	44%
Associate	32,500	26,800	21%	46,900	36,700	28%
Assistant	25,900	22,000	18%	38,700	30,400	27.3%

While a large portion of this difference is due to highly paid faculty in professional schools, the difference is still substantial in liberal arts disciplines. In the past, we have competed successfully against all but the top universities on the basis of our student quality and class size. This may not be true in the 90's.

This comparison and the goal of reaching Level I + 10% are useful and appropriate, but because of the great diversity of institutions represented in IIB, this is not a comparison between equals. The "group of 50" colleges, all private, all with very able students, provides a better gauge of Rhodes' progress.

II. Comparison with smaller groups of colleges:

A. The "50" College Comparison Group was established by Rhodes in 1984 as the group against which Rhodes would be measured along many different parameters. There would be little disagreement among educators about the choice of the Colleges on this list. They are the best undergraduate liberal arts colleges in the country. Rhodes clearly belongs in this group based on our students abilities and many other parameters.

The geographic distribution of the "50" greatly favors the North and particularly the Northeast:

New England	19
Middle Atlantic	7
Midwest	13
South	5
West	6

It also favors rural over urban locations:

Rural - small city/small town	33
Near large city	12
In large city	5

B. The "Group of 10" is a subset of the "50". Because the "group of 50" includes colleges that are quite different in size, endowment per student and admissions experience, a smaller subset of the fifty has been selected such that these parameters more nearly match Rhodes'. This group also includes the other four Southern

colleges on the list of "50".

Table E points out the similarities between these ten institutions.

C. Cost of Living - A recently published study (Keister and Keister, Ohio State University Press, 1988.) compares the local cost of living for some 388 colleges and universities. Their study used the index published quarterly by the American Chamber of Commerce Research Association (ACCRA). This index assigns a value of 100 to the average cost of living for the nation.

Memphis is a relatively low cost of living area - our index value for 4th quarter 1989 was 94.9.

We have used this same ACCRA data to compare COL among the "50" colleges (Tables A and B). In a number of cases this meant using the index value for a neighboring metropolitan area. While this undoubtedly led to errors, they probably cancel in the overall averages. For example, Amherst is undoubtedly more expensive than Springfield, but Carleton less expensive than Minneapolis.

These indices were then used to modify the average salary and compensation by rank for each of the "50" (Tables C and D). Since the average index value for a "50" college is 111.7, Rhodes has a 17% advantage and thus this correction moves us up in rank very markedly.

The effect of COL corrections on Rhodes' rank among the "50" requires some comment. It may seem counterintuitive for Rhodes' rank to change so drastically at the Associate and Assistant levels (43rd and 44th become 14th and 16th) while Full changes much less (44th to 27th). In fact, this is entirely a function of the distribution of

other college averages around the Rhodes' average. A group of higher cost of living institutions just above Rhodes average Associate salary will move below when corrected for COL. Clearly there were more institutions in that situation for Associate and Assistant than for Full. (Of the four colleges with lower COL indices only one - Sewanee - moved above Rhodes when the COL correction was made and that in only one rank - Assistant).

A second point concerns "All Ranks" numbers. The number of faculty who are in each rank at a particular college will have a large effect on their "All Ranks" average. The institution with many Full professors will look good in "All Ranks." Rhodes has a young faculty and thus comes out lower in the "All Ranks" comparison than in any specific rank, 47th out of 50 vs. 44th, 43rd and 44th in the three separate ranks. The COL correction moves us from 47th to 26th, a big improvement, but not as much change as in the Associate and Assistant Ranks.

Finally, notice that our "All Ranks" average is much closer to our Assistant average than is the case for most of the "50" (\$5,600 vs. \$9,663). This simply confirms our unusually small number of Full Professors (Full-27, Associate-28, Assistant-44).

D. Rhodes' rank vis-a-vis the "50" and the "10" is shown in Tables C, D, F and G. The uncorrected data show Rhodes to be well below the average of each group. Rhodes' goal has been to rank in the top third of the group of "50". Using uncorrected salaries, Rhodes falls short by \$9,500, \$4,500 and \$3,500 in the three ranks. (i.e. the \$ difference between Rhodes and 16th place.). This translates into a

sum of \$562,500 needed to move our average salary by rank to 16th place. (\$708,700 for total compensation).

The corrected for COL figures show Rhodes below the top third only at the Full rank where we are 27th.

In the group of "10", Rhodes' uncorrected salary averages rank far below the group's mean and remain below the mean in the Full Professor Rank when using COL corrected figures. To move Rhodes' rank to the average of the "group of 10" using uncorrected figures would require \$255,000 in new salary funds or \$321,000 in new total compensation funds.

III. Appropriate Goals.

A. Goals should be expressed in terms of salary. Rhodes' fringe benefits are generally adequate and the tuition benefit is exceptionally generous. However, salary, not total compensation, is the important competitive factor. Faculty candidates typically inquire about medical insurance, but show little interest in other benefits.

B. Goals should be expressed in terms of salaries uncorrected for cost of living. While these COL differences are quite real, particularly for new faculty members who buy a house, they are not always persuasive when talking with candidates with higher offers from other institutions. Also, despite the large difference in COL between Memphis and Boston or Bronxville, the competitive advantage of this difference is reduced by the perception that being near Boston or New York carries some advantages. The best strategy might

be to adopt realistic goals in terms of uncorrected salary averages, then use the COL data to make a strong point about Memphis' relatively low COL.

C. Goals should be realistic, recognizing that the Colleges in the "50" and "10" will themselves be making new efforts to gain on their competition. In recent years, the "50" have increased their salaries at a rate higher than the IIB group and much higher than inflation.

D. A realistic goal for Rhodes faculty salaries might be: **To increase the average faculty salary such that Rhodes ranks above the average of the "10" in the Full, Associate, and Assistant Professor ranks.**

(Had Rhodes met this goal in 1989-90, our rank in the "50" would have moved from 44th to 33rd, 43rd to 33rd and 44th to 31st in the Full, Associate and Assistant ranks).

IV. How should new funds be applied to meet our goals?

Endowed Senior Professorships: The Rhodes faculty is relatively young and is, in many departments, missing the leadership that should be provided by mid-career faculty members.

If in 1989-90, Rhodes had had six new senior faculty each at a salary \$15,000 above the professor average, it would have improved our average at that rank by about \$3,300. This would have moved us from 44th to 36th among the "50" and to within \$1,200 of the average

for the "10".

Endowed Junior Faculty Positions: The ability to offer higher salaries at the Assistant level will let us attract and keep very able younger faculty members. If Rhodes had had six such positions in 1989-90, each supporting a salary \$10,000 above the average in that rank, it would have improved our average by about \$1,400. This would have moved us from 44th to 32nd among the "50" and to within \$350 of the average for the "10".

General Faculty Salary Support will be very important as the average age/rank of the Rhodes faculty increases. The overall increase in the salary budget is difficult to calculate, but, if the average length of service at Rhodes increases by only 3 years, the average faculty member will command \$2,500 higher salary. This translates into a \$250,000 increase in salary budget.

This "aging" of the Rhodes faculty will occur over the next 7-8 years.

Minutes of the Board of Trustees Meeting held October 25 & 26, 1990

Exhibit C

COST OF LIVING INDEXES FOR 50 COLLEGES (FOURTH QUARTER 1989)

INSTITUTION	LOCATION	METRO AREA	STATE	INDEX
Amherst	Amherst	Springfield	MA	119.7
Bates	Lewiston	Lewiston ('87)	ME	106.9
Bannington	Bennington	Albany, NY	VT	105.3
Bowdoin	Brunswick	Lewiston ('87)	ME	106.9
Bryn Mawr	Bryn Mawr	Philadelphia	PA	129.2
Carleton	Northfield	Minneapolis	MN	101.5
Centre	Danville	Lexington	KY	100.8
Claremont McKenna	Claremont	Los Angeles	CA	129.2
Colby	Waterville	Lewiston ('87)	ME	106.9
Colorado College	Colorado Springs	Colorado Springs	CO	91.6
Connecticut College	New London	New London	CT	136.9
Davidson	Davidson	Charlotte	NC	100.2
Denison	Granville	Columbus	OH	104.6
Dickinson	Carlisle	Harrisburg	PA	105.9
Franklin & Marshall	Lancaster	Lancaster	PA	103.5
Goucher	Towson	Baltimore	MD	111.1
Grinnell	Grinnell	Cedar Rapids	IA	97.3
Hamilton	Clinton	Syracuse	NY	100.7
Hampshire	Amherst	Springfield	MA	119.7
Haverford	Haverford	Philadelphia	PA	129.2
Holy Cross	Worcester	Worcester	MA	120.8
Kalamazoo	Kalamazoo	Grand Rapids	MI	108.0
Kenyon	Gambier	Columbus	OH	104.6
Knox	Galesburg	Peoria	IL	103.0
Lake Forest	Lake Forest	Chicago	IL	120.1
Lawrence	Appleton	Appleton	WI	94.2
Macalester	Saint Paul	Saint Paul	MN	100.1
Middlebury	Middlebury	Glens Falls, NY	VT	109.7
Mount Holyoke	South Hadley	Springfield	MA	119.7
Oberlin	Oberlin	Akron	OH	95.0
Occidental	Los Angeles	Los Angeles	CA	129.6
Pomona	Claremont	Los Angeles	CA	129.6
Reed	Portland	Salem	OR	98.8
Rhodes	Memphis	Memphis	TN	94.9
Saint Olaf	Northfield	Minneapolis	MN	101.5
Sarah Lawrence	Bronxville	Nassau-Suffolk	NY	162.0
Sewanee	Sewanee	Chattanooga	TN	90.4
Smith	Northampton	Springfield	MA	119.7
Swarthmore	Swarthmore	Philadelphia	PA	129.2
Trinity	Hartford	Hartford	CT	125.8
Vassar	Poughkeepsie	Albany	NY	105.3
Wabash	Crawfordsville	Lafayette-West	IN	99.8
Washington-Jefferson	Washington	Pittsburgh	PA	106.1
Washington and Lee	Lexington	Roanoke	VA	96.6
Wellesley	Wellesley	Boston ('88)	MA	164.1
Wesleyan University	Middletown	Hartford ('89)	CT	125.8
Wheaton	Norton	Worcester	MA	120.8
Whitman	Walla Walla	Walla Walla	WA	94.7
Williams	Williamstown	Albany, NY	MA	105.3
Wooster	Wooster	Columbus	OH	104.6
			AVE=	111.7

Exhibit C

RANKED COST OF LIVING INDEXES FOR 50 COLLEGES (FOURTH QUARTER 1989)

INSTITUTION	LOCATION	METRO AREA	STATE	INDEX
Wellesley	Wellesley	Boston ('88)	MA	164.1
Sarah Lawrence	Bronxville	Nassau-Suffolk	NY	162.0
Conneticut College	New London	New London	CT	136.9
Occidental	Los Angeles	Los Angeles	CA	129.6
Pomona	Claremont	Los Angeles	CA	129.6
Bryn Mawr	Bryn Mawr	Philadelphia	PA	129.2
Claremont McKenna	Claremont	Los Angeles	CA	129.2
Haverford	Haverford	Philadelphia	PA	129.2
Swarthmore	Swarthmore	Philadelphia	PA	129.2
Wesleyan University	Middletown	Hartford ('89)	CT	125.8
Trinity	Hartford	Hartford	CT	125.8
Holy Cross	Worcester	Worcester	MA	120.8
Wheaton	Norton	Worcester	MA	120.8
Lake Forest	Lake Forest	Chicago	IL	120.1
Amherst	Amherst	Springfield	MA	119.7
Hampshire	Amherst	Springfield	MA	119.7
Mount Holyoke	South Hadley	Springfield	MA	119.7
Smith	Northampton	Springfield	MA	119.7
Goucher	Towson	Baltimore	MD	111.1
Middlebury	Middlebury	Glens Falls, NY	VT	109.7
Kalamazoo	Kalamazoo	Grand Rapids	MI	108.0
Bates	Lewiston	Lewiston ('87)	ME	106.9
Bowdoin	Brunswick	Lewiston ('87)	ME	106.9
Colby	Waterville	Lewiston ('87)	ME	106.9
Washington-Jefferson	Washington	Pittsburgh	PA	106.1
Dickinson	Carlisle	Harrisburg	PA	105.9
Bennington	Bennington	Albany, NY	VT	105.3
Vassar	Poughkeepsie	Albany	NY	105.3
Williams	Williamstown	Albany, NY	MA	105.3
Danison	Granville	Columbus	OH	104.6
Kenyon	Gambier	Columbus	OH	104.6
Wooster	Wooster	Columbus	OH	104.6
Franklin & Marshall	Lancaster	Lancaster	PA	103.5
Knox	Galesburg	Peoria	IL	103.0
Carleton	Northfield	Minneapolis	MN	101.5
Saint Olaf	Northfield	Minneapolis	MN	101.5
Centre	Danville	Lexington	KY	100.8
Hamilton	Clinton	Syracuse	NY	100.7
Davidson	Davidson	Charlotte	NC	100.2
Macalester	Saint Paul	Saint Paul	MN	100.1
Wabash	Crawfordsville	Lafayette-West	IN	99.8
Reed	Portland	Salem	OR	98.8
Grinnell	Grinnell	Cedar Rapids	IA	97.3
Washington and Lee	Lexington	Roanoke	VA	96.6
Oberlin	Oberlin	Akron	OH	95.0
Rhodes	Memphis	Memphis	TN	94.9
Whitman	Walla Walla	Walla Walla	WA	94.7
Lawrence	Appleton	Appleton	WI	94.2
Colorado College	Colorado Springs	Colorado Springs	CO	91.6
Sewanee	Sewanee	Chattanooga	TN	90.4
			AVE=	111.7

50 COLLEGES' FACULTY SALARIES (1989-90) - CORRECTED FOR COST OF LIVING - ORDERED BY FULL PROF.

INSTITUTION	FULL PROFESSOR	CORRECTED FULL PROF.	ASSOCIATE PROFESSOR	CORRECTED ASSOC. PROF.	ASSISTANT PROFESSOR	CORRECTED ASSIST. PROF.	ALL RANKS	CORRECTED ALL RANKS	COST OF LIVING INDEX
Washington & Lee	\$55,800	\$57,764	\$44,300	\$45,859	\$34,300	\$35,507	\$48,700	\$50,414	96.6
Colorado College	\$52,800	\$57,642	\$40,100	\$43,777	\$32,700	\$35,699	\$43,700	\$47,707	91.6
Williams	\$58,800	\$55,840	\$41,700	\$39,601	\$35,600	\$33,808	\$45,300	\$43,020	105.3
Franklin & Marshall	\$56,600	\$54,686	\$42,000	\$40,580	\$31,300	\$30,242	\$41,300	\$39,903	103.5
Princeton	\$52,900	\$54,368	\$39,700	\$40,802	\$32,200	\$33,094	\$41,500	\$42,652	97.3
Massachusetts	\$57,200	\$54,321	\$40,600	\$38,557	\$33,100	\$31,434	\$30,800	\$29,250	105.3
Dartmouth	\$57,700	\$53,976	\$43,100	\$40,318	\$31,700	\$29,654	\$42,700	\$39,944	106.9
Yale	\$54,000	\$53,946	\$39,900	\$39,860	\$31,900	\$31,868	\$42,800	\$42,757	100.1
Berkeley	\$50,900	\$53,579	\$39,100	\$41,158	\$33,100	\$34,842	\$42,600	\$44,842	95.0
Duquesne	\$56,700	\$53,040	\$41,000	\$38,354	\$33,200	\$31,057	\$42,500	\$39,757	106.9
Lawrence	\$49,900	\$52,972	\$39,400	\$41,826	\$31,000	\$32,909	\$40,600	\$43,100	94.2
Hamilton	\$53,100	\$52,731	\$40,000	\$39,722	\$31,600	\$31,380	\$40,600	\$40,318	100.7
Sewanee	\$47,500	\$52,544	\$33,600	\$37,168	\$28,700	\$31,748	\$39,400	\$43,584	90.4
Middlebury	\$57,200	\$52,142	\$41,300	\$37,648	\$35,700	\$32,543	\$43,900	\$40,018	109.7
Carleton	\$52,700	\$51,921	\$41,300	\$40,690	\$33,900	\$33,399	\$43,000	\$42,365	101.5
Amherst	\$62,100	\$51,880	\$43,300	\$36,174	\$36,000	\$30,075	\$51,000	\$42,607	119.7
Whitman	\$49,100	\$51,848	\$39,000	\$41,183	\$32,600	\$34,424	\$40,800	\$43,083	94.7
Wabash	\$51,500	\$51,603	\$38,400	\$38,477	\$31,300	\$31,363	\$41,200	\$41,283	99.8
Reed	\$49,900	\$50,506	\$38,100	\$38,563	\$31,600	\$31,984	\$42,700	\$43,219	98.8
Dickinson	\$53,300	\$50,331	\$40,400	\$38,149	\$31,300	\$29,556	\$39,000	\$36,827	105.9
Bates	\$53,800	\$50,327	\$40,000	\$37,418	\$31,700	\$29,654	\$40,300	\$37,699	106.9
Smith	\$60,100	\$50,209	\$42,800	\$35,756	\$33,900	\$28,321	\$47,300	\$39,515	119.7
Wesleyan	\$63,000	\$50,079	\$42,600	\$33,863	\$35,900	\$28,537	\$50,700	\$40,302	125.8
Davidson	\$49,800	\$49,701	\$39,400	\$39,321	\$30,800	\$30,739	\$42,200	\$42,116	100.2
Kenyon	\$51,700	\$49,426	\$40,200	\$38,432	\$30,500	\$29,159	\$39,500	\$37,763	104.6
Mount Holyoke	\$59,100	\$49,373	\$41,100	\$34,336	\$32,800	\$27,402	\$43,500	\$36,341	119.7
Rhodes	\$46,300(44)	\$48,788(27)	\$36,900(43)	\$38,883(14)	\$29,600(44)	\$31,191(16)	\$35,200(47)	\$37,092(26)	94.9(46)
Holy Cross	\$58,400	\$48,344	\$42,600	\$35,265	\$33,800	\$27,980	\$42,900	\$35,513	120.8
Saint Olaf	\$48,100	\$47,389	\$37,600	\$37,044	\$31,500	\$31,034	\$38,500	\$37,931	101.5
Pomona	\$61,200	\$47,222	\$45,200	\$34,877	\$36,200	\$27,932	\$47,900	\$36,960	129.6
Denison	\$48,000	\$45,889	\$37,800	\$36,138	\$29,000	\$27,725	\$38,300	\$36,616	104.6
Trinity	\$57,300	\$45,548	\$43,300	\$34,420	\$31,800	\$25,278	\$44,800	\$35,612	125.8
Claremont McKenna	\$58,500	\$45,279	\$42,100	\$32,585	\$35,100	\$27,167	\$55,300	\$42,802	129.2
Lake Forest	\$54,200	\$45,129	\$41,400	\$34,471	\$32,600	\$27,144	\$41,500	\$34,555	120.1
Swarthmore	\$57,700	\$44,659	\$41,900	\$32,430	\$36,000	\$27,864	\$46,700	\$36,146	129.2
Wheaton	\$53,100	\$43,957	\$40,300	\$33,361	\$29,900	\$24,752	\$42,400	\$35,099	120.8
Haverford	\$56,300	\$43,576	\$43,800	\$33,901	\$33,700	\$26,084	\$44,700	\$34,598	129.2
Centre	\$43,700	\$43,353	\$36,400	\$36,111	\$29,700	\$29,464	\$36,000	\$35,714	100.8
Kalamazoo	\$46,400	\$42,963	\$37,300	\$34,537	\$30,600	\$28,333	\$39,900	\$36,944	108.0

INSTITUTION	FULL PROFESSOR	CORRECTED FULL PROF.	ASSOCIATE PROFESSOR	CORRECTED ASSOC. PROF.	ASSISTANT PROFESSOR	CORRECTED ASSIST. PROF.	ALL RANKS	CORRECTED ALL RANKS	COST OF LIVING INDEX
Occidental	\$55,400	\$42,747	\$42,000	\$32,407	\$34,700	\$26,775	\$42,500	\$32,793	129.6
Box	\$43,800	\$42,524	\$35,300	\$34,272	\$30,000	\$29,126	\$36,600	\$35,534	103.0
oucher	\$46,700	\$42,034	\$35,000	\$31,503	\$29,100	\$26,193	\$36,400	\$32,763	111.1
Washington-Jefferson	\$44,400	\$41,847	\$39,000	\$36,758	\$29,900	\$28,181	\$37,100	\$34,967	106.1
ryn Mawr	\$52,400	\$40,557	\$42,000	\$32,508	\$34,000	\$26,316	\$43,100	\$33,359	129.2
ampshire	\$48,400	\$40,434	\$38,300	\$31,997	\$30,800	\$25,731	\$38,600	\$32,247	119.7
ellesley	\$60,000	\$36,563	\$43,200	\$26,325	\$35,200	\$21,450	\$45,400	\$27,666	164.1
onnecticut College	\$48,600	\$35,500	\$38,600	\$28,196	\$30,200	\$22,060	\$40,200	\$29,364	136.9
arah Lawrence **							\$45,000	\$27,778	162.0
ennington **							\$33,500	\$31,814	105.3
Vooster**									104.6
MEAN	\$53,321	\$47,736	\$40,264	\$36,046	\$32,379	\$28,987	\$42,042	\$37,639	111.7
RHODES	\$46,300	\$48,788	\$36,900	\$38,883	\$29,600	\$31,191	\$35,200	\$37,092	94.9
DIFFERENCE	\$7,021	(\$1,052)	\$3,364	(\$2,837)	\$2,779	(\$2,204)	\$6,842	\$547	16.8
(Mean-Rhodes)									

* The numbers in () indicate Rhodes' rank among the 10 Colleges.

**These colleges did not submit complete data for 1989-90.

INSTITUTION	FULL PROFESSOR	CORRECTED FULL PROF.	ASSOCIATE PROFESSOR	CORRECTED ASSOC. PROF.	ASSISTANT PROFESSOR	CORRECTED ASSIST. PROF.	ALL RANKS	CORRECTED ALL RANKS	COST OF LIVING INDEX
Oberlin	\$70,700	\$74,421	\$51,800	\$54,526	\$41,600	\$43,789	\$57,300	\$60,316	95
Colorado College	\$65,900	\$71,943	\$49,700	\$54,258	\$39,700	\$43,341	\$54,200	\$59,170	91.6
Franklin & Marshall	\$73,800	\$71,304	\$55,400	\$53,527	\$39,600	\$38,261	\$53,500	\$51,691	103.5
Williams	\$75,000	\$71,225	\$54,400	\$51,662	\$46,800	\$44,444	\$58,600	\$55,551	105.3
Vassar	\$74,700	\$70,940	\$52,100	\$49,478	\$41,300	\$39,221	\$54,800	\$52,042	105.3
Washington & Lee	\$68,500	\$70,911	\$53,400	\$55,280	\$40,800	\$42,236	\$59,200	\$61,284	96.6
Sewanee	\$62,000	\$68,584	\$44,000	\$48,673	\$38,900	\$43,031	\$51,800	\$57,301	90.4
Grinnell	\$66,400	\$68,243	\$49,000	\$50,360	\$38,200	\$39,260	\$51,600	\$53,032	97.3
Colby	\$72,400	\$67,727	\$51,200	\$47,895	\$37,500	\$35,080	\$51,900	\$48,550	106.9
Carleton	\$67,200	\$66,207	\$51,900	\$51,133	\$42,400	\$41,773	\$54,300	\$53,498	101.5
Bowdoin	\$70,700	\$66,137	\$51,200	\$47,895	\$40,900	\$38,260	\$52,600	\$49,205	106.9
Amherst	\$78,900	\$65,915	\$55,700	\$46,533	\$45,700	\$38,179	\$64,900	\$54,219	119.7
Hamilton	\$66,300	\$65,839	\$49,000	\$48,659	\$38,400	\$38,133	\$49,900	\$49,553	100.7
Wabash	\$65,700	\$65,832	\$48,100	\$48,196	\$39,300	\$39,379	\$52,000	\$52,104	99.8
Lawrence	\$61,700	\$65,499	\$49,300	\$52,335	\$37,200	\$39,490	\$50,000	\$53,079	94.2
Middlebury	\$71,800	\$65,451	\$51,200	\$46,673	\$42,600	\$38,833	\$53,800	\$49,043	109.7
Wesleyan	\$81,800	\$65,024	\$54,900	\$43,641	\$46,200	\$36,725	\$65,600	\$52,146	125.8
Whitman	\$60,600	\$63,992	\$49,500	\$52,270	\$39,200	\$41,394	\$50,400	\$53,221	94.7
Davidson	\$64,100	\$63,972	\$50,300	\$50,200	\$38,400	\$38,323	\$53,800	\$53,693	100.2
Macalester	\$63,600	\$63,536	\$47,300	\$47,253	\$37,400	\$37,363	\$50,300	\$50,250	100.1
Bates	\$67,900	\$63,517	\$49,900	\$46,679	\$38,200	\$35,734	\$50,000	\$46,773	106.9
Smith	\$76,000	\$63,492	\$53,600	\$44,779	\$41,900	\$35,004	\$59,400	\$49,624	119.7
Dickinson	\$66,800	\$63,078	\$53,000	\$50,047	\$38,300	\$36,166	\$49,300	\$46,553	105.9
Reed	\$62,300	\$63,057	\$48,400	\$48,988	\$40,600	\$41,093	\$53,800	\$54,453	98.8
Denison	\$65,800	\$62,906	\$48,200	\$46,080	\$36,300	\$34,704	\$50,500	\$48,279	104.6
Rhodes *	\$59,600(41)	\$62,803(26)	\$48,100(38)	\$50,685(9)	\$35,100(47)	\$36,986(20)	\$44,000(48)	\$46,365(28)	94.9(46)
Mount Holyoke	\$72,600	\$60,652	\$62,300	\$43,889	\$40,200	\$33,584	\$53,600	\$44,779	119.7
Kenyon	\$63,000	\$60,229	\$50,100	\$47,897	\$37,500	\$35,851	\$48,700	\$46,558	104.6
Holy Cross	\$72,200	\$59,768	\$53,200	\$44,040	\$40,000	\$33,113	\$52,700	\$43,626	120.8
Saint Olaf	\$59,800	\$58,916	\$45,600	\$44,926	\$37,400	\$36,847	\$46,300	\$45,616	101.5
Lake Forest	\$70,600	\$58,784	\$53,800	\$44,796	\$41,100	\$34,221	\$53,400	\$44,463	120.1
Pomona	\$75,800	\$58,488	\$55,600	\$42,901	\$43,800	\$33,796	\$58,800	\$45,370	129.6
Haverford	\$73,700	\$57,043	\$57,600	\$44,582	\$43,300	\$33,514	\$58,300	\$45,124	129.2
Trinity	\$71,100	\$56,518	\$54,700	\$43,482	\$39,100	\$31,081	\$55,500	\$44,118	125.8
Swarthmore	\$72,200	\$55,882	\$52,500	\$40,635	\$42,700	\$33,050	\$58,700	\$45,433	129.2
Claremont McKenna	\$72,100	\$55,805	\$51,900	\$40,170	\$44,900	\$34,752	\$60,000	\$46,440	129.2
Centre	\$55,600	\$55,159	\$44,900	\$44,544	\$36,500	\$36,210	\$44,800	\$44,444	100.8
Knox	\$56,000	\$54,369	\$43,000	\$41,748	\$35,300	\$34,272	\$45,400	\$44,078	103
Occidental	\$69,700	\$53,781	\$53,200	\$41,049	\$43,100	\$33,256	\$53,000	\$40,895	129.6

TABLE D

50 COLLEGES' FACULTY COMP. (1989-90) - CORRECTED FOR COST OF LIVING - ORDERED BY FULL PROF.

	\$57,200	\$52,963	\$47,000	\$43,519	\$38,100	\$35,278	\$49,600	\$45,926	108
INSTITUTION	FULL	CORRECTED	ASSOCIATE	CORRECTED	ASSISTANT	CORRECTED	ALL	CORRECTED	COST OF LIVING
	PROFESSOR	FULL PROF.	PROFESSOR	ASSOC. PROF.	PROFESSOR	ASSIST. PROF.	RANKS	ALL RANKS	INDEX
Kalamazoo									
Wheaton	\$63,500	\$52,566	\$48,700	\$40,315	\$36,600	\$30,298	\$51,100	\$42,301	120.8
Washington-Jefferson	\$55,600	\$52,403	\$49,000	\$46,183	\$37,700	\$35,533	\$46,600	\$43,921	106.1
Souther	\$58,200	\$52,385	\$43,900	\$39,514	\$36,200	\$32,583	\$45,400	\$40,864	111.1
Bryn Mawr	\$65,000	\$50,310	\$52,300	\$40,480	\$38,300	\$29,644	\$49,300	\$38,158	129.2
Hampshire	\$59,500	\$49,708	\$46,100	\$38,513	\$36,900	\$30,827	\$46,700	\$39,014	119.7
Wellesley	\$77,400	\$47,166	\$56,300	\$34,308	\$43,900	\$26,752	\$58,200	\$35,466	164.1
Connecticut College	\$61,800	\$45,142	\$50,300	\$36,742	\$38,700	\$28,269	\$51,500	\$37,619	136.9
Sarah Lawrence **							\$55,600	\$34,321	162
Bennington **							\$42,000	\$39,886	105.3
Wooster**									104.6
MEAN	\$67,394	\$61,268	\$50,694	\$45,368	\$39,868	\$35,680	\$52,708	\$47,171	111.7
Rhodes	\$59,600	\$62,803	\$48,100	\$50,685	\$35,100	\$36,986	\$44,000	\$46,365	94.9
DIFFERENCE (Mean-Rhodes)	\$7,794	(\$1,535)	\$2,594	(\$5,317)	\$4,768	(\$1,306)	\$8,708	\$806	16.8

* The numbers in () indicate Rhodes' rank among the 10 Colleges.
 **These colleges did not submit complete data for 1989-90.

TABLE E

"10 College" Group Comparisons

COLLEGE	Undergraduate Enrollment	Faculty Size	% of Faculty with Doctorate	% Freshman Apps Accepted	% Freshmen From Top 10%	30-Jun-89 Endowment	Endowment per Student
Bates	1500	150	83%	34%	52%	* \$53,629,863	\$35,753
Centre	860	81	92%	65%	71%	\$45,076,000	\$52,414
Davidson	1376	116	95%	29%	64%	\$79,496,000	\$57,773
Kenyon	1573	140	96%	50%	46%	* \$31,107,243	\$19,776
Macalester	1847	214	90%	51%	52%	* \$190,000,000	\$102,870
Occidental	1677	171	94%	57%	55%	\$145,211,000	\$86,590
Reed	1263	117	80%	52%	61%	\$74,528,000	
Sewanee	1111	111	90%	60%	37%	\$92,328,000	\$83,104
W & L	1608	161		29%	48%	\$101,169,000	\$62,916
Wooster	1904	159	90%	61%	36%	\$69,210,000	\$36,350
Average	1472	142	90%	49%	52%	\$88,175,511	\$59,727
RHODES	1346	149	90%	64%	55%	\$76,175,000	\$56,594

* 30-Jun-88 endowment

10 COLLEGES' FACULTY SALARIES (1989-90) - CORRECTED FOR COST OF LIVING - ORDERED BY FULL PROF.

F

INSTITUTION	FULL PROFESSOR	CORRECTED FULL PROF.	ASSOCIATE PROFESSOR	CORRECTED ASSOC. PROF.	ASSISTANT PROFESSOR	CORRECTED ASSIST. PROF.	ALL RANKS	CORRECTED ALL RANKS	COST OF LIVING INDEX
Washington & Lee	\$55,800	\$57,764	\$44,300	\$45,859	\$34,900	\$35,507	\$48,700	\$50,414	96.6
Wake Forest	\$54,000	\$53,946	\$39,900	\$39,860	\$31,900	\$31,868	\$42,800	\$42,757	100.1
Wesleyan	\$47,500	\$52,544	\$33,600	\$37,168	\$28,700	\$31,748	\$39,400	\$43,584	90.4
Wheaton	\$49,900	\$50,506	\$38,100	\$38,563	\$31,600	\$31,984	\$42,700	\$43,219	98.8
Widener	\$53,800	\$50,327	\$40,000	\$37,418	\$31,700	\$29,654	\$40,300	\$37,699	106.9
Wilmington	\$49,800	\$49,701	\$39,400	\$39,321	\$30,800	\$30,739	\$42,200	\$42,116	100.2
Worcester	\$51,700	\$49,426	\$40,200	\$38,432	\$30,500	\$29,159	\$39,500	\$37,763	104.6
Rhodes*	\$46,300(9)	\$48,788(8)	\$36,900(8)	\$38,883(4)	\$29,600(9)	\$31,191(5)	\$35,200(10)	\$37,092(8)	94.9(9)
Centre	\$43,700	\$43,353	\$36,400	\$36,111	\$29,700	\$29,464	\$36,000	\$35,714	100.8
Occidental	\$55,400	\$42,747	\$42,000	\$32,407	\$34,700	\$26,775	\$42,500	\$32,793	129.6
MEAN	\$50,790	\$50,035	\$39,080	\$38,402	\$31,350	\$30,809	\$40,930	\$40,315	102.3
RHODES	\$46,300	\$48,788	\$36,900	\$38,883	\$29,600	\$31,191	\$35,200	\$37,092	94.9
DIFFERENCE (Mean-Rhodes)	\$4,490	\$1,247	\$2,180	(\$481)	\$1,750	(\$382)	\$5,730	\$3,223	7.4

* The numbers in () indicate Rhodes' rank among the 10 Colleges

Minutes of the Board of Trustees Meeting held October 25 & 26, 1990
Exhibit C

10 COLLEGES FACULTY COMP. (1989-90) - CORRECTED FOR COST OF LIVING - ORDERED BY FULL PROF.

INSTITUTION	FULL PROFESSOR	CORRECTED FULL PROF.	ASSOCIATE PROFESSOR	CORRECTED ASSOC. PROF.	ASSISTANT PROFESSOR	CORRECTED ASSIST. PROF.	ALL RANKS	CORRECTED ALL RANKS	COST OF LIVING INDEX
Washington & Lee	\$68,500	\$70,911	\$53,400	\$55,280	\$40,800	\$42,236	\$59,200	\$61,284	96.6
Wesleyan	\$62,000	\$68,584	\$44,000	\$48,673	\$38,900	\$43,031	\$51,800	\$57,301	90.4
Widener	\$64,100	\$63,972	\$50,300	\$50,200	\$38,400	\$38,323	\$53,800	\$53,693	100.2
Worcester	\$63,600	\$63,536	\$47,300	\$47,253	\$37,400	\$37,363	\$50,300	\$50,250	100.1
York	\$67,900	\$63,517	\$49,900	\$46,679	\$38,200	\$35,734	\$50,000	\$46,773	106.9
York	\$62,300	\$63,057	\$48,400	\$48,988	\$40,600	\$41,093	\$53,800	\$54,453	98.8
Rhodes*	\$59,600(9)	\$62,803(7)	\$48,100(7)	\$50,685(2)	\$35,100(10)	\$36,986(5)	\$44,000(10)	\$46,365(8)	94.9(9)
Wesleyan	\$63,000	\$60,229	\$50,100	\$47,897	\$37,500	\$35,851	\$48,700	\$46,558	104.6
Wesleyan	\$55,600	\$55,159	\$44,900	\$44,544	\$36,500	\$36,210	\$44,800	\$44,444	100.8
Wesleyan	\$69,700	\$53,781	\$53,200	\$41,049	\$43,100	\$33,256	\$53,000	\$40,895	129.6
MEAN	\$63,630	\$62,555	\$48,960	\$48,125	\$38,650	\$38,008	\$50,940	\$50,202	102.3
RHODES	\$59,600	\$62,803	\$48,100	\$50,685	\$35,100	\$36,986	\$44,000	\$46,365	94.9
DIFFERENCE (Mean - Rhodes)	\$4,030	(\$248)	\$860	(\$2,560)	\$3,550	\$1,022	\$6,940	\$3,837	7.4

* The numbers in () indicate Rhodes' rank among the 10 Colleges

Exhibit C

**Projected
Expansion
of
Burrow
Library
Automation
Services**

To:
Dean Dunathan
Board of Trustees Work
Group II

From:
Lynne Blair
Charles Lemond

Date:

8/24/90

The Rhodes College Library collection is quite small when compared to other competing colleges. This deficiency is made up for in part by the availability of larger collections in the Memphis area. For Rhodes to aim for a rapid and dramatic increase (50%) in collection size is not realistic at this time. The capital cost of acquisitions, staff support, and expanding the library's shelving capacity would be prohibitive.

In recent years the Library has adopted a different strategy for meeting the needs of our students and faculty. It has four parts:

1. To provide high quality personal service to both students and faculty and to improve cooperative ties with other Memphis area and college consortium libraries.
2. To select new material carefully to build and maintain a collection that will support the curriculum now and in years to come, to meet the needs of new faculty, and to support new areas of instruction.
3. To improve the collection in selected areas by retrospective additions guided by references such as Books for College Libraries.
4. To move as rapidly as possible to improve access to information through an online catalog, to have access to a variety of databases and online bibliographic services, and to establish a campus wide information network.

The fourth part has the potential for rapidly improving the library and information services at Rhodes. This report describes specific goals relating to part four and the funding needed to accomplish them.

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Automation - Current Status

LIBRARY: Acquisitions (ordering and accounting), cataloging and interlibrary loan have automated systems. In the area of information services, the library subscribes to the DIALOG information service, and leases two CD-ROM databases. The catalog remains in card format, and there is no automation in the circulation department. All sections of the library have personal computers or terminal connection to the VAX.

CAMPUS: The central computer is a DEC VAX 6320 networked to terminals in faculty and administrative offices. Users with access to the VAX may also send and receive messages over the BITNET international network. A computer lab equipped with Macintoshes and a terminal center on the lower level of the Burrow Library are available for student use. Students are encouraged to bring their own computers to campus and a special program to assist them in the purchase of Apple equipment is offered. Three new computer laboratories will be available in Buckman Hall.

Automation Plans

Phase 1 Goals

Automate the Burrow Library

Contract for a system that will:

Be powered by the College's existing VAX and utilize as much as possible the existing campus hardware and network.

Provide software and support for an online catalog while continuing to use the OCLC [Online Computer Library Center] cataloging network.

Provide software and support for an online circulation system.

Provide software and support for online serials and acquisitions systems.

This system will be the foundation for future automation developments on campus and enable Rhodes to take the important and vital first step toward linking with current and developing information networks.

Phase 1 Cost

\$175,000

Library
Automation

Library
Automation

Library
Automation

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Phase 2 Goals

Expand the College's
commitment to the ready access
of information by:

Providing the capability for Rhodes campus terminals to link with national networks. INTERNET, for example, provides access to several large university online catalogs - access that would be especially valuable for faculty doing scholarly research.

Providing access to online library catalogs of other colleges, universities, and public libraries. The initial goal is to link Rhodes with Memphis State University and the Memphis and Shelby County Public Library. The holdings of the University of Tennessee at Memphis and Christian Brothers University are also computerized and would be possible candidates for cooperative agreements.

Phase 3 Goals

Extend access to computerized
information sources by:

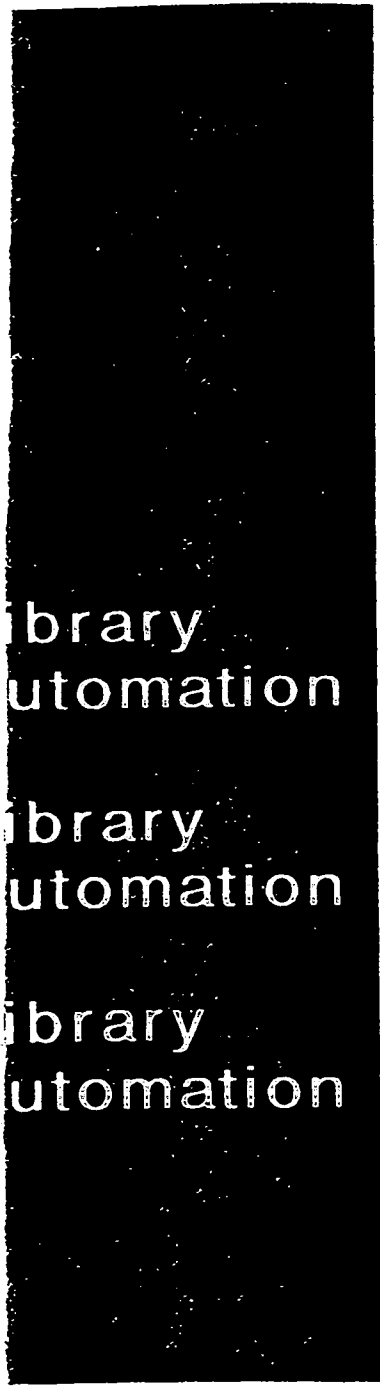
Providing additional databases both bibliographical and full text. This can be done by [1] subscribing to database services that would be accessible using the library's online system; [2] leasing databases that could be loaded on the College's VAX for use by all VAX users; [3] negotiating cooperative agreements with local libraries and/or the participating colleges in the Southern College Association; [4] purchasing or leasing additional CD-ROM databases.

Provide funding for continuous upgrading of the College computer system.

Rhodes College must be able to react positively to new technology when such technology is deemed beneficial to the College community. Failure to adapt to and adopt new technological advances opens Rhodes to the risk of being left far behind its competitors.

Estimated Endowment Needed to
Support Goals 2 & 3

\$2.4 million



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Supplemental
Information

Library
Automation

Library
Automation

Library
Automation

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Data Research Associates Summary Evaluation

Preliminary investigation has shown that library system marketed by Data Research Associates of St. Louis, Missouri and the Digital Equipment Corporation would be a viable candidate for an automated library system at Rhodes. All reports received from library directors indicate that DRA software and maintenance service is of high quality. In addition their reputation for customer service and listening to the needs of their customers is a positive factor.

DRA's Market Impact in 1989

According to Library Journal's annual report, "Automated System Marketplace 1990," (LJ, 4/1/90), Data Research Associates contracted for 17 installations in academic libraries in 1989. The LJ article comments that "DRA strengthened its installations in the academic marketplace during 1989, and due to the company's willingness to provide software-only sales, its competitiveness in the academic market will probably increase." Of importance to any potential customer, LJ states that DRA continues to be financially healthy.

Data Research Academic Installations

Augusta College	Augusta, GA
Bob Jones University	Greenville, SC
Brookings Institution	Washington D.C.
<u>Bucknell University</u>	Lewisburg, PA
Butler University	Indianapolis, IN
Carlton College	Pittsburgh, PA
Christian Brothers University	Memphis, TN
The Citadel	Charleston, SC
College of Charleston	Charleston, SC
Dekalb College	Clarkson, GA
Drew University	Madison, NJ
Eastern New Mexico University	Portales, NM
Edinboro University	Edinboro, PA
Francis Marion College	Florence, SC
<u>Franklin & Marshall College</u>	Lancaster, PA
Fundacion Ed. Ana G. Mendez	Rio Piedras, PR
Genesee Community College	Batavia, NY
Greenville Technical College	Greenville, SC
Harding University	Searcy, AR
Hofstra University	Hempstead, NY
Holy Cross College	Worcester, MA
<u>Hope College</u>	Holland, MI
Hutchinson Community College	Hutchinson, KS
John Carroll University	University Heights, OH
<u>Kanwon College</u>	Gambler, OH
Lamar University	Beaumont, TX
University of Lowell	Lowell, MA
Maharishi International University	Fairfield, IN
Maricopa County Comm. College	Phoenix, AZ
Merimack College	Andover, MA
<u>Middlebury College</u>	Middlebury, VT
Ultimate Technical College	Columbia, SC



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Monte College
Mt. Allison University
New Jersey Inst. of Technology
New Mexico Highland University
Northwest Missouri State University
Norwich University
Pan American University
Point Park College
Univ. of Puerto Rico/Mayaguez
Sam Houston State University
South Carolina State College
Southeastern Oklahoma State University
Southwest Texas State University
Tennessee Technological University
Texas Christian University
Univ. of Texas/ Permian Basin
University of Texas/Tyler
Trent University
Trident Technical College
Tufts University
Union College
University Center Tulsa
University of Prince Edward Island
Ursinus College
Vermont State College
West Virginia Wesleyan
Westminster College
Wofford College
Wright State University
York College

Sumter, SC
New Brunswick, Canada
Newark, NJ
Las Vegas, NM
Maryville, MO
Northfield, VT
Edinburg, TX
Pittsburgh, PA
Mayaguez, PA
Huntsville, TX
Orangeburg, SC
Durant, OK
San Marcos, TX
Cookeville, TN
Fl. Worth, TX
Odessa, TX
Tyler, TX
Peterborough, ON
Charleston, SC
Medford, MA
Schenectady, NY
Tulsa, OK
PEI, Canada
Collegeville, PA
Waterbury, VT
Buckhannon, WV
New Wilmington, PA
Spartanburg, SC
Dayton, OH
York, PA

Benefits of Library Automation

Immediate Benefits of an Online Catalog and Integrated Local Library System

[Information taken from "The Changing Library Automation Picture," by Richard W. Boss in Integrated Planning for Campus Information Systems published by OCLC, 1989.]

Library automation has changed significantly in the last three years with the implementation of online catalogs becoming more prominent - 50% of the systems installed in the last three years have included online catalogs. OPACS (online public access catalogs) now tend to serve as the system "hub" into which modules controlling acquisitions, serials, and circulation are integrated.

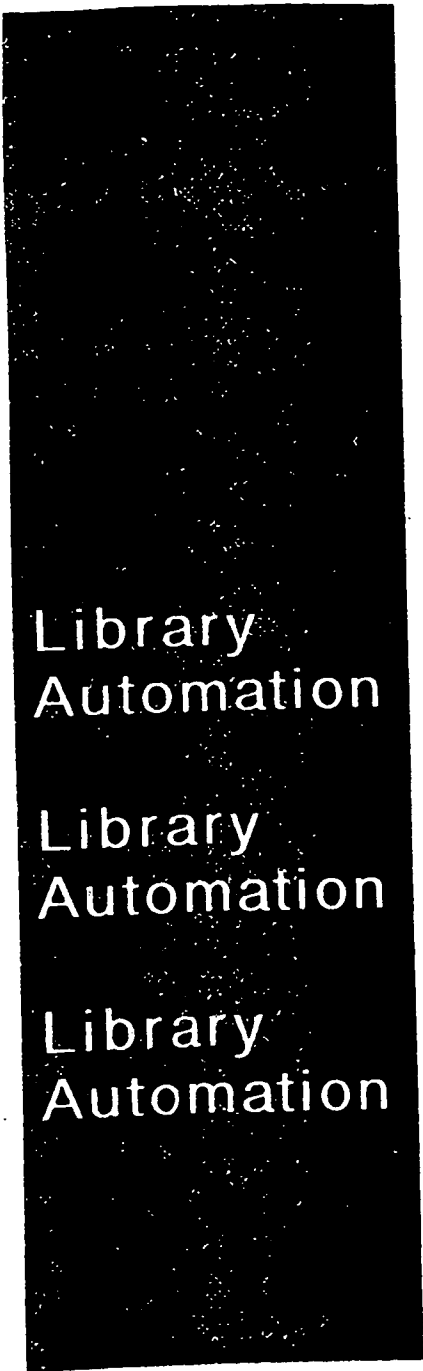
An integrated library system delivers the following benefits to its users:

- [1] **More access points to holdings.** The card catalog allows the user to find a book by author's last name, first significant word in the title, and subjects named by the Library of Congress. An online catalog permits all of the above, but adds the capability of using every keyword in the title as a search term. In addition, most new OPACS allow Boolean searching which enables a user to refine his or her search strategy. For example,

((Oil or petroleum) not natural gas) and Iraq

Charles De Gaulle only English language

DNA only published 1989 or later



*Rhodes
College*

- 2] **Remote access.** It is no longer necessary to be physically present in the library to use the catalog. Any terminal linked to a system whether hard wired or through a modem has access to the library holdings and circulation information.
- [3] **Availability information.** Library users of such an integrated system have access not only to holdings information, but to "availability" status - Is the book checked out? When is it due? Is it on reserve? Has the latest issue of a journal arrived? What issues are being bound? Is a particular title on order? When was it ordered? Is a title in cataloging?
- [4] **Improved inventory control.** Computerization of circulation provides greater control of the collection through better overdue and fine processing. Most systems can be used to electronically inventory collections to note missing volumes.
- [5] **Improved collection development.** Automated circulation enables a library to collect information as to what books in the collection are being used, and to identify those not being checked out. Use statistics are invaluable in determining materials budget allocations and candidates for weeding.
- [6] **Improved staff utilization.** It is unlikely automation in a smaller library will bring about reduction in staff, but it will free staff to accomplish more professional goals by reducing the number of routine, clerical functions that staff must assume in a manual system.
- [7] **Access to other libraries.** With communications software, local library users can access holdings of other automated libraries and networks.

**Online systems in 10
Selected Colleges**

Online catalog status:

Washington & Lee	In progress
Sewanee	Yes
Davidson	In progress
Macalester	Yes
Bates	No
Reed	Yes
Kenyon	Yes
Centre	No
Occidental	No
RHODES	HOPEFULL!!!

Library
Automation

Library
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Cost Estimates for DRA installation at Rhodes

Software: [One time cost]

Cataloging Control	\$16,500
Public Access Catalog	\$12,500
Circulation Services	\$16,500
Acquisitions	\$12,500
Serials	\$12,500
Software total	\$70,500

Hardware: [One time cost]

Terminals [20]	\$ 9,000
Terminal server [1]	\$ 8,000
Wiring of Burrow	\$ 5,000
Disk Drive for Vax	\$10,000
Barcode readers [4]	\$ 3,500
Hardware total	\$30,000

Additional Services/Products

Authority processing	\$30,000
Barcodes [250,000 at .035]	\$ 8,750
Total Additional Services	\$38,750

Total Estimated Cost \$139,750

Recommendation: That \$175,000 be budgeted to cover anticipated increases in software cost (costs cited above will change in mid-September, furniture, and costs that at this preliminary stage cannot be estimated).

Exhibit D

**Report of Work Group III
Sports, Fitness, and Student Life Center**

In offering a quality liberal arts and sciences education, Rhodes has long been dedicated to the physical as well as intellectual and spiritual growth of its students. Rhodes' successes in intercollegiate athletics and the number of students involved in sports at all levels--intercollegiate, intramural and club--reflect that commitment and interest. Unfortunately, our facilities do not.

The Need

The Mallory Gymnasium, built in 1953-54 for a cost of \$1 million, was constructed to meet the demands of athletics and physical education at that time. The gymnasium easily accommodates a student body that was then approximately one-third its current size, and it reflected a sports program heavily weighted on intercollegiate competition, and male competition at that. Women were only minimally involved in sports.

In recognition of the growing involvement of women in intercollegiate and intramural sports, the Hyde Gymnasium was added in the early 1970's; however, the demands for floor space for such activities have long outgrown this addition. Since then Rhodes' student body has tripled and the nature and role of sports have changed dramatically in our society. Fitness has become an end in itself, a lifestyle--not simply a by-product of athletic competition. Students, faculty and staff are more interested in their own personal fitness than in watching sports from the sidelines. And women are participating like never before.

Mallory Gymnasium is woefully inadequate to serve the present day needs of the Rhodes community. The facilities are too small and dilapidated to accommodate Rhodes' much expanded and diversified intercollegiate athletic program. For the purely recreational athlete, Mallory offers even less.

As the academic pressures build for our students, Rhodes must provide places and ways for them to relieve stress. Presently, all we offer in the way of places are some TV lounges in the residence hall and student center. We need more. A proper fitness/recreation center would encourage students to relieve stress through exercise and sports rather than by drinking or taking drugs.

In addition to fitness, a new center could become a social and recreational hub on campus meeting other "out-of-classroom" and extracurricular needs. There are no large, indoor spaces at Rhodes capable of holding even half our students. For events like Orientation, dances, or concerts, there is no indoor alternative to the Amphitheatre.

Beyond improving the quality of life for our current students, faculty and staff, a new fitness/recreation center could have a profound effect on Rhodes' ability to recruit the best students and the most qualified faculty and staff. The decade of the 1990's is projected to be a difficult time for colleges and universities -- with declining numbers of traditional students and intense competition for a diminishing pool of qualified faculty. Students and faculty these days compare all aspects of a college in making their choices. Our present athletic facilities, long overdue for expansion, certainly hurt us in that comparison. They are not only inferior to virtually all of our primary competitors, but inferior to many high schools.

In recent years, Davidson, Emory, Tulane and Washington University have all undergone extensive renovations. Most recently, two of our College Athletic Conference rivals, Trinity and Sewanee, have announced \$10 million expansion projects to begin immediately.

What Will Meet the Need?

To be one of the finest colleges of liberal arts and sciences in the nation, Rhodes must offer athletic facilities that meet the same standards as its academic facilities.

Indoor improvements that must be made:

*Renovation of the existing Mallory Gymnasium offices, classroom spaces and locker facilities.

including the addition of air-conditioning and asbestos removal.

*Remodeling of Hyde Gym with a more suitable flooring for basketball, volleyball and other sports.

*Construction of a multi-purpose gymnasium that would include space suitable for anything from basketball to tennis to dances and concerts to commencement or convocations. This facility would be ringed by an indoor track.

*Construction of four additional racquetball and two squash courts.

*Additional locker room space for non-athletes (i.e. commuters, faculty, staff, alumni).

*Construction of a student lounge/grill and separate dance facilities to accommodate the present and future student body.

Outdoor improvements that are needed:

*Move the existing tennis courts and add an additional two.

*Additional lighting for a multi-purpose intramural field and the tennis courts.

*Construction of a new synthetic-surface running track.

*Re-align the football, soccer and baseball stadiums in the existing space.

*Construct a new Football Stadium.

The benefits that would accrue from these renovations and improvements are many, and include:

1. The members of the Rhodes community would have up-to-date facilities to enhance their physical fitness as well as enjoyment of intercollegiate or intramural sports.

2. The intramural program could expand to include not only more student teams, but perhaps alumni teams as well.

3. The intercollegiate athletic teams would have improved and attractive facilities both to attract and field competitive teams.

4. Recruiting of both athletes and non-athletes should be enhanced as such a facility could become a focal point for promoting campus life and a wellness lifestyle (presently, the Admissions tours stops short of the gym).

5. Rhodes would be in a better position to recruit faculty and staff who would see the campus as not only a place for work but for leisure as well. This will also enhance the contact between students and faculty outside of the classroom.

6. The provision of a pub and dance facilities that can serve as a common meeting place for the entire Rhodes community.

7. Finally, by offering a fitness/recreation facility that is attractive and accessible to all members of our community, Rhodes will underscore its commitment to nurturing the whole person; body, mind, and spirit.

Exhibit D**The Costs:**

The costs to update and expand a 35-year old facility are significant. The projected cost for the proposed project is approximately:

New Multi-purpose Building	\$ 9,132,737.00
Renovation of Hyde and Mallory Gyms	\$ 2,442,353.00
Athletic/Intramural Field Improvements	<u>\$ 1,390,034.00</u>
Total Construction Costs	\$12,965,124.00
20% Project Costs (Architect fees, contingency, furnishings, and equipment)	\$ 2,593,025.00
20% Endowment of New Construction	\$ 1,826,547.00
Total Project Cost	\$17,384,696.00

In summary, the renovation and expansion of the sports and recreational facilities is second only to Buckman Hall as the facility of greatest need to the College. A fitness/recreation community center -- devoted to enhancing the physical well-being of our students, faculty and staff and serving as the focal point for bringing together students outside the classroom -- is crucial if Rhodes is to realize its commitment of being one of the nation's finest liberal arts colleges.

Report of Work Group IV - Residence Hall - October 25, 1990

Work Group IV met to discuss the draft report of the committee and to make recommendations to the full board. Those in attendance were: Jim Prentiss, Chair, Michael McDonnell, Jean Norfleet, Joyce Mollerup, Mike Sexton, Brian Foshee, and Dean Allen Boone.

Dean Boone reviewed the list of questions raised by the committee at its previous meetings (residential capacity, demand, short term solutions, future enrollment trends, construction costs, debt service on future borrowing and the economy).

Cost estimates and proposed design concepts as prepared by the Crump firm were also reviewed in detail.

Conclusions:

1. Based on current demand, a new residence hall housing approximately 120 students could be justified. This, however, will not create much room for future enrollment growth (only placing those existing students who were forced off campus due to a lack of space).
2. In the absence of an immediate gift in an amount large enough to construct a residence hall, the College should continue its off-campus living options (Cabana apartments) or other incentives.
3. Given present state of the economy, a declining college age demographic base, and operating budget constraints, Rhodes should not assume new bonded indebtedness to construct a residence hall at this time. To avoid increasing demand (and negatively affecting our student retention rate) enrollment should be kept relatively stable over the next 3-5 years. This should also give Rhodes time to reduce its acceptance rate more in line with the most prestigious liberal arts colleges.
4. The Committee also felt that the Board, through its Finance and Investment Committees, review the College policies pertaining to the use of unrestricted gifts or bequests. One strategy might be to earmark and accumulate these gifts over time in the endowment (particularly for revenue generating projects, i.e. Residence Halls). Once sufficient gifts are received in the endowment, the Board could authorize borrowing to construct these facilities.

WORK GROUP V

**Recommendations
to the Board of Trustees**

- 1) That the College use, on a trial basis in 1990-91, a nationally-normed instrument (for example, the ETS Academic Profile) to assess academic skills and competencies. The effort would be overseen by the Academic Affairs Office and the Assistant to the President for Planning and Institutional Analysis.
- 2) That the College develop locally an assessment instrument to evaluate the College's impact on student and graduate values, using the College Mission Statement as a basis. This would be coordinated by the Assistant to the President for Planning and Institutional Analysis.
- 3) That the College conduct a survey of employers of recent Rhodes graduates and graduate/professional schools which attract Rhodes graduates. The purpose of the survey would be to assess 1) our graduates' achievements in the skills and attributes we strive to develop in students, and 2) employers' judgments on the importance of various abilities and type of knowledge they require. The survey would be conducted by the Assistant to the President for Planning and Institutional Analysis and the Director of Career Planning and Placement.
- 4) That academic departments develop methods of evaluation which will assess the achievement of the departments' expected educational outcomes. This would be coordinated by the Assistant to the President for Planning and Institutional Analysis and the Planning Advisory Committee.
- 5) That oversight responsibility for the above stated recommendations be delegated to the Board Committee on Faculty and Educational Program.

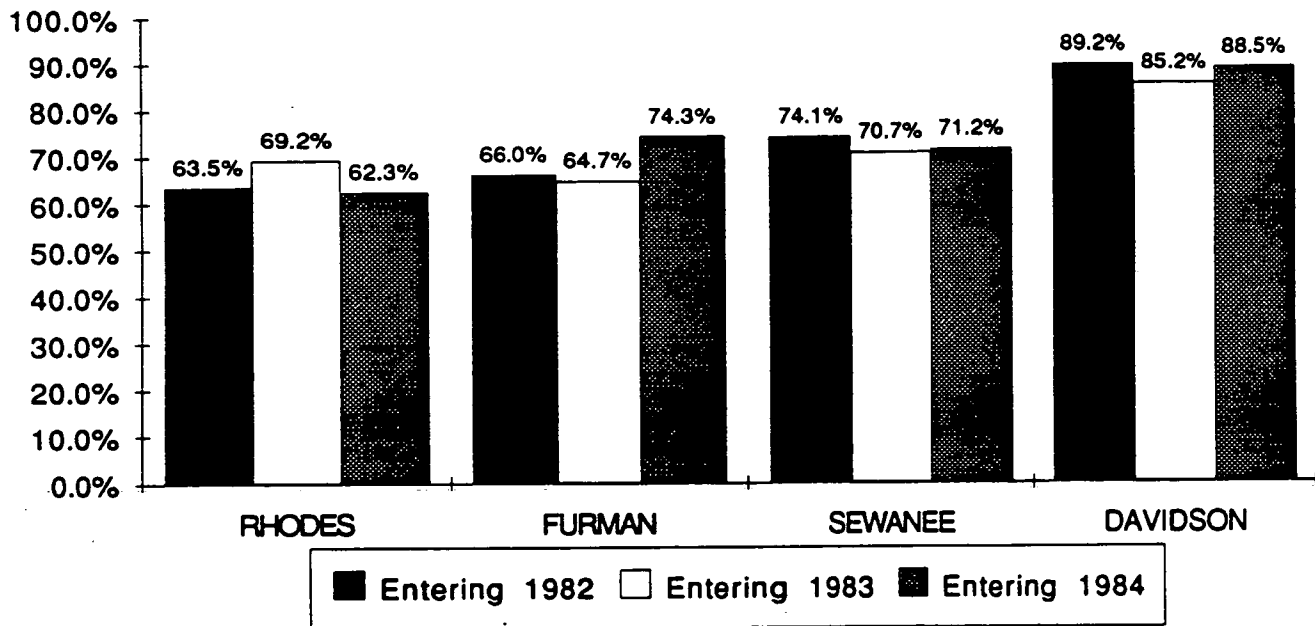
**Report of Work Group VI
Student Support Services**

Academic Support

The Need:

Rhodes' attrition rates, highlighted below, are in the middle of our peer group. Although from 18 - 22% of these student withdrawals can be directly attributed to academic difficulties, a students' decision to leave a school usually involves multiple reasons. However, the fact that a student who is experiencing academic difficulty has few options for help may serve to enhance any doubts about the institution that already exist.

**5-Year Retention-to-Graduation Rates
for 3 Graduating Classes**



Given the economic input on the college of such attrition - we spend \$1,900 per student to recruit them to Rhodes - not to mention the loss in terms of human potential - there was a strong sentiment in our working group toward strengthening the College's academic support services - a step already taken by several institutions within our peer group.

Meeting The Need:

A peer tutorial program, discussed at our Board retreat, was initiated this Fall through the Dean of Academic Affairs office. Tutors are provided for the 10 courses with the largest number of students and highest history of drop-outs. Students gain access to these tutors through faculty referral. There is no charge to the students for this service.

The peer tutors were nominated and selected by the faculty. Ten tutors are paid for up to 10 hours per week each semester. Funding of \$9,000 for this initial program came from the discretionary funds of the President, the Dean of Academic Affairs, and the Dean of Student Affairs.

Several questions/suggestions for the Dean's consideration regarding the administration of this program were raised within our group and are being considered in this initial pilot program:

Exhibit G

How can we make sure the program is utilized by those students most in need of help? (Our goal is not to make "B" students into "A" students but to help students in real "academic danger.")

How can we insure that help is made available on a timely basis? (i.e., By the time a faculty member realizes there is a problem, particularly in larger courses, it may be too late for a struggling student to "catch up.")

How can we reduce the stigma some students may feel is attached to utilizing tutoring in a competitive environment like Rhodes?

What does a student do if he/she is having trouble in a course not included among the initial 8-10?

Members of our group also suggested that this program be brought to the attention of potential contributors to the College for future funding.

While our group was most enthusiastic about the peer tutorial program, there was a feeling within the group - as evidenced by some of the questions listed above - that such a program was not in and of itself sufficient to insure satisfactory academic performance by our student body. More specifically, Rhodes still does not offer a central "focal point of assistance" for students experiencing academic difficulty. Faculty input would seem to indicate that we still lack sufficient "early warning" systems to identify students with inadequate writing skills, to give one important example. A writing skills laboratory is currently available for students seeking such assistance, but, because it is staffed sporadically by students it is not always available or convenient. The lab provides individual assistance on a drop-in basis only.

Our group felt strongly that the College should consider creating a new position of Assistant Dean of Academic Affairs - an idea which we understand has been considered in the past - to report to Dean Dunathan. The assistant dean's duties would be working with students, and equally importantly, coordinating with faculty advisors to optimize the academic performance of our student body. Our "ideal profile" of such an individual might be a professional whose duties could be divided 1/2 time faculty, 1/2 time administrative. Some background in academic counseling would also be helpful in executing his or her duties. A rough estimate of the cost of such a professional would be \$45,000 including fringe benefits.

One more specific suggestion that we put forward for consideration is the possibility of asking entering freshmen to write an essay as part of orientation in order to identify early on any deficiencies in key writing skills; based on these entering essays, students with obvious deficiencies could be directed into the freshmen composition course. This suggestion was implemented successfully during the Orientation of new students this past fall.

Minority Retention

The Need:

As related to the broader academic support issues addressed above, there was some concern raised at the Board retreat and within our working group with respect to minority student retention. The retention of minority students at Rhodes has lagged from 5 - 9% behind the retention rate for all students at Rhodes.

Meeting The Need:

A grant was recently obtained from Federal Express to deal specifically with increasing the retention of black students at Rhodes. Although this grant served as a one year commitment to assist Rhodes in its minority retention efforts, it is hoped that the programs initiated will be continued. A committee made up of students, faculty and staff formulated several ideas. They included:

- 1) An assessment of why black students come to Rhodes, persist or choose to leave should be done (completed and attached). A summary of the survey of our black students concerning retention indicated that:
 - The quality of the school served as the major reason why they decided to come to Rhodes.
 - A minority orientation program and increased study skills programs would aid incoming black students.
 - A tutorial program and increased social activities would help encourage students to stay.
 - For those considering leaving, reasons ranged from feeling of social isolation to the size of the rising costs.
- 2) A pre-orientation program for black students to be adopted for next year. This program would be held during the two days prior to regular orientation and would give entering black students an opportunity to learn from the experiences of black upperclassmen, who may also act in an ongoing one-on-one advisory role to entering students. This program was implemented successfully this past fall.
- 3) The hiring of a part-time counselor/advisor (possibly a Memphis State graduate student) for black students and their organizations. Although our small number of black students may not yet warrant a full-time professional in the role of "Minority Retention Officer," such as many larger universities have, the thinking within our working group was that this role could become part of the duties of the Assistant Dean of Academic Affairs, as previously recommended. Obviously, if such were the case, it would be ideal if a black administrator could be hired into this position. **Using the Federal Express funds, a part-time Minority Student Advisor was hired for this year.**
- 4) Provision of scholarship money for participating in a study skills program. This is a 3-week, 5-day a-week intensive course presently brought to Rhodes by an outside firm. One course is offered each year at a cost of \$130.00 per student. Interestingly enough, last year no black students originally signed up for this program, but when scholarship money was made available, fourteen students signed up and took the course.
- 5) Through increased programming, enhancement of the awareness of the campus community of the concerns/needs of our black students. This programming could include race relations seminars during orientation, seminars and speakers throughout the year, etc., organized under the auspices of our part-time counselor/advisor. **The primary focus of an annual Rhodes Student Leadership retreat this fall, was on the issue of race relations.**

The Federal Express grant was not renewed for next year, thus funds are needed to continue to develop the programs critical to minority student retention.

Career Services

The Need:

Information compiled by the former Director of Career Services on comparative programs at similar institutions focused on those recruiters now coming to Rhodes, and highlights the lack of industry and geographical diversity among those companies which presently recruit on campus.

Exhibit G

Meeting the Need:

Areas/ideas for improvement in career services which were discussed included:

- 1) Improving the internal and external image of the Career Services area. We have a "chicken and egg" problem. Our Career Services' present weaknesses lead to poor credibility with students and faculty which, in turn, weakens the effectiveness in implementing even such limited programming as it is presently staffed to handle.
- 2) Increasing, early on in their academic careers, our students' career consciousness (through job fairs, summer job experiences, etc.) without developing at Rhodes a "trade school" mentality. It was the understanding of our working group that an extended, first-term orientation program for freshman has been or is being considered. If such a program is adopted, sessions with Placement Center staff; re: internships, summer jobs and long-term career opportunities should be included.
- 3) Increasing the on-campus recruiting visits and off-campus interview options for students through aggressive national solicitation of prospective employers. It was generally felt that visits to potential employers by a high-profile campus representative (either an existing administrator and/or a higher profile placement professional than we currently have on staff or perhaps even a well-known retired executive with strong ties to the college enlisted for this purpose) would be key to opening employers' doors through in-person "sales pitches" for Rhodes recruitment.
- 4) Centralizing internship and summer job opportunities for students, as the faculty clearly does not have the time/resources to assume this role for large numbers of students.
- 5) Pursuing a "Lend an Executive" program with area businesses to assist students with placement and interview preparation. This individual might spend a year at Rhodes - on loan from his/her place of employment.
- 6) Less formally, strengthening efforts already under way on an ad hoc basis to network alumnae for internships, summer jobs, and full-time recruitment opportunities as well as general career guidance to Rhodes students. This support would ideally begin at the top with board members taking responsibility for soliciting opportunities for Rhodes graduates within their various geographic areas.

These program ideas suggest a change in focus and the utilization of the staff. Recent additions to this area should serve to make these recommendations more plausible.

Adult Degree Program

The Need:

The Rhodes Adult Degree Program, now in its fourth year, was established in 1987 in response to a profound change that is occurring in higher education. Today, over 50% of those attending colleges and universities are over the age of 24 and the percentage is expected to grow into the 1990's.

Increased demands for education and training by older students is occurring because of several reasons: the growing complexities of society, more women have entered the work force, and people are living longer with many more productive years.

Not only should Rhodes respond to these students who offer a diversity and impressive academic focus which enriches the educational environment, they furnish an impressive pool for admissions in a decade where, because of demographic changes, competition for the traditionally aged student will be fierce.

Meeting The Need:

The cost of the administration, teaching, and scholarships for the Adult Degree Program is approximately \$50,000 annually. The program in the initial years was funded by monies raised to test it as a pilot project. Now that the merit and viability of the program have been demonstrated and gained faculty support, there is the need to establish the Adult Degree Program on a permanent basis through endowment. \$50,000 annually will cover the basic annual costs and allow the program to grow in response to the increasing needs.

What Will It Cost:

Central to virtually all the above recommendations is the question of funding. Our group estimates at least \$143,000 in funding is needed for our recommendations including:

<u>SUMMARY OF NEEDS</u>	<u>ANNUAL COST</u>	<u>NEEDED TO ENDOW</u>
Annual Cost for Minority Student Retention Programs	\$ 30,000.00	\$ 600,000.00
Cost for Assistant Dean of Academic Affairs	\$ 45,000.00	\$ 900,000.00
Annual Cost for an Expanded Tutorial Program	\$ 18,000.00	\$ 360,000.00
Annual Cost for the Adult Degree Program	<u>\$50,000.00</u>	<u>\$1,000,000.00</u>
Total Annual Cost	\$143,000.00	\$2.9 Million

Endowment Needed to Fund Student Support Services **\$2.9 Million**

Exhibit H

REPORT OF THE COMMITTEE ON BOARD DIRECTIONS AND LEADERSHIP - October 26, 1990

The meeting was called to order in the Orgill Room at 2:30 P.M.

Members present were: Mr. Charles Cobb, Acting Chair; Mr. Winton M. Blount, Mr. J. Bayard Boyle, Jr., Mr. Bruce E. Campbell, Jr., Mr. L. Palmer Brown, President James H. Daughdrill, Jr.; Faculty Member Ben W. Bolch; Staff members Loyd C. Templeton, Jr., Helen W. Norman, and Josephine Hall.

Absent members: Mr. Henry Goodrich and Mr. Robert D. McCallum

Mr. Cobb welcomed and introduced Mr. Bayard Boyle.

The Committee considered and discussed prospective trustee candidates and will present a slate of nominees for election to the Board at the January meeting.

The Committee recommends to the Board that the following be invited to become Honorary Trustees of the Board:

Mr. Charles Sherman, '35, long time friend and benefactor of Rhodes

The Committee discussed the nominees for honorary degrees and authorized that they be contacted to see if they will accept. The recommended slate will be presented to the Board at the January 1991 meeting.

The Committee recommends to the Board for approval the following revised dates for the 1991-92 Board meetings:

October 24 and 25, 1991; January 16 & 17, 1992; April 9 & 10, 1992

The Committee adjourned at 4:30 p.m.

REPORT OF THE COMMITTEE ON BUILDINGS AND GROUNDS - October 26, 1990

Room 300, S. Dewitt Clough Hall

The meeting was called to order at 2:30 P.M. by Mr. Edgar H. Bailey, Chair. Those in attendance were:

Edgar H. Bailey
Nancy H. Fulmer
Mertie Buckman
Kristin Anne Rudolph

George E. Cates
Ray U. Tanner
F. Michael McLain
William D. Berg
Brian Foshee

Also in attendance were Executive Vice President David L. Harlow and Mr. Tony Chivetta of Hastings & Chivetta Architects, Inc.

Mr. Bailey asked Mr. Brian Foshee to proceed with the agenda items.

Mr. Foshee stated that the summer of 1990 was very productive for the Physical Plant Department. All Campus buildings were inspected, deficiencies noted and repaired, and preventive maintenance performed. To provide improved customer service through better communication, Physical Plant distributed maintenance information to all students and their parents during move-in weekend. The information was well received.

Mr. Foshee presented slides of various projects completed during the summer. Projects included: Refectory chiller replacement, Refectory hot water tank and piping, Special Studies roof, Stewart roof, 3rd floor Halliburton Tower renovation, and various social room renovations.

Mr. Foshee gave an update on Buckman Hall. He stated that the project is entering the ninth month of construction and is on schedule and progressing well. The concrete building frame, floor slabs, exterior masonry block walls and steel roof structure are in place. The concrete roof deck is approximately 75% complete and the slate roof installation has begun on the north elevation. The rubble stone is approximately 80% complete on the north elevation. Interior wall partitions, electrical and mechanical equipment installations have begun on the first and second floors. A "Topping Out" ceremony was held on October 3, 1990, to observe the last major structural beam being installed on the roof structure.

Mr. Foshee stated that construction began on the campus fence in July 1990. A wrought iron picket fence will enclose the campus except for approximately 2000 feet of chain link fence along the east property line. A wrought iron fence will also be installed at the southwest side of Special Studies and between Spann Place, Stewart Hall and the adjacent parking lot. A Gatehouse is under construction at the Snowden Street entrance. Executive Vice President Harlow commented that an operational policy is presently being developed regarding the new fence and gate system. He stated a survey has been sent to the Rhodes community for their input regarding the policy. The project is scheduled for completion by November 25, 1990.

Mr. Tony Chivetta, Hastings and Chivetta, Inc., was introduced. Mr. Chivetta presented plans for a new Sports, Fitness, and Student Life Facility. A brief discussion followed.

Mr. Foshee invited the Committee on a tour of Buckman Hall.

There being no further business the meeting adjourned at 4:00 P.M.

REPORT OF THE COMMITTEE ON DEVELOPMENT - October 26, 1990

Chair David D. Watts, '63 called the meeting to order at 2:30 p.m., Room 302, S. DeWitt Clough Hall.

Those members present were:

Jack A. Belz
William J. Michaelcheck '69
Harry Phillips, Sr.
James A. Thomas III '62
David D. Watts '63
S. Ray Zbinden '60
Frank Norfleet
P. K. Seidman
Alvin Wunderlich, Jr. '39

Invited Guests:

G. Douglass Alexander
Richard D. Carruth

Mr. Watts opened the meeting by introducing the new members of the Development Committee.

ANNUAL FUND

Mr. Carruth gave an updated report on the Annual Fund. The final results of the 1989-90 Annual Fund reflect an increase of 1.1% over the prior year in unrestricted gifts, with the largest total ever. Parents Division showed an 11% increase. Total receipts and pledges were \$1,677,873. The gift societies showed an increase, with the Diehl Society receipts at \$623,991, a 2.2% increase, and the Red and Black Society receipts at \$282,137, a 7.9% increase. Alumni participation reached 42.5%, an increase of 1% above the previous year. A realignment in support from Synod of the Sun caused a decrease in the Church Division. One church in that Synod dropped their support, along with the Synod.

The 1990-91 goals have been set along with the new leaders of the divisions of the Annual Fund with a 13.2% increase and goals of \$1.9 million and 45% alumni participation.

Mr. Carruth also reported on the Annual Fund strategies for 1990-91. The goal of 45% alumni support is the first step in a three-year effort to reach 50% alumni participation, which should put us among the top 20 colleges. An emphasis on reunion giving will also be stressed. A corporate breakfast program has been instituted with one held already and two more upcoming highlighting different faculty members speaking on current topics. From the breakfast held earlier this month seven of those participants have signed up for the upcoming breakfasts.

DIEHL SOCIETY

Mr. Thomas gave an updated report on the Diehl Society. Their goal of \$700,000 is a 12% increase. The Diehl Dinner was held October 24 with the largest turnout ever.

Mr. Seidman gave an updated report on the Diehl Ambassadors noting that W. L. Davis will be the new Ambassador for Nashville and Gregory Fitzgerald will be replacing Dunbar Abston in England. Ambassador prospects for Bowling Green, KY, St. Louis, Mobile, and Paris, France are in the works.

Ms. Nancy Huggins reported on the progress in the Trustee Campaign for the Annual Fund.

Exhibit K

The following motions were made and passed regarding policy in annual fund giving, and were submitted to the Board for adoption:

First, that gifts from companies with gift-matching programs be counted within the business/foundation division of the Annual Fund. (This validates what has always been our practice.)

Second, that alumni couples be allowed to divide their annual fund gift as they wish between their two classes. (This is a change from the practice of dividing the gift equally, and will help with reunion fund-raising.)

PLANNED GIVING

Ms. Jacobson also reported on the Planned Giving area. She announced a financial planning seminar for Memphis area young alumni will be held on November 8. Alumni who graduated between 1976-1990 will be invited. A direct mail piece will be sent to all alumni and Memphis friends who are donors, single, or have no children. This piece will provide an update regarding various planned giving opportunities to Rhodes. In addition, the piece will focus on individuals who have made these gifts. A Heritage Society event will be planned and coordinated with a lecture or musical event in the spring. Most of the growth in planned giving in recent months was due to the Rhodes Science Initiative where we recorded 10 life insurance policies.

SESQUICENTENNIAL CAMPAIGN

In response to a directive by the Chair of the Board, Dean Don Lineback reviewed initial drafts of a proposed Sesquicentennial Campaign. The priorities set by the Trustees at the NorthRiver Retreat in February were discussed along with the anticipated goals of the six work groups. The estimated costs of the work group projects are as follows: Global Perspective \$6.7 million, Faculty Support 8.9 million, Sportsplex 17.4 million, Residence Hall estimated at 4 million, the Competencies/Value project will be implemented at no additional cost, and Student Support Services at 2.9 million. These are preliminary estimates to be refined after further study by Work Group members and architects.

The first phase of the Campaign, if it should be authorized by the Board, is the appointment of a Campaign Planning Committee.

The proposed campaign goals will depend on two things: the needs outlined by the Board and the principal gift in each Work-Group area. The goal for each work group project will likely amount to 2 to 3 times the size of its principal gift. In short, to ensure the success of the capital projects, 4 gifts totalling \$14 million are needed on the front end.

The scale of gifts needed to reach \$36 million are principal gifts at \$19 million, lead gifts at \$11 million, and major gifts at \$3,250,000 and gifts under 25,000 totalling \$1,250,000.

The current draft of gift-counting policy reads as follows: Commitments in the campaign will be counted upon receipt of written documentation. Commitments will be counted in the campaign as follows: Outright gifts such as cash, securities, real estate, personal property, and matured bequests are counted at fair market value on date of transfer; pledges, payable over 3 to 5 years are counted at value on date of pledge; irrevocable estate plans such as unitrusts, annuity trusts, gift annuities, life insurance, or zero-coupon bonds are counted at actuarial value; and revocable estate plans such as bequests, and trusts created in wills are counted at actuarial value.

The ways of recognizing commitments in the campaign will be reviewed and determined by the Campaign Planning Committee.

The meeting was adjourned at 4:00 p.m.

REPORT OF THE COMMITTEE ON ENROLLMENT - October 26, 1990

The Committee on Enrollment was called to order at 2:30 p.m. by Nancy Huggins, Chair, with the following members in attendance: Marion Adams, Ted Henry, Frank Moore, K.C. Ptomey, William Rasberry, Robert Entzminger, Belinda Jo Woodiel, Mike Sexton, Art Weeden, and Sally Thomason.

ADMISSIONS REPORT

Director of Admissions, Mike Sexton, began his report with a brief summary of the year's activities in admissions. While the recruitment year was more difficult than anticipated, the end result was the completion of yet another successful admission campaign and our seventh consecutive year of enrollment growth.

The College experienced a record number of student inquiries, with 18,134 students requesting information from Rhodes. And while many colleges throughout the nation saw a decline in their application numbers, Rhodes was able to post a 1% increase in the applicant pool. 2,069 students applied for admission in 1989-90 as compared to 2,053 the year before. He also noted a fifty percent increase in the number of transfer applications. The entering class was the second largest in Rhodes history numbering 427 new students, 7 more than our goal of 420. However, in order to meet our enrollment objectives we were forced into admitting 86 students from our wait list, fifty percent more than last year. As a result, the academic qualifications of the class declined slightly. Even so, it was pointed out that the Class of 1994 was still one of the most capable ever.

The average first-year student ranked in the top 14% of their graduating class and earned a 3.49 grade point average. The middle 50% range on the SAT was 1090 to 1280 and on the ACT from 25 to 29. Mr. Sexton stated that the College decided this year to report only middle 50% ranges on standardized tests in order to offer better counseling to prospective students and to join a growing number of colleges and universities in the United States who have made a similar decision.

Mr. Sexton ended his remarks by emphasizing the fact that the coming year and, in fact, for the next several years, enrolling an adequate number of qualified students will become even more difficult. Negative demographic trends, a possible recession, rising costs, and limited financial aid funds will all contribute to an anxious time for admission officers everywhere. However, an effort is being made to increase our pool with new overtures being made for international students and national areas where we have not previously recruited. Through a grant from the Buckman's, recruitment in South America was done for the first time this fall.

In response to questions, Mr. Sexton explained that direct mail accounted for one fifth of the initial contacts with potential students. Mr. Rasberry emphasized the need to get the word out about the availability of the Hyde/Bellingrath Scholarships and Nancy Huggins emphasized the need for Board involvement in nominating top students. Each year six to seven hundred individuals are nominated, around 500 apply, and although only six are selected, the others become a very valuable pool of applicants, over 100 get partial scholarships and many come to Rhodes.

To date we are: 2,500 inquiries ahead of last year, early decision applications are 14 as compared to 7 last year, along with more scholarship nominations than this time last year.

FINANCIAL AID REPORT

Art Weeden, Director of Financial Aid, told of his recent duty in Washington on the three day "Hot Line" on college financial aid sponsored by U.S.A. Today. Mr. Weeden had been asked to participate because he is the current President of the Tennessee professional organization for Financial Aid Officers. In the first two days they received over 3,500 calls.

He then presented an update on the current status of the financial aid program for 1990-91. Emphasis was given to the budget pressures currently being experienced which are largely due

Exhibit L

to a drop in the average parental income of the students who both applied for financial aid and received financial aid. The need is there and students are willing to borrow the money in order to come to Rhodes.

Reauthorization of the Higher Education Amendments is scheduled for 1991. Concerns about that process were expressed to the Committee. Committee members were urged to be supportive of increased funding for student aid programs.

Student debt was discussed and concern over the level of student debt was expressed. The importance of adequate loan funds being available was re-emphasized. The Committee was encouraged to continue to be supportive of the commitment to adequate loan funds being made available to Rhodes students. The College is currently over committed by \$54,000 in Perkin Loans which should not cause any problem because of normal attrition. However, he called attention to the fact that there is a \$250,000 need which can not be met with current funds and alerted the Committee that in January they might consider designating the \$500,000 committed by the College in 1983 to the Stafford Loan Program, to another fund. Currently the endowment funds fifty percent of student aid and tuition supports the rest. It was pointed out that many of the currently enrolled students simply could not be here without the availability of student loans.

The needs of students of non-traditional age are many and are different from those of our typical 18-22 year old dependent students. There is definitely a demand for a Rhodes education from students of non-traditional age (Adult Degree students). Meeting the financial needs of this group is particularly challenging. Currently most of their need is covered by loans since they have no access to regular scholarships. Some decision needs to be forthcoming on the College's position toward student aid funding for this student population.

SPECIAL STUDIES REPORT

Sally Thomason reported that from May through the middle of August approximately 2,500 residential and 1,000 non-residential conferees met at Rhodes for programs that lasted from one day to two weeks in duration. The 45 separate programs earned a revenue of \$185,537.

Three Special Studies sponsored programs of particular interest were: the new conference for writers of children's books that drew 25 participants, Summer Scholars for high school students with 58 participants from 11 states, and 2 sessions of Elderhostel, with a total of 83 participants from 20 states.

Increased promotion to let people know the availability of the facilities, is creating more booking for next summer. This increasing interest in the use of Rhodes as a meeting and conference center in the summer as well as throughout the year, is requiring a more careful coordination with the folks in physical plant, since they use the summer to deep clean and refurbish the dormitories.

This fall a decision was made to limit the continuing education courses we offer to those that were totally consistent with the undergraduate offerings. The not-for-credit, shortened version of Rhodes' well-known survey course, "Search for Values in the Light of Western History and Religion", was closed when enrollment reached 79, the capacity of the largest room in the Special Studies Building. Because of demand, an additional class of the literature course taught by a new member of the Special Studies staff, Dunbar Abston, had to be offered. Fortunately, the instructor was willing to teach an additional evening!!

Robert Bork was brought to campus on October 8, as a speaker at the Gilliland Symposium, and the lead speaker in this fall's continuing legal education offering in the Institute on the Profession of Law, with 35 registered participants.

22 students were accepted in the Adult Degree Program for this fall. However, unexpected business pressure, sickness, and family problems has reduced this number to 17. A brief biographical profile of the class is included in the packets. They are an impressive group, and their advisor, Professor Robert Watson, says academically they are the best yet.

Exhibit L

We are currently working with several companies to give some in-house courses to their employees, such as the program on inter-cultural understanding which was led by Rhodes faculty for Arthur Andersen executives in late August. We are also seeing increased use of our facilities by companies such as IBM, Promus, and National Bank of Commerce for executive and staff training. A listing of these users is included in the packet.

Dean Thomason announced that one of the students in the Adult Degree Program, who wishes to remain anonymous, being aware of the tremendous financial difficulty that others were having in trying to stay at Rhodes after their first year in the program, is establishing an endowment for Adult Degree scholarships for women, with a gift of \$25,000.

This year for the first time, Special Studies is handling Rhodes staff training. A catalogue of training opportunities available for Rhodes staff (and area businesses on an invitational, space available basis) has been prepared. The instructors have been carefully selected through recommendations and interviews. There will also be a series of training videos offered monthly and will be known as the "First Thursday Video Lunch" program.

REPORT OF THE COMMITTEE ON FACULTY AND EDUCATIONAL PROGRAM - October 26, 1990

Members present:

Board: Mr. Abston (chair), Dr. Cannon, Mr. Crabtree, Dr. Hightower, Dr. Hill, Mr. Jones,
Mr. Orgill
Faculty: Dr. Hatfield
Student: Mr. Foster
Staff: Dean Dunathan, Dean Llewellyn, Ms. Handwerker

Mr. Abston, chair, called the meeting to order and welcomed everyone.

Mr. Abston recognized Dean Llewellyn who distributed a report on the faculty which will be included in the Board Minutes. Dean Llewellyn explained the report calling attention to the last three pages containing standard summaries of the faculty according to rank, tenure-status, and FTE calculations. It was noted that 94% of full-time faculty hold the Ph.D. or equivalent terminal degree in their discipline.

Dean Dunathan brought the committee up-to-date on the searches for faculty appointments which are currently underway and noted that some searches are being continued from last year. The positions to be filled are in the following areas:

Art History	Political Science
History	Economics/Business Administration
Religious Studies	Chemistry
Spanish	Mathematics (2) (1 in Math, 1 in Comp. Sci.)
International Studies (2) (1 in Mid-East, 1 Seidman Chair)	

The question was raised concerning the recruitment of minority faculty. Dean Dunathan replied that there continued to be difficulties citing a number of reasons - small pool of candidates, large group of colleges recruiting who are able to offer more attractive benefits, not a lot of interest in being in the South. The Committee agreed that it is important for the College to persevere in its commitment to recruit minority faculty.

Dean Dunathan then distributed a fall semester class enrollment report which compares class sizes and percentages of students enrolled in classes of a specific size.

Dean Llewellyn reported on the Peer Tutoring program noting that it is a pilot program which is partially funded by a grant from Federal Express. He explained that specific classes are chosen where achievement is traditionally low. A Peer Tutor works in tandem with the professor to provide free tutoring in that area. For this specific program, group tutoring is preferred and one on one tutoring is discouraged. Dean Llewellyn noted that there are programs available where students can get tutoring provided by honorary societies in various disciplines. At this time there are eleven student Peer Tutors in the areas of biology, chemistry, math, psychology, economics, religious studies, and business administration.

The Committee agreed that the program is a good one, it addresses the issue of attrition, and it should be continued if after evaluation it is found to meet the guidelines set forth at its inception.

After a full discussion, the Committee acted on the recommendation from the President that:

Dr. James Vest, Associate Professor of Foreign Language, be promoted to Full Professor retroactive to the beginning of the 1990-91 academic year.

Dr. Cynthia Marshall, Assistant Professor of English, be promoted to Associate Professor of English retroactive to the beginning of the 1990-91 academic year and be granted tenure effective with the 1991-92 contract.

The Committee moved and seconded that the recommendation be accepted and presented to the Board for approval.

Dean Dunathan called attention to three new programs abroad explaining the credit transfers, tuition payments, etc.:

Kansai Gaidai provides an opportunity for Rhodes students to study for one semester or a full year in Japan and has the possibility of offering an exchange program also.

Soviet Exchange Program allows Soviet students to study at Rhodes. Rhodes joined the consortium sponsored by Middlebury College too late to have a student this year.

European Studies is in its second year. However, this is the first year it has not been solely sponsored by Rhodes. The sponsorship is now shared with the University of the South.

The 1989-90 tenure decisions were briefly discussed since a fuller explanation by the President was on the Friday Board Agenda.

Dean Llewellyn touched briefly on:

- interdisciplinary programs noting that we have programs in American Studies, Latin American Studies, Russian/Soviet Culture, Asian Studies, Women's Studies, and Urban Studies. All offer minors, and Urban Studies offers a major;
- academic planning which is being developed with Bill Berg who is director of Institutional Research; and
- academic impact of trustee work groups which will be discussed more fully in Friday's meeting.

There being no further business, the meeting was adjourned.

REPORT ON THE FACULTY, OCTOBER 1990

**Academic Year: 1990-1991
Rhodes College**

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LEGEND:

T: Tenured appointment	Sabb-F, S: Sabbatical leave (with semesters)
N: Non-tenured appointment	LOA-F, S: Leave of absence (with semesters)
R: Replacement appointment (R(V) for vacant psn; R(L) for leave psn)	(#, ##): Part-time FTE
P: Probationary appointment (with probationary year)	*: Chairperson of department
A: Administrative position	

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Anthropology/Sociology

*Associate Professor Peter Ekstrom, Ph.D.	T	
Assistant Professor Susan M. Kus, Ph.D.	P-6	
Assistant Professor Thomas G. McGowan, Ph.D.	P-3	

Part-time officers of instruction:

Instructor Diane G. Sachs, M.A.	(0.67)
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Art

Professor Lawrence K. Anthony, M.F.A.	T	LOA-F
*Assistant Professor James Clifton, Ph.D.	P-1	
OPEN POSITION (Art History)	P-0	

Part-time officers of instruction:

Associate Professor James F. Williamson, M. Arch.	(0.33)
Instructor Martha Christian, B.F.A.	(0.33)
Instructor Betty M. Gilow, B.F.A.	(0.67)
Instructor Julia E. Graham, B.F.A.	(0.33)

Exhibit M**REPORT ON THE FACULTY, OCTOBER 1990****Biology**

Associate Professor Terry W. Hill, Ph.D.	T
Associate Professor Bobby R. Jones, Ph.D.	T
Associate Professor David H. Kesler, Ph.D.	T
*Associate Professor John S. Olsen, Ph.D.	T
Assistant Professor Carolyn R. Jaslow, Ph.D.	P-1
Assistant Professor Michael Kenney, Ph.D.	P-1
Assistant Professor Gary J. Lindquester, Ph.D.	P-3
Assistant Professor Charles L. Stinemetz, Ph.D.	P-2

Part-time officers of instruction:

Assistant Professor Alan P. Jaslow, Ph.D.	(0.50)
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Business Administration

Associate Professor Rebecca S. Legge, Ph.D.	T
Ernst and Whinney Fellow in Business Administration	
*Associate Professor John M. Planchon, Ph.D.	T
Assistant Professor Pamela Church, Ph.D.	P-4
OPEN POSITION (Management)	P-0

Part-time officers of instruction:

Instructor C. Bradford Foster, J.D.	(0.17)
Instructor Deborah N. Pittman, M.S.	(0.67)

Chemistry

Professor Harmon C. Dunathan, Ph.D.	A
Dean of Academic Affairs	
Professor Helmuth M. Gilow, Ph.D.	T
Professor Robert G. Mortimer, Ph.D.	T
*Associate Professor David Y. Jeter, Ph.D.	T
Assistant Professor Darlene Loprete, Ph.D.	P-1
Assistant Professor Kevin M. Ogle, Ph.D.	P-4

Part-time officers of instruction:

Professor Harold Lyons, Ph.D.	(0.50)
Director, Schering-Plough Summer Science Research Program (FTE teaching, 0.17)	
Assistant Professor Harlie A. Parish, Ph.D.	(0.00)
Assistant Professor for Research	

Exhibit M**REPORT ON THE FACULTY, OCTOBER 1990****Economics**

Professor Ben W. Bolch, Ph.D.	T	
Professor Wasfy B. Iskander, Ph.D.	T	
Professor Marshall E. McMahon, Ph.D.	T	Sabb-F, S
Associate Professor Charles C. Orvis, Ph.D.	T	
Assistant Professor Joyce P. Jacobsen, M.Sc. Ph.D. candidate, Stanford University	P-3	LOA-S
Assistant Professor Bo Q. Lin, Ph.D.	P-1	

Education

*Associate Professor Gail C. McClay, Ph.D.	T	
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English

Professor Yerger H. Clifton, Ph.D. Dean, British Studies at Oxford Director of European Studies Program (FTE teaching 0.00)	T	
*Professor Robert L. Entzminger, Ph.D. T. K. Young Professor of English Literature	T	
Associate Professor Jennifer Brady, Ph.D.	P-7	Sabb-F, S
Associate Professor Cynthia Marshall, Ph.D.	P-7	
Assistant Professor Edward H. Allen, Ph.D.	R(V)	
Assistant Professor John Bensko, Ph.D.	P-6	
Assistant Professor Robert H. Byer, Ph.D.	P-2	
Assistant Professor Vanessa Dickerson, Ph.D.	P-3	
Assistant Professor Elizabeth H. Kamhi, Ph.D.	N	
Assistant Professor Sandra McEntire, Ph.D.	P-3	
Assistant Professor Brian Shaffer, Ph.D.	P-1	

Part-time officers of instruction:

Professor Michael Leslie, Ph.D.	(0.50)
Instructor Lisa Hickman, M.A.	(0.67)
Instructor Kathleen Laakso, M.A.	(0.83)
Instructor Charles C. Wilkinson, M.A.	(0.83)

Exhibit M**REPORT ON THE FACULTY, OCTOBER 1990****Foreign Languages and Literatures**

*Professor Horst R. Dinkelacker, Ph.D.	T	
Professor William T. Jolly, Ph.D.	T	
Professor Donald W. Tucker, Ph.D.	T	
Professor James M. Vest, Ph.D.	T	
Associate Professor Johann Bruhwiler, Ph.D.	N	
Assistant Professor Mikle D. Ledgerwood, Ph.D.	P-5	
Assistant Professor Valerie Z. Nollan, Ph.D.	P-6	
Assistant Professor James A. Wren, M.A.	P-3	
Ph.D. candidate, Washington University		
Assistant Professor Katheryn L. Wright, Ph.D.	P-4	
Instructor Shira M. Baker, Ph.D.	R(V)	
Instructor Christina Brescia, M.A.	N	LOA-F

Part-time officers of instruction:

Assistant Professor Angela B. Mutzi, Ph.D.	(0.67)
Assistant Professor Monika Nenon, M.A.	(0.67)
Instructor Catherine Allamandi, Lic.	(0.50)
Instructor Hana Alwan-Zaki, B.S.	(0.17)
Instructor Michel Gueldry, M.A.	(0.17)
Instructor James Kuang-Tsai Kao, M.A.	(0.50)
Instructor Laurence Laluyaux, Lic.	(0.17)
Instructor Rose L. Mosby, M.A.	(0.50)
Instructor Gaylon V. Owens, M.A.	(0.33)
Instructor Mary S. Quinlan, B.A.	(0.33)
Instructor Esperanza Ralston, M.A.	(1.00)
Instructor De-an W. Swihart, Ph.D.	(0.17)

Geology**Part-time officers of instruction:**

Instructor Carol L. Ekstrom, M.S.	(0.50)
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Minutes of the Board of Trustees Meeting held October 25 & 26, 1990

Exhibit M**REPORT ON THE FACULTY, OCTOBER 1990****History**

Professor Douglas W. Hatfield, Ph.D. J. J. McComb Professor of History Director, SEARCH for Values Program	T	
*Associate Professor Kenneth W. Goings, Ph.D.	T	
Associate Professor James C. Lanier, Ph.D.	T	
Assistant Professor Linda Borish, Ph.D.	R(V)	
Assistant Professor Michael R. Drompp, Ph.D.	P-4	
Assistant Professor Andrew Hurley, Ph.D.	R(L)	
Assistant Professor Carolyn P. Schriber, Ph.D.	P-2	
Assistant Professor Michael Shirley, Ph.D.	P-5	
Assistant Professor Lynn B. Zastoupil, Ph.D.	P-4	Sabb-S

Part-time officers of instruction:

Professor Arthur Marwick, Ph.D.	(0.33)
Instructor Michel R. Guedry, M.A.	(0.17)

Interdisciplinary Humanities**Part-time officers of instruction:**

Assistant Professor Robert M. Watson, Ph.D.	(0.67)
Instructor Stuart G. Baskin, Th.M.	(0.33)
Instructor Jesse Garner, M.A.	(0.33)

International Studies

*Professor John F. Copper, Ph.D. Stanley J. Buckman Distinguished Professor of International Studies (FTE teaching 0.67)	T	
Professor Alan N. Sabrosky, Ph.D.	R(L)	
Associate Professor Grant T. Hammond, Ph.D.	T	LOA-2nd yr.
Assistant Professor Linda Chen, Ph.D.	P-4	
Assistant Professor Andrew A. Michta, Ph.D.	P-3	
Assistant Professor Bruce E. Stanley, Ph.D.	P-7	LOA-F,S
Instructor Katherine Owen, M.A. Ph.D. candidate, University of South Carolina	R(L)	

Exhibit M

REPORT ON THE FACULTY, OCTOBER 1990

Mathematics and Computer Science

*Professor Ken Williams, Ph.D.	T	
E.C. Ellett Professor of Mathematics		
TPI-Shoney's Professor of Mathematics		
Assistant Professor Thomas H. Barr, Ph.D.	P-7	
Assistant Professor William S. Boyd, Ph.D.	P-6	
Assistant Professor Steve Gadbois, Ph.D.	P-6	
Assistant Professor Terri E. Lindquister, Ph.D.	P-3	LOA-F
OPEN POSITION (Calculus, Statistics)	P-0	

Part-time officers of instruction:

Instructor Raymond Clapsadle, M.S.	(0.50)
Instructor Robert L. McDaris, M.S.	(0.50)

Music

*Professor Charles L. Mosby, M.M.	T	
Associate Professor Diane M. Clark, D.A.	T	
Associate Professor David Ramsey, S.M.M.	N	
College Organist, Assistant Conductor of Rhodes Singers		
Assistant Professor Thomas E. Bryant, D.M.	P-4	

Part-time officers of instruction:

Assistant Professor Jack Abell, M.M.	(0.00)
Director of Ensembles and the Orchestra	
Instructor Kelly DeVuyst, M.A.	(0.17)
Instructor Patricia A. Gray, Ph.D.	(0.50)
Instructor Charlotte McLain, M.M.	(0.50)
Director of the Adams Music Library	

Philosophy

Professor James W. Jobes, Ph.D.	T	
*Professor William L. Lacy, Ph.D.	T	Sabb-F
Associate Professor Robert R. Llewellyn, Ph.D.	T	
Associate of Academic Affairs (FTE teaching 0.33)		

Part-time officers of instruction:

Instructor Doug Corbitt, M.A.	(0.33)
Ph.D. candidate, University of Chicago	

Physics

*Professor Robert MacQueen, Ph.D.	T
Professor Jack H. Taylor, Ph.D.	T
Associate Professor Edward A. Barnhardt, M.A.	T
Associate Professor John L. Streete, Ph.D.	T

Exhibit M**REPORT ON THE FACULTY, OCTOBER 1990****Political Science**

Associate Professor Michael P. Kirby, Ph.D.	T	
*Associate Professor Marcus D. Pohlmann, Ph.D.	T	Sabb-S
Assistant Professor Daniel Cullen, Ph.D.	P-3	
Assistant Professor Kieron Swaine, Ph.D.	R	

Part-time officers of instruction:

Instructor Pamela Proietti, B.A.	(0.67)
Ph.D. candidate, Boston College	

Psychology

*Professor Herbert W. Smith, Ph.D.	T	
Associate Professor Thomas Cloar, Ph.D.	T	
Associate Professor Marsha D. Walton, Ph.D.	T	
Associate Professor Christopher G. Wetzell, Ph.D.	T	
Assistant Professor Bette J. Ackerman, Ph.D.	P-3	
Assistant Professor Charles Lemond, Ph.D.	A	
Director of the Computer Center		
Assistant Professor Robert J. Strandburg, Ph.D.	P-5	

Part-time officers of instruction:

Professor Allen O. Battle, Ph.D.	(0.33)
Instructor Laura Murphy, Ed.D.	(0.17)

Religious Studies

Professor Richard A. Batey, Ph.D.	T	
W. J. Millard Professor of Religious Studies		
Professor Milton P. Brown, Ph.D.	T	
Albert Bruce Curry Professor of Religious Studies		
*Professor F. M. McLain, Ph.D.	T	
R. A. Webb Professor of Religious Studies		
Director, LIFE THEN & NOW program		
Professor Robert G. Patterson, Ph.D.	T	LOA-F
Associate Professor Steven L. McKenzie, Th.D.	T	
Assistant Professor Gail P. Corrington, Ph.D.	P-4	
Assistant Professor Steve Haynes, Ph.D.	R(L)	
Assistant Professor Mark Muesse, Ph.D.	R(V)	
Assistant Professor Valarie Ziegler, Ph.D.	P-6	

Part-time officers of instruction:

Professor Haydar Afak, Ph.D.	(0.17)
Professor Harry K. Danziger	(0.17)
Sponsored in part by the Jewish Chautauqua Society	
Professor Yehousha Gitay, Ph.D.	(0.17)
Professor Fred W. Neal, Ph.D.	(0.50)
Instructor Joseph A. Favazza, Ph.D.	(0.17)

Exhibit M

REPORT ON THE FACULTY, OCTOBER 1990

Theatre and Media Arts

*Associate Professor Tony L. Garner, M.M.	T	Sabb-F
Assistant Professor Frank G. Bradley, Ph.D.	P-2	
Assistant Professor Julia Ewing, M.A.	N	
Assistant Professor Steven Jones, M.A.	N	
OPEN POSITION (Media Arts)	P-0	

Part-time officers of instruction:

Instructor Tony Isbell, M.A.	(0.83)
Instructor Terry Scott, M.F.A.	(0.33)

Date Prepared: October 23, 1990

Faculty Summary, 90-91

Summary of Profile of the Faculty, 1990-91					
	Professor	Associate	Assistant	Instructor	Totals
Full-time, teaching:	25	27	42	1	95
Full-time, admin:	1	1	1	0	3
Full-time, replace:	1	0	6	2	9
Full-time, male:	27	22	31	0	80
Full-time, female:	0	6	18	3	27
Tenured, full-time:	25	24	0	na	49
Tenured, male:	25	20	0	na	45
Tenured, female:	0	4	0	na	4
Part-time,	8	1	6	34	49
FTE, teaching:	2.34	0.33	2.51	15.01	20.19
FTE, admin:	0.33				0.33
Total in rank	35	29	55	37	156

Summary for the Faculty, Academic Year 1990-91			
Rhodes College			
Full-time, continuing appointments:			95
Full-time, administration:			3
Full-time, replacement appointments:			9
Full-time, male:	80		
Full-time, female:	27		
On sabbatical leave:	3.50		
On leave of absence or released time:	8.50		
Released to administration:	2.00		
Overtime F.T.E.:	0.83		
Total full-time F.T.E. teaching:			93.83
Tenured, full-time:		49	
Tenured, full-time, male:	45		
Tenured, full-time, female:	4		
Non-tenured/non-probationary:		6	
Open Positions (P-O positions):		4	
Art	1		
Business Administration	1		
Mathematics	1		
Theatre & Media Arts	1		
Probationary Faculty:			
1st year (P-1 positions):	6		
2nd year (P-2 positions):	4		
3rd year (P-3 positions):	10		
4th year (P-4 positions):	8		
5th year (P-5 positions):	3		
6th year (P-6 positions):	6		
7th year (P-7 positions):	4		
TOTAL Probationary Faculty:		41	
Part-time, teaching, F.T.E.:		49	20.19
TOTAL F.T.E. teaching:			114.02
TOTAL, full-time and part-time faculty (on appointment):			156
TOTAL, tenured, open, probationary, and non-tenured faculty positions:		100	

Tenure Percent Rpt, 90-91

**Tenure Percentage Report:
Rhodes College
1990-91**

Tenured Faculty	49	52.10%
<hr/>	<hr/>	
Tenured and tenurable faculty positions	94	

Probationary Faculty	41	43.60%
<hr/>	<hr/>	
Tenured and tenurable faculty positions	94	

Open tenurable positions	4	4.30%
<hr/>	<hr/>	
Tenured and tenurable faculty positions	94	

Tenured Faculty	49	42.50%
<hr/>	<hr/>	
Continuing + part-time F.T.E. faculty appointments (95 + 20.19)	115.2	

NUMBER OF CLASSES PER ENROLLMENT
ACADEMIC YEAR 1986-87 TO 1990-91, FALL TERM

Three and Four Credit Courses Only

Enrollment	86-87	87-88	88-89	89-90	90-91
1 - 10	75 (28%)	74 (25%)	73 (23%)	85 (27%)	74 (23%)
11 - 15	52 (19%)	47 (16%)	59 (18%)	58 (18%)	55 (17%)
16 - 20	54 (20%)	56 (19%)	79 (24%)	60 (19%)	83 (26%)
21 - 25	43 (16%)	43 (14%)	48 (15%)	49 (16%)	46 (14%)
26 - 35	27 (10%)	48 (16%)	44 (14%)	43 (14%)	43 (14%)
36 - 50	18 (7%)	31 (10%)	19 (6%)	19 (6%)	19 (6%)
51 +	3 (1%)	2 (1%)	1 (0%)	1 (0%)	0 (0%)
Total Sections	272	301	323	315	320
Average Class Size	17.3	19.1	17.7	17.6	18.2
Experienced Class Size	24.5	26.8	23.6	23.7	23.3
Student FTE	1215	1293	1321	1349	1365

Exhibit N

Report of the Committee on Finance - October 26, 1990

The meeting of the Committee on Finance was called to order by Mr. Herbert Rhea at 2:00 p.m. on Thursday, October 25, 1990 in the Hill Board Room of Palmer Hall. Other members in attendance were Mr. Michael McDonnell, Mr. Spence Wilson, Mr. James Prentiss, Mr. Harold Ohlendorf, Mr. Morrie Moss, Mr. Robert Amis, Ms. Kathryn Woods, Dean Allen Boone, and Mr. N. P. McWhirter.

Mr. Rhea opened the meeting with an explanation of the relationship between and duties of three Board committees; the Committee on Audit, the Committee on Investments; and the Committee on Finance. It was pointed out that each of these committees will play a role in determining the future financing ability and methods for the items to come forth from Work Groups. Mr. McDonnell stated that the Investment Committee will be developing suggestions for the Board on future financing as it related to the endowment fund.

Mr. Rhea briefly reviewed the audited financial statements for the year ended June 30, 1990 and the accompanying management letter from Ernst and Young.

Mr. Rhea reviewed a series of banking resolutions requested by the College's bank, National Bank of Commerce. These resolutions include signatory authorization for the various depository accounts at the bank and the safety deposit box. In addition, signatory resolutions were presented authorizing the signing of contracts and state, local, and federal tax returns. Mr. Rhea recommended that language be added to the resolution concerning safety deposit box which requires two signatories to be present at the opening of such box. The committee voted unanimously to recommend approval of these resolutions, as amended, to the Board of Trustees. (See Exhibit 1-4).

Dean Boone and Mr. Rhea discussed the Renovation and Replacement budget process and reviewed the list of priorities adopted at the April, 1990 Board meeting. Based on the June 30, 1990 operating results, the College should be able to expend in excess of \$800,000 on various capital needs. In addition, due to the exceptional year-end results, the College was able to meet a major need - the expansion of our parking facilities (\$150,000) and establish a reserve fund for our new self-insurance medical program (\$200,000). All in all, 1989-90 continued the strides the College has taken over the past two years in funding one-time internal capital needs of the departments.

Dean Boone then presented the current budget year-to-date (Exhibit 5) and noted that while only into the first quarter of the fiscal year, the budget forecast looks favorable. Higher fall FTE than anticipated should generate additional tuition revenue and increase the amount available for renovation and replacement at year end.

Mr. Rhea then led a discussion concerning financing options for Trustee Work Group priorities. In general, after reviewing various financial projections, it was determined that the College has limited new debt capacity. It was the consensus of the Committee that it was premature to discuss definite funding alternatives until all recommendations and needs analyses are presented by the Work Groups to the Board of Trustees. At that point, the Finance Committee will be reconvened to discuss each priority and possible funding sources.

There being no further business at this time, the meeting was adjourned.

Exhibit 1

TO: Members of the Board of Trustees
FROM: James H. Daughdrill, Jr.
RE: Safety Deposit Box at National Bank of Commerce

RESOLUTION

BE IT RESOLVED, That the corporation rent from the National Bank of Commerce a safety deposit box or boxes;

<u>Officer</u>	<u>Signature</u>
James H. Daughdrill, Jr.	_____
David L. Harlow	_____
J. Allen Boone, Jr.	_____
N. P. McWhirter	_____
Stacey Hawkins	_____
Jo Ann W. Haley	_____

jointly are granted the following powers: (a) to have access to such box or boxes and such access be allowed only when two or more of the aforementioned persons are present: (b) to remove the contents therefrom: (c) to accept substituted space therefor; and (d) to surrender the right to the use thereof, and no liability shall be incurred by the Bank at any time by reason of any action on the part of any person(s) above designated until and unless the Bank shall have received written notice of the revocation of the powers herein granted.

Exhibit 2

TO: Members of the Board of Trustees
FROM: James H. Daughdrill, Jr.
RE: Depository Accounts at National Bank of Commerce

RESOLUTION

BE IT RESOLVED, THAT NATIONAL BANK OF COMMERCE, Memphis, Tennessee, is hereby designated as a depository of this corporation and that the following account(s) be in said bank in the name of Rhodes College.

- RHODES COLLEGE - 0389338 - Disbursement Account
- RHODES COLLEGE - 0389320 - Operating Account
- RHODES COLLEGE - 0391730 - Payroll Account
- RHODES COLLEGE - 0391748 - Telephone Account
- RHODES COLLEGE - 0391755 - Federal Financial Aid Account
- RHODES COLLEGE - 1019504 - Stafford Loan Account

BE IT FURTHER RESOLVED, That delivery to National Bank of Commerce, Memphis, Tennessee of funds, checks, drafts, or other property, with or without endorsement, and, if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said bank to place the same to the credit of the company, and such credits may be withdrawn by check, draft or other instrument executed for the company by the following any two signatures:

<u>Officer</u>	<u>Signature</u>
Winton M. Blount, Chair of the Board	_____
James H. Daughdrill, Jr., President	_____
David L. Harlow, Executive Vice President	_____
S. Herbert Rhea, Treasurer	_____
Kenneth F. Clark, Jr., Secretary	_____
J. Allen Boone, Jr., Dean of Administrative Services	_____
N. P. McWhirter, Comptroller	_____
Arthur M. Weeden, Jr., Director of Financial Aid (Financial Aid accounts only)	_____

and the bank shall be under no obligation to see or make inquiry as to the application of funds so withdrawn, even though such withdrawal order may be payable to the agent of the company executing same, and the funds be withdrawn for his individual use or credit.

BE IT FURTHER RESOLVED, That this resolution revokes and supersedes any previous resolution of the Board of Trustees of Rhodes College or its Executive Committee affecting these accounts in this bank.

Exhibit 3

TO: Members of the Board of Trustees
FROM: James H. Daughdrill, Jr.
RE: Signature Authorization on Tax Returns

RESOLUTION

BE IT RESOLVED, That subject to federal, state and local laws, any one (1) of the following:

<u>Officer</u>	<u>Signature</u>
James H. Daughdrill, Jr.	_____
David L. Harlow	_____
J. Allen Boone, Jr.	_____
N. P. McWhirter	_____

is granted the power to sign as officer of Rhodes College for all federal, state and local tax returns.

Exhibit 4

TO: Members of the Board of Trustees
FROM: James H. Daughdrill, Jr.
RE: Authorization to Sign Contracts

RESOLUTION

BE IT RESOLVED, that the President of Rhodes College be authorized to sign contracts for the College and that at his discretion, the President may delegate such authority to the Executive Vice President, Dean of Administrative Services, and/or Dean of Academic Affairs.

Minutes of the Board of Trustees Meeting held October 25 & 26, 1990
Exhibit N

SUMMARY

INCOME AND EXPENSE REPORT SEPTEMBER 30, 1990

Exhibit 5
 1990-91 1989-90
 ACTUAL/ BUDGET ACTUAL/ BUDGET

INCOME:

	1/12 BUDGET	SEPTEMBER ACTUAL	3/12(25.0%) BUDGET	YEAR TO DATE ACTUAL	ACTUAL/ BUDGET	ANNUAL BUDGET	ACTUAL/ BUDGET	ACTUAL/ BUDGET
TUITION & FEES	1,291,660.17	5,405,869.71	3,874,980.50	8,717,485.91	224.96%	15,499,922.00	56.24%	66.30%
SPECIAL STUDIES	41,799.33	40,546.64	125,398.00	70,895.57	56.53%	501,592.00	14.13%	18.12%
INTEREST & OTHER	74,094.83	92,792.59	222,284.50	350,872.19	157.84%	889,138.00	39.46%	54.27%
ENDOWMENT INCOME	290,893.42	290,893.40	872,680.25	872,680.20	100.00%	3,490,721.00	25.00%	25.00%
ANNUAL SUPPORT PROGRAM	172,750.00	109,683.20	518,250.00	218,136.61	42.09%	2,073,000.00	10.52%	8.89%
TOTAL EDUCATION & GENERAL	1,871,197.75	5,939,785.54	5,613,593.25	10,230,070.48	182.23%	22,454,373.00	45.55%	52.19%
AUXILIARY ENTERPRISES	460,276.92	1,196,482.80	1,380,830.75	4,960,475.89	359.23%	5,523,323.00	89.80%	78.36%
STUDENT AID	10,750.00	0.00	32,250.00	0.00	0.00%	129,000.00	0.00%	0.00%
TOTAL EDUCATION & GENERAL	2,342,224.67	7,136,268.34	7,026,674.00	15,190,546.37	216.18%	28,106,696.00	54.04%	57.25%

EXPENSE:

INSTRUCTION & RESEARCH	644,251.08	622,903.85	1,932,753.25	1,547,567.90	80.07%	7,731,013.00	20.01%	16.1%
ATHLETICS	71,303.92	94,545.80	213,911.75	267,607.58	125.10%	855,647.00	31.27%	32
LIBRARY	62,241.42	54,511.37	186,724.25	274,687.93	147.10%	746,897.00	36.77%	36.53%
STUDENT SERVICES	185,827.25	223,898.98	557,481.75	649,845.53	116.56%	2,229,927.00	29.14%	27.43%
PLANT OPER & MAINT	163,724.67	148,252.18	491,174.00	490,094.78	99.78%	1,964,696.00	24.94%	25.54%
GENERAL ADMINISTRATION	351,443.50	539,737.29	1,054,330.50	897,895.32	85.16%	4,217,322.00	21.29%	26.45%
TOTAL EDUCATION & GENERAL	1,478,791.84	1,683,849.47	4,436,375.50	4,127,699.04	93.04%	17,745,502.00	23.26%	22.71%
AUXILIARY ENTERPRISES	263,072.67	527,247.91	789,218.00	780,558.91	98.90%	3,156,872.00	24.72%	18.19%
SPECIAL STUDIES	44,780.75	38,754.66	134,342.25	115,333.91	85.85%	537,369.00	21.46%	20.89%
STUDENT AID	474,550.58	5,796,109.00	1,423,651.75	5,841,559.00	410.32%	5,694,607.00	102.58%	109.48%
TOTAL EDUCATION & GENERAL	2,261,195.84	8,045,961.04	6,783,587.50	10,865,150.86	160.16%	27,134,350.00	40.04%	38.46%
EXCESS OF INCOME / EXPENSE		-909,692.70		4,325,395.51				
BUDG COMM CONTINGENCY	11,418.33	5,599.87	34,255.00	2,994.89	8.74%	137,020.00	2.18%	5.26%
RENOVATION & REPLACENT	69,610.50	12,000.00	208,831.50	12,000.00	5.74%	835,326.00	1.43%	0.00%
TOTAL EDUCATION & GENERAL	2,342,224.67	8,063,560.91	7,026,674.00	10,880,145.75	154.84%	28,106,696.00	38.71%	37.19%
EXCESS OF INCOME / EXPENSE		-927,292.57		4,310,400.62				

Report of the Committee on Investments - October 26, 1990

The quarterly meeting of the Committee on Investments was called to order by the Chairman, Mr. Michael McDonnell at 5:00 p.m. on October 16, 1990, in Room 201, Clough Hall. Other members in attendance were Mr. Bruce Campbell, Mr. Robert McCallum, Dr. Ralph Hon, Dean Allen Boone, and Mr. N. P. McWhirter. Representing Barrow, Hanley, Mewhinney, and Strauss was Mr. Michael Mewhinney. Mr. Andrew Taylor and Mr. Doug Southard represented the investment advisory firm of Gerber/Taylor Associates, Inc.

Mr. McDonnell presented the charts depicting endowment growth vs. endowment gifts for the last seven years (Exhibits 1-6). The Committee noted that, while the endowment has grown during the 80's due to realized and unrealized market gains, the additions due to gifts are exceeded by the transfers to the operating fund by a net amount of approximately \$7,200,000. Mr. McDonnell stressed that it was his belief that the College should, in the future, allocate to endowment undesignated gifts and matured bequests and life income amounts in order to close this gap. The Committee concurred and Mr. McDonnell stated that he would include these charts in his presentation to the Board of Trustees on October 26, 1990.

Mr. Taylor then presented the analysis of managed funds for the quarter ended September 30, 1990. The market value of endowment funds decreased approximately \$4,702,000 during the third quarter. The total portfolio was down 6.31% for the quarter, while fund equities were down 15.22% for the same period. For the trailing 12 months, managed funds were down 3.00%, compared with equities being down 14.94%. The effect of the decline in the equities has been softened by the shift last year of approximately \$11,000,000 to fixed income securities in the Barrow Hanley portfolio. Mr. Taylor stated that the year-to-date decline of the Rhodes total endowment was approximately 4.9%, reflecting this reallocation to the fixed sector. The Committee requested that all future reports include an additional column showing calendar year-to-date activity.

The discussion with Mr. Mewhinney centered primarily on the weighting of sectors for equity investments. The Committee was particularly interested in his views on future investments in money center banks. Barrow Hanley continues to feel that there are two to three of these money center banks with future earnings capacity and ability to weather the storm over international and real estate loan defaults. Therefore they will continue to look toward possible selective investments in this sector.

The Committee briefly discussed the total portfolio's recent heavier weighting in the fixed income allocation. It was pointed out that one reason for this was the equity market decline. The Committee decided not to make a change in allocations from fixed back to equity investments at this time, but rather to monitor the situation closely over the next quarter.

There being no further business at this time, the meeting was adjourned.

Endowment

At End of Fiscal Year

■ Rhodes Value
● Rhodes Rank

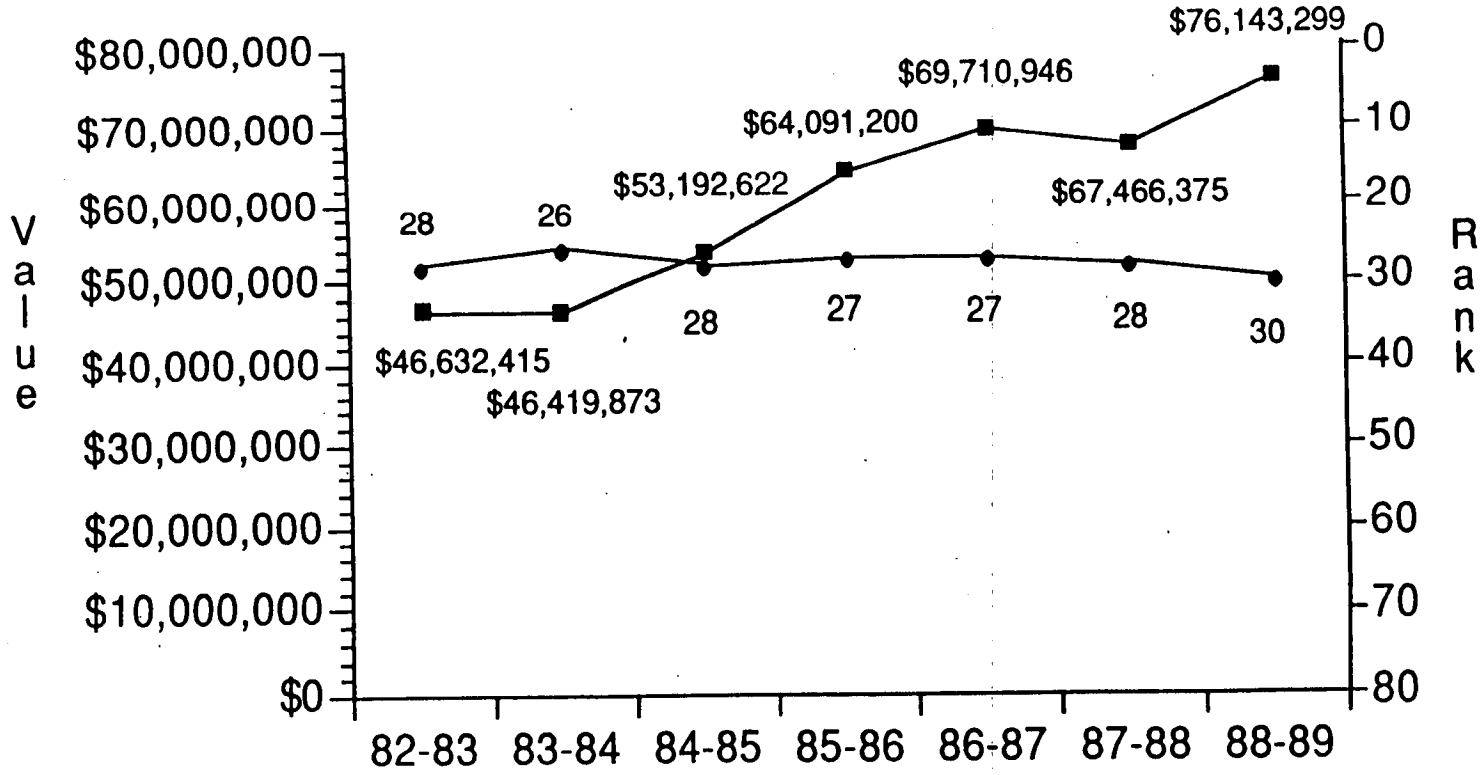


Exhibit O

Exhibit 2

RANK	50-COLLEGE PEER GROUP	ENDOWMENT (MARKET VALUE) AS OF JULY 1, 1989 (DOLLARS)
1	WELLESLEY	341,746,176
2	SMITH	329,531,245
3	WILLIAMS	306,879,433
4	SWARTHMORE	304,911,000
5	GRINNELL	293,401,775
6	WESLEYAN UNIV (CT)	275,138,410
7	POMONA	271,053,000
8	AMHERST	266,505,893
9	OBERLIN	235,679,867
10	VASSAR	224,104,466
11	MIDDLEBURY	217,219,734
12	MACALESTER	203,789,000
13	MOUNT HOLYOKE	169,818,399
14	CARLETON	157,600,000
15	OCCIDENTAL	145,211,000
16	BOWDOIN	144,156,000
17	BRYN MAWR	135,318,889
18	WABASH	127,656,860
19	TRINITY (CT)	126,259,859
20	COLORADO COLLEGE	122,899,888
21	HAMILTON	113,945,279
22	WHITMAN	111,300,000
23	WASHINGTON AND LEE	101,164,588
24	SEWANEE (UNIV OF SOUTH)	94,621,722
25	CLAREMONT MCKENNA	92,700,000
26	DAVIDSON	88,379,951
27	FRANKLIN AND MARSHALL	88,031,510
28	HOLY CROSS	79,764,970
29	HAVERFORD	78,300,000
30	RHODES-----	76,143,299
31	DENISON	74,880,631
32	COLBY	74,035,000
33	WOOSTER	73,595,128
34	REED	72,812,037
35	LAWRENCE	70,696,621
36	GOUCHER	60,251,469
37	BATES	58,251,108
38	CENTRE	45,388,000
39	DICKINSON	44,365,346
40	WHEATON (MA)	43,315,919
41	WASHINGTON-JEFFERSON	36,184,000
42	CONNECTICUT COLLEGE	35,310,116
43	KENYON	34,010,769
44	KALAMAZOO	33,955,080
45	ST. OLAF	32,792,412
46	LAKE FOREST	29,354,587
47	KNOX	27,989,393
48	SARAH LAWRENCE	12,817,625
49	HAMPSHIRE	9,462,940
50	BENNINGTON	4,176,658

Source: 'CFAE Survey of Voluntary Support of Education'

Endowment Per Student (Using Total Headcount)

■ Rhodes Value
● Rhodes Rank

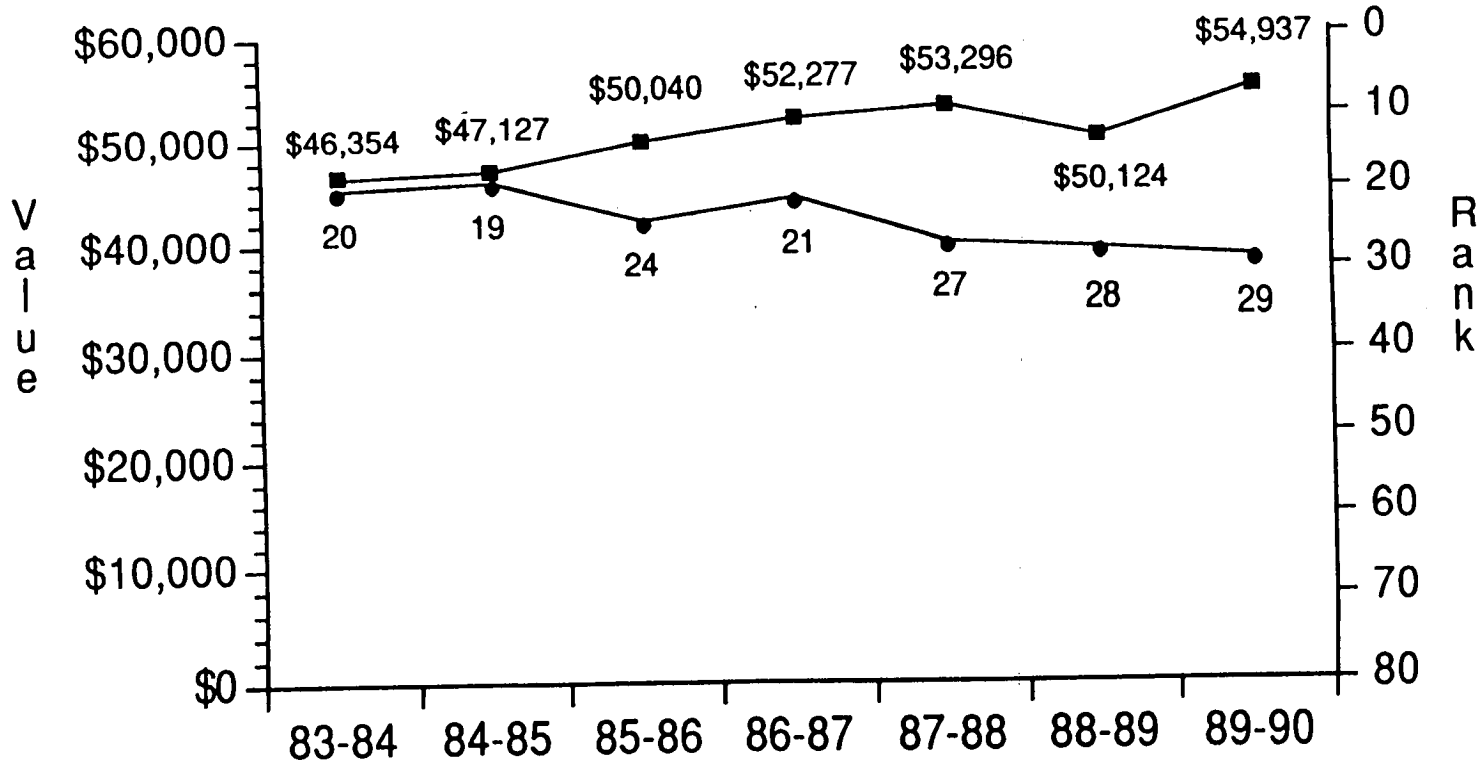


Exhibit O

Exhibit 4

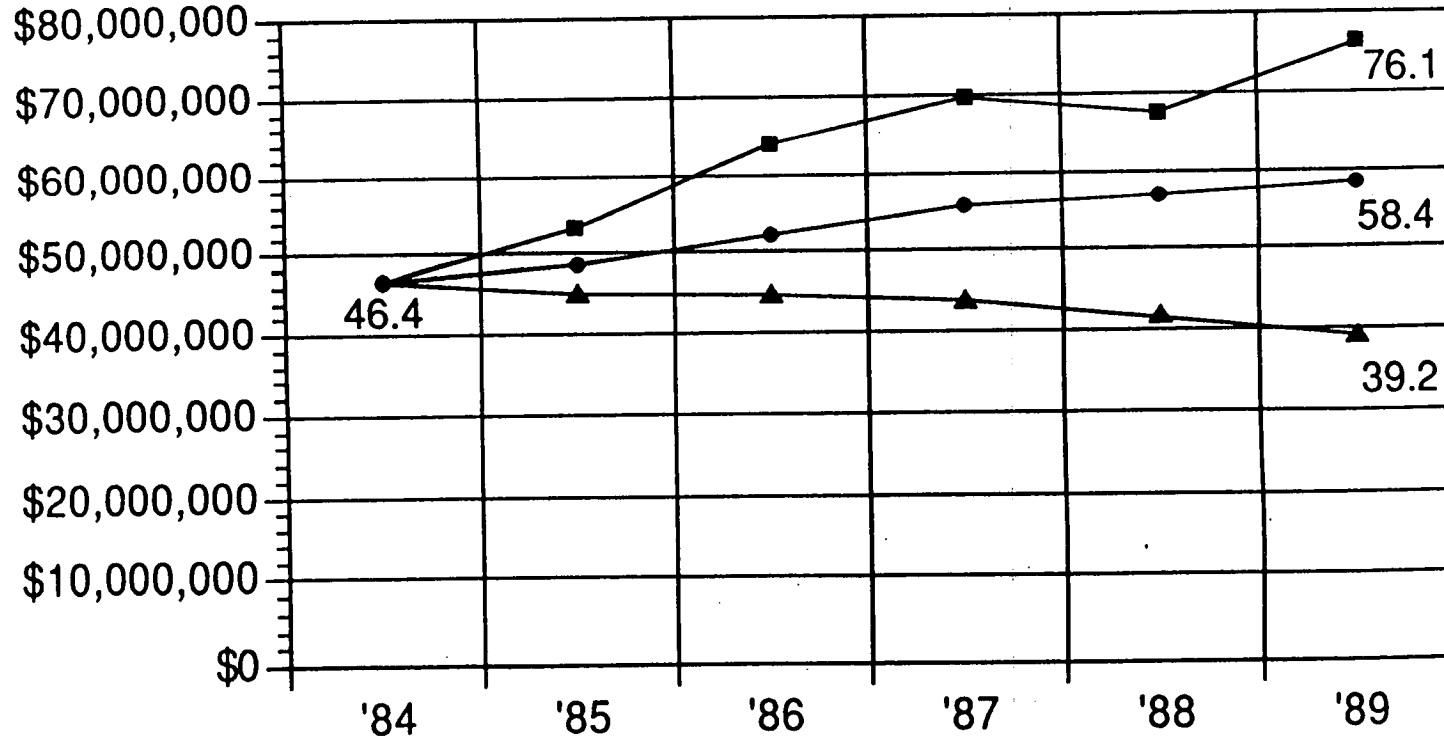
RANK	50-COLLEGE PEER GROUP	ENDOWMENT PER STUDENT 1989-90
1	GRINNELL	237,958
2	SWARTHMORE	230,993
3	POMONA	195,002
4	AMHERST	168,143
5	WABASH	153,434
6	WELLESLEY	147,114
7	WILLIAMS	145,303
8	SMITH	119,830
9	MIDDLEBURY	111,395
10	MACALESTER	109,859
11	CLAREMONT MCKENNA	108,931
12	BOWDOIN	106,782
13	WESLEYAN UNIV (CT)	97,636
14	VASSAR	93,572
15	SEWANEE (UNIV OF SOUTH)	88,020
16	WHITMAN	87,776
17	MOUNT HOLYOKE	87,176
18	OCCIDENTAL	85,569
19	CARLETON	85,189
20	OBERLIN	80,712
21	BRYN MAWR	73,583
22	HAMILTON	68,108
23	HAVERFORD	67,558
24	COLORADO COLLEGE	64,481
25	DAVIDSON	63,129
26	TRINITY (CT)	60,877
27	LAWRENCE	57,571
28	REED	56,619
29	RHODES-----	54,937
30	CENTRE	53,085
31	WASHINGTON AND LEE	50,007
32	FRANKLIN AND MARSHALL	47,585
33	COLBY	42,696
34	WOOSTER	41,184
35	BATES	38,834
36	DENISON	36,942
37	HOLY CROSS	29,719
38	WASHINGTON-JEFFERSON	29,323
39	KNOX	27,201
40	KALAMAZOO	27,056
41	LAKE FOREST	26,116
42	DICKINSON	22,441
43	KENYON	22,317
44	CONNECTICUT COLLEGE	17,506
45	SARAH LAWRENCE	11,146
46	ST. OLAF	10,470
47	HAMPSHIRE	7,381
48	BENNINGTON	7,031
49	GOUCHER	NOT REPORTED
50	WHEATON (MA)	NOT REPORTED

Source: 'Survey of Voluntary Support' and 'Peterson's Competitive Colleges'

Rhodes Endowment

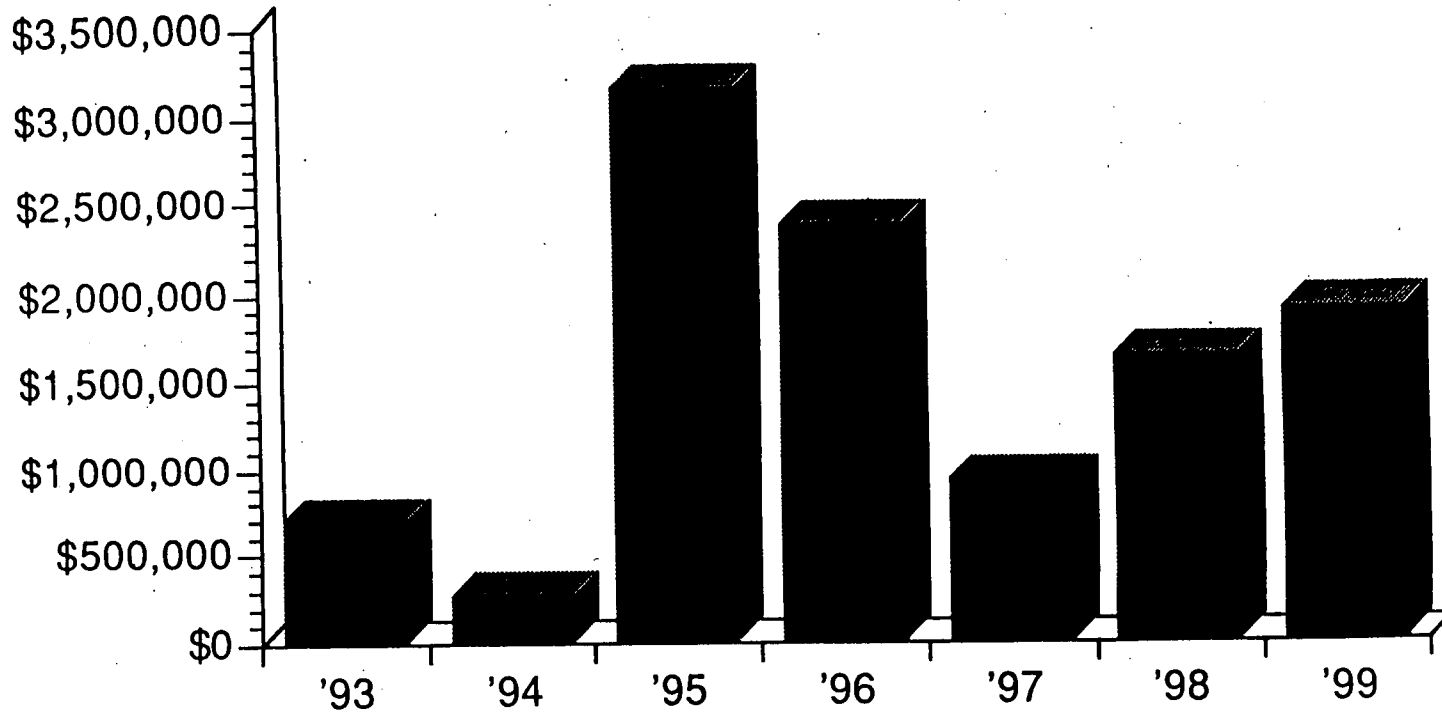
Value Added Analysis

- Market Value
- ◆ Net + Income
- ▲ Net (gifts less expense)



Estimated Planned and Life Income Gifts Expected in the 1990's

Approximately \$11,000,000



Report of the Audit Committee - October 26, 1990

The meeting of the Committee on Audit was held in the Hill Board Room of Palmer Hall at 3:00 p.m. on Tuesday, October 23, 1990. Those members of the committee present included Mr. Palmer Brown, Chair; Mr. Edgar Bailey, Mr. P. K. Seidman, Dr. Sue Legge, Executive Vice President David Harlow, Dean Allen Boone, and Mr. N. P. McWhirter. Mr. Bill Drummond and Mr. Jeff Chitwood represented Ernst and Young in presenting the audit report.

Mr. Brown convened the meeting by reading the responsibilities and duties of the Committee on Audit from the Bylaws of the College. A general discussion followed concerning the need for the Audit Committee's active involvement in policy development, rather than simply reviewing and accepting the audit report annually and recommending the hiring of an audit firm.

Mr. Drummond was called upon to present the preliminary draft of the audited financial statements for the year ended June 30, 1990. Mr. Drummond noted that the College continues to receive an "unqualified" opinion. Items noted within the text of the audit report are summarized as follows:

1. Total assets of the College grew significantly during the year, to a total of \$146,027,597, an increase of \$12,974,676. This is primarily attributable to growth in the endowment, with a net reinvested growth of \$4,153,061. Additionally, Investment in Plant increased \$2,233,232, primarily due to the present construction in progress on Buckman Hall.
2. The fund balance of current unrestricted increased \$609,509. Current unrestricted funds relate solely to the annual operating budget of the College and this increase is tied directly to the favorable operating results of the fiscal year.
3. One reporting change occurred during the fiscal year. Due to the British Studies at Oxford program funds moving to restricted funds, the remaining Agency funds were deemed immaterial for separate reporting purposes and were also merged into current restricted funds.
4. The increase in endowment resulted primarily from gifts of \$1,429,481 and market gains and income of \$6,459,542. The \$3,387,795 transfer of endowment funds to the operating budget was based upon the Board adopted rate of 5% of FMV for the two preceding years.

The Committee's discussion of particular line items centered upon breakdowns of real estate holdings, the analysis of marketable securities, and questions concerning the investment in the limited partnership (Private Investment Consortium). Mr. Seidman and Mr. Brown requested that the detail concerning these investments be supplied the Audit Committee along with next year's report. Rather than include these schedules in the auditor's report, it was decided that the Comptroller would supply the same documents as those reviewed by the Committees on Investments and Finance.

Mr. Chitwood reviewed the Summary of Audit Differences, noting adjusting entries made at year end and Ernst and Young's review of management policies and significant estimates.

The Audit Report was accepted by the Committee as presented by Ernst and Young.

Mr. Brown then opened discussion concerning the possibility of further use of endowment funds as collateral similar to that pledged under the 1985 bond issue. Mr. Brown stated, and there was general concurrence, that the resolution passed in October, 1989, refers not only to borrowing from endowment funds, but also to the use of such funds as pledged assets for construction borrowing.

Mr. Drummond presented the fee proposal for FY 1990-91 and was excused so that the Committee could discuss the retention of Ernst and Young as auditors. This matter was discussed and it was recommended that Ernst and Young be retained to perform the College and Financial Aid audits for the current fiscal year.

There being no further business, the meeting was adjourned.

REPORT ON THE COMMITTEE ON STUDENTS AND CAMPUS LIFE - October 26, 1990

The committee on Students and Campus Life was called to order by Chairman Kenneth F. Clark at 2:15 p.m in Williford Social Room. Members in attendance were: Trustees Bill Bryce, Kenneth Clark, Vicki Roman, Henry Strock; Professor John Olsen; Student Doug Bacon; Ex-Officio members Thomas C. Shandley and Ronald J. Kovach. Present by invitation: Sandi George, Karen Conway, Marjorie Thigpen, and Judy Roaten. The following members were absent: E.A. Alburty, Emily Alburty, W.L. Davis, Jr., Joseph Roberts, Jeanette Spann, and Ronald Terry

Dr. Thomas Shandley, Dean of Student Affairs, began the presentations with an update on the Alcohol Policy which is in response to the Drug Free School and Communities Act. The Alcohol Policy was to be in effect by October 1, 1990. (The completed Alcohol Policy brochure was distributed to the committee) Dean Shandley explained to the committee that basically the policy states that the only consumption of alcohol will be in the student's room and only if the student is 21 years of age. The acceptance of the policy has been varied with violations totalling 37 to date (2 of which are second offenses), and residence hall damage being kept to a minimum. The policy has, however, affected the student attendance for College events and an increase of students leaving campus to drink. Dean Shandley reported on the programs that have been implemented because of the increase of off-campus drinking (ie. Care-Cab, Designated Driver Program, alcohol education programs).

The committee discussed the student reactions and what could be done by the Board to support the students and administration during this change of culture. Marjorie Thigpen, Student Assembly President, informed the committee of an upcoming survey in which the students plan to contact other colleges that have been affected by this Act and what they are doing to make this transition easier. The committee expressed an interest in the results of the survey and again pledged their support as Trustees.

Ms. Sandi George, Director of Career Services, briefly outlined the changes for the Career Services Center beginning with the physical split from the Counseling Center, creating a Career Resource Center, and the hiring of an Assistant Director. Ms. George shared her goals of enhancing the recruiting program locally, regionally, and nationally. Her ideas include involvement with the Alumni and Parent networks; job development trips to key cities; more student outreach through programs and counseling; employer surveys regarding the level of preparation of our graduates; coordination of internship programs; and expanding available career resources.

Ms. Karen Conway, Minority Student Advisor, discussed the overall goal of increasing the minority student retention at Rhodes College. More specific goals include representing the concerns of the ethnic minority students to the Rhodes community; the support of existing programs and the development of new programs that will aid the ethnic minority student in having a positive experience academically, socially, and personally; and the need to enhance culture awareness campus-wide. A pre-orientation program for the minority students was implemented this fall along with support groups, involvement with alumni, and a mentoring program to begin next semester. Ms. Conway expressed the need to have a full-time person in the position of Minority Student Advisor and to meet the needs of the ethnic minority student and the need for the white student to become aware of the minority cultures.

Ms. Marjorie Thigpen, President of Student Assembly, presented the following student concerns:

- 1) The lack of quality of our Library and the inadequate resources available to students.
- 2) The future of the Minority Student Advisor position. Karen Conway has been a positive addition to the Rhodes Community for all, and students are concerned that the lack of funds will not allow her position to be continued.
- 3) The need to bring the idea of diversity back to campus. The students would like for President Daughdrill to become involved in endorsing their efforts towards diversity.
- 4) The final concern expressed was over the tenure decision last spring. The students

Exhibit Q

questioned the process and the involvement of the Board in the President's decision.

Before closing her report, Ms. Thigpen informed the committee that the students had submitted a revision to the alcohol policy that would allow those under 21 to attend events with alcohol being served and also that the students are interested in hosting the Trustees for the January Board meeting. Chairman Kenneth Clark assured Marjorie that the student concerns are heard and do make a difference.

Dean Shandley began the Student Affairs report by informing the committee of the addition of six new staff members, of which two are new positions. Dean Shandley updated the committee on the progress of the security fence, construction of the gate house at the Snowden entrance, and the push to increase campus security awareness. Dr. Shandley joined Ms. Thigpen in adopting "diversity" as the theme for the year in hopes to better prepare students for their world. The Student Affairs report was concluded with the announcement of the up-coming plans for the Sports, Fitness, and Student Life Center. The center will serve as a gathering point for the Rhodes students, faculty, and staff, and serve as an enhancement in building the campus community at Rhodes

There being no further business, the meeting was adjourned at 3:45 p.m.

Exhibit RDEGREES CONFERRED ON MAY 13, 1990
BACHELOR OF ARTS DEGREE

	Mark Chalfant Albright	Jacksonville, FL	English
	Lucille Happel Alexander	Jackson, TN	Political Science
	Noel Rozelle Alwood	Tullahoma, TN	English
	Cheryl Ann Anderson	Memphis, TN	English
	Sarah Hester Andre'	Jackson, MS	Anthropology / Sociology
*#^	Kearsten Courtney Angel	Ocala, FL	Political Science
	Michelle Bryna Angel	Libertyville, IL	Business Administration
	Jan Leigh Ashford	Harrison, AR	English
*	Mindy Leigh Austin	Hueytown, AL	Psychology
	Susan Lynne Badelt	Brentwood, TN	Business Administration
	Melanie LaShelle Baldwin	Memphis, TN	Psychology
	Caroline Murrell Ball	Atlanta, GA	Anthropology / Sociology
	William Alford Barksdale, Jr.	Jackson, MS	Music-Religious Studies
**	Anna Elizabeth Batson	Shreveport, LA	Business Administration
	Frances Bethany Beaird	Clinton, MS	Psychology
	Melissa Lynn Bentley	Springfield, MO	Anthropology / Sociology
*	Barry Jerome Billings	Birmingham, AL	Chemistry
	Samuel Joseph Blackmon	Mountville, SC	Business Administration
	Laura Camille Blankenship	Kingsport, TN	English
	Deborah Ellen Blinn	Fort Worth, TX	History
*#^	Stacy Lynn Boldrick	Tampa, FL	Art
	Patrick John Brady	Dallas, TX	Biology
	David Price Brandon, Jr.	Brentwood, TN	Theatre and Media Arts
	Gordon Lane Brewer	Signal Mountain, TN	Psychology
	Robyn Lee Brewer	Hot Springs AR	English
*	Cathleen Ann Bridgeman	Scottsboro, AL	International Studies and Political Science
	Anthony Edward Britten	Memphis, TN	International Studies and Political Science
	Laura Kathryn Brown	Atlanta, GA	Business Administration
	Michael Harris Brown	Covington, LA	History
	Nancy Campbell Brown	Nashville, TN	Political Science
	Patricia Lynn Browning	Jackson, TN	Business Administration and Mathematics
	Kevin Sims Brumlow	Fayetteville, GA	Business Administration
	Paul Peter Buchignani II	Memphis, TN	History
	Hellon Frances Buford	Greenwood, MS	Psychology
	David Andrew Bull	Covington, TN	Business Administration
***#	Julia Christine Bunting	Sebring, FL	English
	Beverly Jane Burks	Wilmar, AR	English
	Elizabeth Gene Burnett	Memphis, TN	Psychology
*^	Steven Andrew Burns	Mt. Juliet, TN	International Studies
	Robert Berkeley Bush III	Yazoo City, Ms.	Political Science
	Graham Sebren Butler	Memphis, TN	Political Science
	Lara Elizabeth Butler	Jackson, TN	Political Science
	Frank Chearella Byrd III	Memphis, TN	Political Science
*	cum laude		
**	magna cum laude		
***	summa cum laude		
#	Phi Beta Kappa		
^	Honors Research		
@	in absentia		

	Margaret Ann Cain	Birmingham, AL	Psychology
	Sherrill Elizabeth Cameron	Little Rock, AR	Business Administration
	Kimberly Kaye Campbell	Powell, TN	Religious Studies
@	Eric Daniel Cardenas	Jacksonville, FL	English
	Maria Lynne Carl	Mt. Vernon, MO	International Studies
*#^	Mary Elizabeth Carnahan	Hendersonville, TN	English
	Carla Gayle Carr	Nashville, TN	Russian / Soviet Cultural Studies
	Carol Ann Carter	Memphis, TN	Psychology
*	Margaret Anne Chandler	Dalton, GA	Theatre and Media Arts
	Cynthia Carole Chappell	McKenzie, TN	Psychology
	Catherine McNickle Chastain	Atlanta, GA	Art
	Paula Elsa Claverie	New Orleans, LA	Business Administration
	Kevin Patrick Clingan	Chattanooga, TN	History and International Studies
	Margaret Melissa Coggins	Tallahassee, FL	English
	John Andrew Colyer	Farmington, MO	Music
	Kenneth Hosmer Compton	Lakeland, FL	International Studies
**#^	David Edward Connor	Goodlettsville, TN	Political Science
	Paul Murray Conroy	Clarksville, TN	Business Administration
	Brandi Leigh Corum	Huntsville, AL	Psychology
*	John Christopher Couch	Jackson, MS	Political Science
	Kevin Miles Cox	Jackson, TN	Political Science
	Stephen Campbell Crockett	Jackson, MS	English
	Ellen Claire Dalrymple	Hollywood, FL	History
*^	Ashley Knowles Daricek	Little Rock, AR	German and Third World Studies (Double Major)
	Elizabeth Gay Daughdrill	Memphis, TN	English
*^	Anita Ann Davis	Memphis, TN	Psychology
	Matthew Pate Davis	Nashville, TN	English
	William Hutchinson Davis	Nashville, TN	International Studies-Philosophy
*#^	Stacy Lee DeZutter	Winter Park, FL	Theatre and Media Arts
*	Marcia Lee Deshaies	Memphis, TN	English - French
*	Amy Elizabeth Dismukes	Birmingham, AL	Psychology
*	Sarah Kathleen Doyle	Chattanooga, TN	Russian / Soviet Cultural Studies
@	Donald Duggan	Atlanta, GA	Mathematics and Business Administration
*#	Lara Ellen Dunn	Hot Springs, AR	Psychology
	Chad Michael Dunston	Dallas, TX	Religious Studies
	Raymond Maxwell Dupree	Nashville, TN	Business Administration
*	Margaret Crowe Dyer	New Orleans, LA	International Studies
*	Philip Wayne Dyer	Haughton, LA	Russian / Soviet Cultural Studies
	William Thompson Edwards	Louisville, KY	Economics and Business Administration
	Joseph Todd Emily	Fulton, KY	Business Administration
*#^	Jennifer Harley Engle	Knoxville, TN	Political Science
	Margaret Barlow Epes	Little Rock, AR	Art
*	cum laude		
**	magna cum laude		
***	summa cum laude		
#	Phi Beta Kappa		
^	Honors Research		
@	in absentia		

Exhibit R

	Susan Margaret Everingham	Kansas, MO	Economics and Business Administration
	Whitney Roller Farmer	Dyersburg, TN	Psychology
	Krista Susan Ferner	Minneapolis, MN	History
	Jason Daniel Files	Little Rock, AR	English
	Eric Ray Finley	Herndon, VA	International Studies and Political Science
	Paige Fitzgerald	Cheneyville, LA	Psychology
	Andrew Alexander Franch	Atlanta, GA	Business Administration
*	Elizabeth Jean Fraser	Florence, AL	Business Administration
***#	Jennifer Marie Gaines	Bristol, TN	History
	Charles Kevin Garland	Little Rock, AR	Business Administration
*^	Tsega Gebreyes	Germantown, TN	Economics
			Business Administration & International Studies
***#	Deborah Ann Gehrs	Festus, MO	International Studies
	Stacy Leigh Gerard	Cape Girardeau, MO	English
*#	Craig Alan Gibson	Knoxville, TN	Classics
	Frances Ann Godbold	Chattanooga, TN	Business Administration
	Aimee Lynn Goffinet	Franklin, TN	English
	Nancy Suzanne Gonce	Florence, AL	History
	Stephanie Denise Gordon	Memphis, TN	English
	Charles Bruce Greaves	St. Louis, MO	Business Administration
	Robin Elaine Griebel	Bryant, AR	English
	Joseph Blaine Griffith III	Sewickley, PA	English
	Daren Charles Guillory	Jackson, MS	Business Administration & International Studies
	Ashley Spencer Gulden	Dallas, TX	Economics
*	Kristine Allison Gunther	Tuscaloosa, AL	Economics
	Mary Ashley Hall	Shreveport, AL	Theatre and Media Arts
	Stephen Robert Hambuchen	Conway, AR	Anthropology / Sociology - Religious Studies
***#	Teri Jo Hammond	Griffin, GA	Economics and International Studies
	Elbert Brison Hampton, Jr.	Lexington, KY	Political Science - Theatre and Media Arts
	Reid Hamilton Harbin	Birmingham, AL	History
	Dana Elizabeth Harmon	Atlanta, GA	Economics
	Laura Kaye Harper	Birmingham, AL	English
	Randel DeWayne Hatley	Dawson Springs, KY	History
	Stacey Alexandria Hawkins	Greenville, MS	Business Administration
	Gary Thomas Hearn	Oak Ridge, TN	Economics and Business Administration
*	Alice Marguerite Hendricks	Charlotte, NC	English - German
*#	Carol Ann Hendrix	Memphis, TN	Business Administration
	Rachel Chase Henegar	Lewisburg, TN	Business Administration
	David Charles Herig	Valrico, FL	Mathematics
	John Alan Hicks	Little Rock, AR	German
*	John Coslett Hill	Brentwood, TN	Business Administration and Computer Science
*	cum laude		
**	magna cum laude		
***	summa cum laude		
#	Phi Beta Kappa		
^	Honors Research		
@	in absentia		

	Laura Elizabeth Holcomb	Memphis, TN	Psychology
	Martha Carol Holland	Murfreesboro, TN	Political Science
	Linda Caroline Holshouser	Mooreville, NC	English
*	Kara Suzanne Hooper	Cordova, TN	English
	Phillip Edward Hoover	Signal Mountain, TN	English
	David Lee Hope	Little Rock, AR	Business Administration
	Anita Marie Horn	Crawfordsville, IN	Political Science
	David Gordon Hurst	Birmingham, AL	Anthropology / Sociology
	Pierre Hermann Isensee	Hattiesburg, MS	International Studies / German
*	Michael Clayton James	Monroe, LA	English
	Heather Leslie Johnson	Decatur, GA	Psychology
	Lucy Rebecca Johnston	Memphis, TN	History
	Amanda North Jones	Ardmore, OK	History
	Charles David Jones	McKenzie, TN	English
*#	Margaret Megan Jones	Northport, AL	English
*	Megan A. Jones	Memphis, TN	History
	Kersten Elan Kallenberger	Murfreesboro, TN	Anthropology / Sociology
	Debra Jean Keeran	Little Rock, AR	English
	Clinton Legrand Kelly	Hendersonville, TN	Political Science
	Christine Janelle Kennedy	Jackson, MS	Psychology
*	Glen Douglas Kilday	Knoxville, TN	Economics
	Marcus Alan Kimbrough	Bartlett, TN	Business Administration
	Kathryn Ann King	Homer, LA	Anthropology / Sociology
	Harrison Mangum Kisner	Greenville, SC	Philosophy
	Jan Michelle LaFollette	Universal City, TX	English
	Ernest Fleetwood Ladd IV	Mobile, AL	Business Administration
*#	Amy Elizabeth Lamb	Memphis, TN	English
	Diana Michele Law	Hollywood, FL	Religious Studies
*	Kathryn Elise Lawrence	Tampa, FL	Economics and Business Administration
*	Thomas Wilburn Layfield	Ellaville, GA	English
	Perry Joseph LeBlanc III	Memphis, TN	Business Administration
*^	Conrad Peter Lehfeldt	Atlanta, GA	Urban Studies
	Susan Lerche	Columbia, SC	Business Administration & International Studies
	David Franklin Lewis	Memphis, TN	History
	Ann E. Little	Acton, MA	Psychology
	Stephen Edward Logan	Gilliam, LA	Business Administration
	Katherine Farrar Long	Mobile, AL	English - Theatre and Media Arts
	Lisa Lyn Long	Basking Ridge, NJ	Anthropology / Sociology
	Jessica Louise Lux	Eureka Springs, AR	Psychology
	Kathryn Elise Manthey	Memphis, TN	Russian / Soviet Cultural Studies
**#	Joan Marie Margraff	St. Louis, MO	International Studies
	Kevin Andrew Marks	Columbus, OH	History
*#	Wendy Lee Martin	Memphis, TN	Psychology
	Gina Louise Mascolo	Brownsville, TN	Business Administration
*^	Margaret Elizabeth Maxwell	Greenville, MS	English
*	cum laude		
**	magna cum laude		
***	summa cum laude		
#	Phi Beta Kappa		
^	Honors Research		
@	in absentia		

	Michelyn Jean McClure	Austin, TX	History
	David James McCourt	Pflugerville, TX	English
	Robert Piers de Bernieres McCrady	Sewanee, TN	Psychology
	James Thompson McDonald III	Atlanta, GA	International Studies
@	James Cloud McLin, Jr.	Ponte Verde, FL	French - Music
*	Sally Leigh McWhite	McComb, MS	Economics & International Studies (Double major)
	Eric Eisenhower Meihls	Bartlett, TN	Business Administration
	Petra Lynn Meyer	Fresno, CA	International Studies - Music
	Todd Jeffrey Mullen	Memphis, TN	International Studies and Political Science
*	Cheryl Lee Murphy	Little Rock, AR	English - Spanish
	Courtney Hobson Murphy	New Orleans, LA	History
*#^	Kristen Aileen Murray	Jonesboro, AR	Psychology
	Andrew Frank Mus	Birmingham, AL	International Studies
*#	Willscott Edward Naugler	Eureka Springs, AR	English
	Kari Suzanne Nelson	Palatine, IL	German
	David Rhynehardt Neubert	Jackson, MS	Business Administration
	Andrew David Newman	Evanston, IL	History
	Tracy Lynne Newman	Brentwood, TN	Biology
@	Stuart Todd Nichoalds	Memphis, TN	English
	Hillary Mae Nunn	Conway, AR	English
	Lorian Elizabeth Olcott	Memphis, TN	Theatre and Media Arts
	Jeanne Marie Otten	Oak Ridge, TN	Psychology
	Deanna Lynn Owen	Covington, TN	Psychology
	Will Whitten Owen, Jr.	Tunica, MS	Latin American Cultural Studies
	Louis Paul Owens III	Calhoun, GA	International Studies and Political Science
*#	Dennis Keith Pannoza	New Milford, CT	French and Russian / Soviet Cultural Studies (Double Major)
**#	Thomas Charles Park III	Baltimore, MD	Latin American Cultural Studies
	Jill Lynn Parker	Fort Smith, AR	Political Science
	Anne Elizabeth Payne	Jonesboro, GA	Economics and Spanish (Double Major)
*#	Christl Lee Peacock	Marietta, GA	English
	Marlon Tyrone Perkins	Memphis, TN	Political Science
	David Wicker Perlis	New Orleans, LA	Business Administration
	Elizabeth Ann Phipps	Nashville, TN	History
	Tarsy Joy Pokorny	Houston, TX	History
	Charles Edward Pool, Jr.	Memphis, TN	History
	Kristen Kay Price	Bartlett, TN	Anthropology / Sociology
	Patricia Ann Puryear	Pulaski, TN	French
	William Christopher Raffety	Wyatt, MO	International Studies
	Marguerite Ann Raiford	Memphis, TN	English
	Gwynne Ann Rapier	New Orleans, LA	History
	Wells Phillip Richards	Jackson, MS	History
*	cum laude		
**	magna cum laude		
***	summa cum laude		
#	Phi Beta Kappa		
^	Honors Research		
@	in absentia		

Exhibit R

* Catherine Sue Robertson	Huntsville, AL	Mathematics
Amy Scott Robinson	St. Louis, MO	Business Administration
Shannon Campbell Roper	Cape Girardeau, MO	Religious Studies
@ John Anthony Rose	Memphis, TN	Physics
Allyson Lee Rosen	Bartlett, TN	Psychology
^ Mary Charlotte Rumley	Ramey, PR	Latin American Cultural Studies
* Dawn Michelle Ruoff	Paducah, KY	Economics and Business Administration
Mary Laura Salmon	Greenville, MS	History
* Charles Edward Sanders, Jr.	Jasper, AL	Economics
Ann Richmond Sargent	Cape Girardeau, MO	History
Diane Elaine Schratz	North Little Rock, AR	International Studies
Lynley Elizabeth Scott	Memphis, TN	History
Robin Suzanne Sharp	Albuquerque, NM	Theatre and Media Arts
Robert Bradford Shelton	Louisville, TN	Theatre and Media Arts
*# Gabriel Galo Shirley	Chattanooga, TN	English - Religious Studies
Sharon Renata Simpson	Holly Springs, MS	Business Administration
Michael Perry Sims	Paducah, KY	History
*#^ Benjamin Stanley Smith	Pensacola, FL	International Studies
Nancy LaDonna Smith	Paducah, KY	Biology
Todd Elliot Smith	Clinton, MS	Business Administration
Marvin Earl Spears	Smyrna, GA	Anthropology / Sociology
Katherine Ann Sprague	Little Rock, AR	Psychology
Richard Edward Stec	Storrs, CT	Economics
Jonathan Craig Stewart	Memphis, TN	Religious Studies
Martha Elizabeth Stracener	Arlington, TX	Psychology
Gretchen Winston Strayhorn	Brentwood, TN	Art
Sandra Lynn Sullivan	Knoxville, TN	Anthropology / Sociology
Jean Patricia Sulzby	Birmingham, AL	Anthropology / Sociology - Art
Brett Alan Sulzer	New Orleans, LA	International Studies
Margaret Warden Sutherland	Memphis, TN	English
Clara Melissa Talley	Springfield, TN	English
Joseph Tamborello, Jr.	Tampa, FL	Theatre and Media Arts
Deborah Marie Taquechel	Atlanta, GA	Psychology
Carolyn Renee Tatum	Chattanooga, TN	English
*# Lynn Marie Tiede	Braunfels, W Germany	Anthropology / Sociology
@ Clark Curtis Tomlinson	Lake Park, GA	International Studies
David Allen Tomlinson	Florence, AL	Music - Religious Studies
Erin Virginia Toye	Metairie, LA	Psychology
Daphne Hall Turner	Jackson, MS	Biology
Carroll Diane Tygrett	Dallas, TX	English
*# Robin Leigh Vallelunga	Benton, KY	Anthropology / Sociology
Brenton Elizabeth Van Cleave	Chattanooga, TN	Anthropology / Sociology
William James Van Cleave	Rock Island, IL	Economics and Business Administration
Derek Alan Van Lynn	Wheeling, WV	English
Johanna Belle Vandegrift	Little Rock, AR	Psychology
Samson Vermont	Prescott, AR	Philosophy - Psychology
@ Elizabeth Abernathy Wade	Nashville, TN	History
* cum laude		
** magna cum laude		
*** summa cum laude		
# Phi Beta Kappa		
^ Honors Research		
@ in absentia		

Exhibit R

Wendy Randall Walker Jane Leslie Wallace	South Pittsburg, TN Birmingham, AL	English Anthropology / Sociology - Psychology
Richard Thorburn Walling Melinda Gayle Warren Robert Cameron Watkins III James Lyman Webster III Walter Evans Wellborn Walker Lewis Wellford IV Geoffrey Drew Westmoreland Roderick Thompson White, Jr. Bradley Phillip Whitehead	Dallas, TX Clarksville, TN Atlanta, GA Franklin, TN Atlanta, GA Memphis, TN Shreveport, LA Atlanta, GA Charleston, SC	English English Anthropology / Sociology English Business Administration History Political Science English Anthropology / Sociology
*# Franklin Grant Whittle Daphne Nell Wiggins Edward Nolan Willard	Bowling Green, KY Brewton, Al Knoxville, TN	English History Anthropology / Sociology
* David Harrison Williams Kirsten Lea Williams Connie Sue Wolford	Dallas, TX Clinton, MS Wynne, AR	Economics Psychology Psychology
*# Barry Neal Wolverton Natalie Lauren Worrell	Jackson, MS Newbern, TN	Business Administration History and International Studies
Erica Anne Yoder Angela Marie Zakrzewski Michael Curtis Zeh Ann Lesem Rosenstein Zeligson	Memphis, TN Mobile, AL Greensboro, NC Tulsa, OK	Theatre and Media Arts English Economics English

BACHELOR OF SCIENCE DEGREE

Anita Christina Arora Tracy Renee Blaylock Robert Craig Cain	Palm Harbor, FL Memphis, TN Warren, AR	Biology Biology Biology
*^ Mary Claire Chervenak Steven Eugene Domon Sherri Lynne Ellis Richard Duane Eskildsen	Wilmington, NC White Hall, AR Blytheville, AR Smyrna, TN	Chemistry Biology Biology Chemistry
***#^ Jennifer Marie Gaines William Christopher Gannaway	Bristol, TN Louisville, KY	Physics Biology
*#^ Jennifer Ann Gray Ann Elizabeth Haight	Memphis, TN Morrow, GA	Biology Biology
*^ Stanley Steven Hipp II William Andrew Jackson Michael Anthony Jarnigan	Memphis, TN Shreveport, LA Nashville, TN	Chemistry Biology Computer Science / Mathematics
Timothy Walter Kutas Janine Tracy Lissard Diane Lau Lum	Memphis, TN New Orleans, LA West Memphis, AR	Biology Biology Biology
*# Dorian Blaik Mathews	Spartanburg, SC	Chemistry and Computer Science / Mathematics (Two B.S. degrees)

- * cum laude
- ** magna cum laude
- *** summa cum laude
- # Phi Beta Kappa
- ^ Honors Research
- @ in absentia

	DeShawn McBride	Memphis, TN	Biology
**#	Pamela Marie McQuillen	Louisville, KY	Biology
**^	Stephen Anthony Montgomery	Clarksville, TN	Biology
	Creshelle Renee Nash	Little Rock, AR	Biology
	Phillip Tien Nguyen	Maryville, TN	Biology
	William Stuart Parks	Huntsville, AL	Chemistry
**#^	Margaret Anne Pomphrey	Mayhew, MS	Biology
	Julia Linda Price	Rutledge, TN	Chemistry
	Donna Renell Purifoy	Memphis, TN	Biology
*	Lee Celeste Robin	Baton Rouge, LA	Biology
	Brian Keith Robinson	Humboldt, TN	Biology
	Christopher Lee Sanders	Nashville, TN	Biology
	Keith Karon Spitchley	Jackson, MS	Biology
	Michelle Elise Staggs	Memphis, TN	Biology
	Robert Lee Swords, Jr.	Memphis, TN	Biology
	Cory Ray Tinker	Jackson, TN	Biology
	Phillip Thomas Zeni, Jr.	Little Rock, AR	Biology

BACHELOR OF ARTS
AUGUST 15, 1990

	Janie Moreland Hataway	Memphis, TN	Philosophy
	Ann Davidson Hollingsworth	Guiford, CT	Business Administration
	Anjeanette Kittrell Jones	Memphis, TN	Theatre and Media Arts
	Kristen Hubbard Vieh	Riverdale, GA	English
@	Jennifer Roberson Weeks	Memphis, TN	English

* cum laude
** magna cum laude
*** summa cum laude
Phi Beta Kappa
^ Honors Research
@ in absentia

Exhibit S

III. FACULTY POLICIES AND PROCEDURES DRAFT OCTOBER 24, 1990

STATEMENT OF POLICIES AND PROCEDURES IN REGARD TO FACULTY

I. Academic Governance

Appropriate sections of Articles VII and VIII of the By-Laws of the Board of Trustees of Rhodes College also govern the academic program of the College.

The Statement of Policies and Procedures in Regard to Faculty may be amended at a stated meeting of the Board of Trustees by a majority of its voting members. However, as provided in the by-laws, at least sixty (60) days notice must be given to the faculty of proposed changes, during which period the faculty shall have opportunity to express its views to the Board. No action that would rescind the College's obligations to faculty under contract can become effective until the end of the service year of the faculty contracts currently in force.

Other Procedures. The faculty has adopted other more detailed procedures for carrying out its business and formulating its recommendations. These must be consistent with the letter and spirit of this Statement of Policies and Procedures in Regard to Faculty.

II. Faculty Organization

A. Membership. The President of the College, the Executive Vice President, the Dean and Associate Dean of Academic Affairs and all full-time officers of instruction are members of the faculty of Rhodes College. A part-time officer of instruction who has been appointed at one half time or more for at least three years may, at his or her request, be extended the privileges and responsibilities of a member of the faculty. The service responsibilities of such members of the faculty will be in rough proportion to the fraction of full-time that they serve.

The designation, officer of instruction, includes all persons within the institution appointed with academic rank except instructors in physical education and certain instructors in applied music. The ranks are:

Instructor, Assistant Professor, Associate Professor and Professor and any of these named ranks when modified by the terms -- Adjunct, Visiting, Distinguished, or Distinguished Service.

B. Responsibilities. Articles VII and VIII of the College by-laws describe the responsibilities of the faculty in academic matters.

The faculty's concern extends to areas beyond the strictly academic, as they are concerned with the whole of student and community life. Thus it is proper for faculty, individually and collectively, to express their views and give advice privately to the President and other administrative officers on non-academic matters.

In general the faculty and the President will take care to inform each other of policy discussions in a timely way so that appropriate advice can be given before action is taken.

C. Meetings. The faculty shall meet monthly during the academic year to carry out its business. Normally these meetings will be held on the second Wednesday of the month at 4:00 p.m. but can be shifted by vote of the faculty.

There are in addition four meetings of the faculty each year which are designated formal academic occasions. These are:

1. The Opening (Founders) Convocation in the fall
2. The Honors Convocation in the spring
3. The Baccalaureate Service
4. The Commencement Ceremony

Additional Special Convocations may be called by the President. Attendance and academic regalia are required at each of these formal academic occasions.

Exhibit S**III. FACULTY POLICIES AND PROCEDURES DRAFT OCTOBER 24, 1990**

The faculty may be called into special session by the President or upon the request of one-fourth of the members of the faculty. Special sessions of the faculty shall be designated "for discussion" or "for action". In special sessions for action all of the rules and procedures of this "Statement of Policies and Procedures in Regard to Faculty" apply.

Members of the faculty are required to attend regular and special meetings of the faculty and faculty retreats unless excused by the Dean of Academic Affairs.

The President of the College (or the Executive Vice President if requested by the President) normally presides at meetings of the faculty. In the absence of the President, the Executive Vice President shall preside; in the absence of these two officers, the Dean of Academic Affairs or Associate Dean of Academic Affairs shall preside; in the absence of these officers, the senior professor present shall preside. The President may turn the meeting over to the Executive Vice President, Dean, or Associate Dean for some portion of the agenda.

The faculty shall elect such officers as it deems necessary to carry out its responsibilities. The Faculty Secretary is elected for a one year term, and is responsible for keeping the minutes of faculty meetings and such other records as the faculty determines. A Faculty Parliamentarian is elected for a one year term. In addition, three Faculty Marshals are appointed by the President.

More detailed rules and procedures concerning the faculty meeting are given in Appendix A.

D. Committees. The faculty shall have the authority to establish any standing committees it deems necessary to meet its responsibilities. Such committees derive their powers and responsibilities from the faculty and their actions are subject to faculty review and possible veto.

Though established by the faculty and subject to it, such standing committees include student and administrative members when appropriate to the committee's area of concern. The President, the Executive Vice President, and the Dean of Academic Affairs shall be members, ex-officio, of all standing committees, unless the faculty action in constituting the committee explicitly excludes these members.

III. Recruitment And Appointment Of New Faculty Members

Appointments to the Rhodes faculty are made by the Board of Trustees on the recommendation of the President of the College. Successful candidates will combine intellectual excellence with a strong commitment to the liberal arts and to Rhodes' mission.

The allocation of all full-time faculty positions among the various departments shall be made by the President after receipt of a recommendation from the Executive Vice President. The Executive Vice President's recommendations are informed by recommendations from the Dean of Academic Affairs formulated in consultation with the Faculty Executive Committee, and, where appropriate, with departmental chairs.

A. Recruiting New Faculty. When any full-time faculty position is to be filled, the Dean of Academic Affairs, after consultation with the Chair of the Department, the Executive Vice President and the President will define the educational qualifications and experience required of candidates for the position, the rank(s) at which the appointment can be made, and the approximate level of remuneration. The search is normally carried out by a search committee. The search committee shall be made up of faculty chosen from the department, from outside the department and may involve persons from other institutions. *the appropriate department but may be directed by the Dean of Academic Affairs, and may involve faculty from other departments and/or other institutions.* The search committee will be invited to serve after approval by the Dean, Executive Vice President and the President.

- Adequate research should be done to build applicant pools.
- Position descriptions should be free from hidden barriers and dubious embedded presumptions.
- Clear expectations about the adequacy of the applicant pool should be set before everyone gets overly attached to specific applicants. If the pool is inadequate, the search may be re-opened or continued before narrowing down the pool.

In conducting the search, the following steps will normally be followed:

1. The position will be announced in appropriate disciplinary publications with broad national circulation.
2. Those responsible for the search process must be certain that the search meets affirmative action and equal opportunity employment requirements.
3. Promising candidates will be interviewed at National Meetings when possible.

Exhibit S**III. FACULTY POLICIES AND PROCEDURES DRAFT OCTOBER 24, 1990**

4. Normally three candidates are invited to visit the campus, but when interviews have taken place at professional meetings, the number may be only one or two.

5. Campus visits will include interviews with department members, students (preferably majors) and appropriate administrators.

6. The candidate will make a public presentation open to any faculty member or student. When possible the candidate should also make a classroom presentation.

7. Following consultation with those who interviewed the candidates, the Chair of the Department will make a recommendation to the Dean of Academic Affairs. The Dean of Academic Affairs will make a recommendation to the Executive Vice President. The Executive Vice President will make a recommendation to the President, who must approve the official offer of appointment.

B. New Faculty Appointments. *Before the appointment is made, the prospective faculty member's credentials will be confirmed by the Dean of Academic Affairs through contact with the appropriate university's officials. Confirmation of all new faculty members' credentials will be obtained in writing by the Dean of Academic Affairs before the beginning of the new faculty member's appointment.*

Candidates for part-time positions must normally meet the same standards as applied in full-time appointments. However, these appointments usually involve a less extensive search. The Dean of Academic Affairs has the authority to make part-time appointments within the limits on faculty size and budget.

New officers of instruction holding an earned doctorate will be appointed to the rank of assistant professor unless prior teaching experience and scholarly production justify appointment at a higher level. New officers of instruction who do not hold the doctorate will normally be appointed to the rank, instructor. Promotion to assistant professor is made immediately on completion of the appropriate terminal degree.

In certain disciplines a terminal degree other than the doctorate is considered appropriate for appointment to a professorial rank. In rare cases, other kinds of professional certification or outstanding accomplishments may provide the rationale for professorial rank.

New full-time appointments to the faculty are designated tenure track or non-tenure track and are given term or probationary contracts as described in IV. Faculty Contracts. On rare occasions a new appointment of an experienced faculty member can be made with tenure.

Part-time appointments to the faculty are always made on term contract and cannot lead to tenure.

Certain faculty appointments may be designated visiting, adjunct, distinguished, or distinguished service as appropriate. In each case the appointment is made on a term contract:

Visiting - a full-time but temporary appointment of an academic who plans to return to a position elsewhere.

Adjunct - usually a part-time appointment of a professional who is maintaining another professional career while teaching at Rhodes. There is no expectation of tenure.

Distinguished - usually applied to a particularly accomplished senior visiting professor.

Distinguished Service - a non-tenure track appointment usually made in recognition of long service and outstanding accomplishments.

The rank emeritus or emerita professor may be granted faculty at or after retirement by the President in order to recognize years of distinguished service.

In departments in which special funds provide for named chairs, additional recognition of distinguished professional accomplishment may be given by naming officers of instruction to such chairs. The President, with advice from the Executive Vice President and the Dean of Academic Affairs, will designate faculty members to occupy named chairs.

IV. Faculty Contracts

A. Types of Contracts. At the time of initial appointment, and, for continuing faculty on or about March 1 of each year, each officer of instruction will be provided with a written contract of employment for the following academic session. This document will specify rank and salary, the nature of the contract and any special terms and conditions of employment.

Rhodes has three types of contracts with officers of instruction. They are:

Exhibit S**III. FACULTY POLICIES AND PROCEDURES DRAFT OCTOBER 24, 1990**

1. Term Contract. This type of contract is made on an annual basis, or on an academic term basis, or on a contingent basis (for example, contingent upon a sufficient number of students enrolling for a proposed course). Beyond the limits set in the document, there is no assumption of further employment. All part-time and non-tenure track officers of instruction receive term contracts. Officers of instruction on term contracts and Distinguished Service professors may serve for more than seven years without the granting of tenure.

2. Probationary Contract. This type of contract is made on an annual basis and is a tenure-track appointment in a particular department or program. An officer of instruction may not work more than seven years under such contracts, and those full-time officers of instruction who do not have the Ph.D. or appropriate terminal degree may not work for more than two years under such contracts. (Exceptions can be made in rare cases, which the President should be prepared to defend before the Board of Trustees.) The College is under no obligation to renew probationary appointments nor does it guarantee that a tenurable position will be available at the time a probationary faculty member is considered for tenure. (See Section X, Non-Reappointment.)

3. Contract With Tenure. Appointments with tenure are made in a particular department or program. Faculty holding tenure receive a contract each year which reflects changes in rank, salary, special terms, or in the provisions of "The Statement of Policies and Procedures in Regard to Faculty." Tenure contracts can be abrogated in circumstances described on page III-26.

B. Faculty Salary. Rhodes does not follow a binding formula either in negotiating initial salaries or in granting increments.

Salary recommendations are formulated by the Dean of Academic Affairs in consultation with department chairs and made to the Executive Vice President who in turn makes salary recommendations to the President. Salary increments awarded by the President are reflected in each year's contract letters. Salary adjustments may be made to recognize merit, as part of a general salary increase, to remove inequities, or to recognize promotion in rank. The Dean of Academic Affairs shall offer any faculty member who requests it an explanation of the basis on which his or her salary increment, or lack of it, was determined.

Remuneration of part-time faculty will generally be determined by a flexible formula based on the number of three-hour courses or equivalents being taught. As full-time faculty remuneration rises, the normal rate for teaching a three-hour course on a part-time basis should also rise.

Ordinarily, salary levels of tenured faculty members will not be individually reduced, except for cases described elsewhere herein. However, in the event of financial exigency, general reduction of salaries or the reduction of some but not all salaries may be necessary.

C. Merit Salary Increments. Annual evaluation of each continuing faculty member may lead to a salary increment that recognizes teaching, scholarship and/or service of special merit. The evaluation system described in VII recognizes five levels of performance. In general, consideration for a merit increase will require a minimum ranking of "fine, competent performance" in all these areas. (A discussion of these ratings is given in section VII.)

The relative weight assigned each area is 40% - teaching, 35% - scholarship and other professional work, 25% - service.

D. Fringe Benefits. The College provides a retirement plan to which both the faculty member and the College contribute. A faculty member's equity in this plan is fully vested in the faculty member. Other benefits such as medical, life and disability insurance, and tuition benefits are established by the Board of Trustees on the recommendation of the President. (See section VII of the College Handbook for a description of current benefits.)

E. Salary Retrenchment. If there is a significant unfavorable deviation from the annual budget of the College in any given year, as determined by the President, the President may announce a state of retrenchment and initiate a new budgeting process to produce a balanced budget. The new budget will go through all the steps of the regular annual budget building process to allow adequate opportunity for input from all segments of the College community. Under such circumstances, a general reduction of salaries or the reduction of some but not all salaries may be necessary.

V. Professional Duties And Responsibilities

A. Professional Ethics. Every officer of instruction shall support the integrity, good reputation, general welfare, and stated purpose and mission of the College. Every officer of instruction will be expected to maintain the highest personal standards of character and conduct. Faculty members will abide by the Honor

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Code with regard to reporting to the Honor Council cases of student plagiarism, cheating, and lying in official matters, and with regard to reporting to the Honor Council cases of failure by other students to report such matters.

Faculty members will abide by the highest standards of integrity in their own duties and responsibilities.

B. Faculty Responsibilities. The service year for faculty is defined as the period from the first faculty meeting before the opening of the fall semester through commencement the following Spring. During this period members of the faculty will be on campus for a substantial part of each class day. When professional or personal affairs require that a faculty member be away from campus for 1-5 class days, the department chair and the Dean of Academic Affairs must be notified and must approve the absence. For longer absences the approval of the Executive Vice President must also be obtained. In general, full time faculty members teach three three-hour courses or their equivalent each semester.

Officers of instruction contribute in many other ways to the education of their students, to the welfare of their department and programs, and to the general welfare of the College. Some of these are:

1. Leading directed inquiries, conducting tutorials and independent study projects, and supervising honors projects.
2. Keeping adequate office hours.
3. Advising students - both general academic advising and the advising of majors.
4. Helping to maintain a vital curriculum by revision of existing courses and inauguration of new courses.
5. Aiding students who seek admission to professional and graduate schools through advice and preparation of letters of reference.
6. Carrying a fair share of the administrative work of departments, the faculty, and the College.
7. Attending all faculty meetings and convocations.
8. Maintaining and building library and other academic resources.
9. Maintaining an active, involved professional life including scholarly work or artistic production.

Part-time officers of instruction are appointed for the teaching of a designated number of courses. Except for such contact with students outside of class time as needed for effective teaching, a part time position does not carry the other obligations that are normal to full time positions. However, part time faculty who are extended faculty membership assume these duties in proportion to the fraction of full time that they teach. (See Section II A.)

An officer of instruction shall not substitute nor appoint anyone to perform his or her College duties without the approval, in each case, of the Dean of Academic Affairs.

An officer of instruction, in accepting an appointment from the College, thereby agrees to conform to all regulations adopted by the faculty, by the President, and by the Board of Trustees.

C. Professional Growth. As an important corollary to the evaluation system, faculty members each year make plans for professional growth as teachers and scholars. These plans, formulated with the department chair and, where appropriate, the Dean of Academic Affairs, should make use of both College supported and outside professional development activities.

When, as the result of annual evaluation, a faculty member is found to have serious deficiencies, a more formal plan for improvement will be developed with the help of the department chair and the Dean of Academic Affairs and agreed to by all three parties. The plan shall list the improvements to be made, and over what time period. It will indicate how improvements are to be assessed and the consequences of failure to improve. In case of disagreement about this plan, these three parties will meet with the Faculty Professional Interests Committee and attempt to establish a plan. If a plan cannot be agreed on, the views of the Committee, the faculty member, the department chair and the Dean will be forwarded to the President for final decision.

At the end of each calendar year faculty members make a formal report to the Dean of Academic Affairs concerning scholarly publications and other professional activities. This report should include an updated curriculum vitae.

D. Outside Employment. Faculty who wish to accept outside employment during the academic year must make a written request to the Dean of Academic Affairs for approval by the Executive Vice President and the President. The President will grant permission for outside employment only when it will not interfere with College duties, will not create a conflict of interest for the faculty member's primary obligations to the College, and when it is consistent with Rhodes values and goals. In no case can the outside employment involve use of College materials or facilities, nor can the College's name be associated with such employment. Faculty granted permission for such employment will make an annual report to the Dean of Academic Affairs concerning

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its nature and extent.

E. Sexual Harassment Policy. Rhodes College prohibits and will not tolerate sexual harassment. Sexual harassment is reprehensible. It violates the personal rights, growth and integrity of the victim. It is especially damaging when it involves exploitation of the relationship between faculty members or administrators on the one hand and students on the other or between superiors and subordinates of any kind. When the authority and power inherent in such relationships is abused, there is damage not only to individual victims but also to the educational climate of the College. Individuals in positions of authority should be sensitive to whether consent can be chosen as freely as it may seem, and to the conflicts of interest that are inherent in personal relationships where professional and educational relationships are also involved.

(See the College's Sexual Harassment Policy in Section VI of The College Handbook.)

VI. Academic Freedom And Responsibility

The free search for truth and its free exposition are at the heart of a Rhodes education. Academic freedom protects this process by granting faculty members freedom of inquiry and expression while defining the special responsibilities that accompany them.

The screening of candidates according to their political views is both a violation of academic freedom and an affront to the spirit of the first amendment of the United States Constitution; consequently, it should not be done in the course of any faculty hiring, retention, promotion or tenure decision at the College.

The screening of candidates according to their race or gender is both a violation of their civil rights and an affront to the spirit of fairness; consequently, it should not be done in the course of any faculty hiring, retention, promotion or tenure decision at the College.

Officers of instruction shall have the freedom to determine, consistent with each course's description, the specific content of the courses they teach. They have the responsibility to avoid departing from their areas of competence or devoting time to material extraneous to the subject matter of the course.

Officers of instruction shall have full freedom in carrying out their research and in publication of the results, consistent with the performance of their other academic duties. Research or consulting for pecuniary return may be undertaken only with the approval of the Dean of Academic Affairs.

When officers of instruction speak or write as citizens or as members of a learned profession they shall be free of institutional restraints. While they may identify themselves as Rhodes faculty, they have the concurrent obligation to state that they are not speaking for the College. The public statements of officers of instruction should be accurate, and should show restraint and respect for the opinions of others.

VII. Performance Evaluation

The quality of education at Rhodes depends on excellent teaching in a liberal arts curriculum that is imaginative and evolving. Excellent teaching depends in turn on faculty who are broadly involved with their academic fields as active scholars and as confident exponents and interpreters of their disciplines.

The College also depends on faculty to exert broad academic leadership and to serve in the many roles necessary for faculty governance.

Thus, faculty are always evaluated in the three broad areas of teaching, scholarship and other professional work, and service, when being considered for salary adjustment, reappointment, tenure, or promotion.

A. Teaching. Effective teachers are committed to the intellectual development of their students. They encourage the growth of critical faculties and of analytic and synthetic abilities along with growth in knowledge. They are attentive to the progress of each of their students and encourage each to become seriously involved with the material of the course.

Effective teachers show enthusiasm for their subjects and imagination in presenting them. They have a confident relationship with their discipline that supports sound judgments about it. They demonstrate a command of their discipline by communicating it systematically and coherently and by making important connections between their discipline and others.

Effective teachers are demanding, set high standards, make their objectives clear, and are fair to and considerate of their students; they are open to constructive comment about their teaching and seek to improve their pedagogical skills.

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B. Scholarship and Other Professional Work. Faculty teacher-scholars are expected to be active in four overlapping areas of professional work. The first area includes activities undertaken in order to maintain currency in those fields closest to a faculty member's teaching and research interests. The second is work aimed at expanding the range of a faculty member's expertise. The third kind of professional work consists of general considerations of pedagogical or curricular issues. The fourth, original scholarship, research, or artistic production necessarily involves work that is made public by performance or publication. This represents the most ambitious work of which a faculty member is capable.

C. Service. Members of the faculty are expected to serve Rhodes in many ways that go beyond formal teaching duties and professional work. Careful attention to academic advising is the most important of these duties. The College also depends on faculty to meet their governance obligations by serving on committees and by carrying out other departmental and faculty functions. Supporting the intellectual life of the College through organizing and participating in events - guest lectures, symposia, workshops, etc. - is also an essential role for each member of the faculty. In addition, members of the faculty will from time to time be asked to serve on ad hoc administrative committees or to accept special assignments for the College. Finally, the College values the service rendered by faculty members who apply their professional skills to benefit the larger community.

D. Annual Evaluations. Each year the Dean of Academic Affairs reviews the performance of every member of the faculty. The review is informed by student course evaluations, a self-evaluation, the evaluation of the department chair and by the faculty member's record of professional work and service. An evaluation in each of the three areas -- 1. Teaching, 2. Scholarship and Other Professional Work, and 3. Service -- is made and the result expressed in terms of one of five levels:

5 - Truly outstanding performance. Performance that consistently far exceeds the expected level in all areas and is clearly exceptional. This is the highest level of performance, and it is rarely achieved.

4 - Unusually effective performance. Performance that consistently exceeds the normal requirements and expectations in all major job areas. Performance at this level is unusual and markedly exceeds the fine, competent performance level.

3 - Fine, competent performance. Performance that consistently meets, and sometimes exceeds, the normal requirements and expectations of the position. Most experienced faculty members' performance would fall in this category.

2 - Needs some improvement. Performance that usually meets the normal requirements in most areas. Performance at this level requires some improvement in order to be considered acceptable.

1 - Needs much improvement. Overall performance is unsatisfactory in meeting the requirements and expectations of the position. Substantial improvement is required to perform satisfactorily.

Student Evaluations that insure anonymity (including handwriting anonymity) to the evaluator and provide quantifiable ratings shall be employed. Other types of student evaluations may be used as well. Evaluation by students is achieved in two ways. Near the end of a course, a nationally recognized evaluation instrument, approved by the faculty, the Dean of Academic Affairs, the Executive Vice President and the President, is administered so that comparisons of an individual's results may be made to both College and national norms. A second evaluation instrument may be used to include items specific to the department, the course, or faculty member.

Each semester student evaluations are carried out in all courses taught by probationary faculty and in at least one of the courses taught by each tenured or part-time officer of instruction. The latter courses are chosen by the Dean of Academic Affairs in such a way as to, over a period of time, represent the variety of courses taught by each tenured or part time officer of instruction.

Faculty members receive the full results of student evaluations.

Department Chair Evaluations in each area will be shared with the faculty member and any difference between the chair's evaluation and the faculty member's self-evaluation discussed. Likewise, where the evaluation of the Dean of Academic Affairs, or the Executive Vice President and the President differ from that of a chair, the Dean will discuss the difference with the chair before a final decision is made.

Self Evaluations. Each member of the faculty is expected to submit a self-evaluation of performance to the department chair in December each year.

Officers of instruction being considered for tenure or promotion are encouraged, though not required, to

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send a self-evaluation of performance to the Tenure and Promotions Committee.

Colleague Evaluations from within or beyond the Rhodes faculty may be requested at any time by the chair or the Dean of Academic Affairs but are required only in the process of preparing recommendations for tenure or promotion.

VIII. Standards For Reappointment, Tenure, And Promotion

These statements will give general guidance to those individuals and committees who are involved with reappointment, tenure, and promotion cases. As in all such judgments it is not possible or desirable to attempt to anticipate the particular balance of strengths and weaknesses that might lead to positive or to negative actions. Rather, these statements represent Rhodes' determination to apply high standards to these decisions - the most important decisions made by any college.

A. Reappointment. To be reappointed, first and second year probationary faculty should have demonstrated at least "fine, competent" teaching. At Rhodes a rating of "fine, competent performance" is normally consistent with student ratings in the 50th or 60th percentile of the national comparison group by discipline.

To be reappointed, first and second year probationary faculty should have established an agenda for professional work that will carry them beyond the focus of their Ph.D.

While only a small minority of first and second year probationary faculty will have had opportunities to build a record of broad community service, to be reappointed all should have demonstrated growing skills as academic advisors and should be ranked "fine, competent performance" or better as advisors.

Normally, probationary faculty will not be reappointed beyond the second year if they have not earned the appropriate terminal degree.

The reappointment decision in the third year involves a more detailed examination of all three areas: Growth as a teacher, some accomplished professional work, continued effectiveness as advisor and general participation in the life of the College should lead to unequivocal ratings of "fine, competent performance" in all three areas if reappointment is to be made (In accordance with Section VII D of the Statement of Policies and Procedures In Regard to Faculty).

The emphasis in the third year review should be on demonstrated growth and on an assessment of potential with judgments made about the faculty member's likely success as a candidate for tenure. This is also a time to make preliminary judgment as to the College's needs in the faculty member's discipline. If the record in any area is problematic, the reappointment decision will normally be negative, leading to a terminal fourth year contract.

B. Tenure. If a probationary member of the faculty is to be considered for tenure, the department chair, the Dean of Academic Affairs, the Executive Vice President and the President must agree that there is a clear need for a permanent position in the area of the faculty member's expertise and teaching competence.

A successful candidate for tenure must be rated "unusually effective performance" as a teacher (In accordance with Section VII D of the Statement of Policies and Procedures In Regard to Faculty), with clear evidence from students and colleagues that the candidate's teaching is well above the average for the College during the first five years. At Rhodes a rating of "unusually effective performance" normally equates to the 70th or 80th percentile of the national comparison group by discipline.

A successful candidate for tenure will have produced significant original work that has been made public in publications, exhibits or performances. The quality of this work should be such that the candidate is rated "unusually effective" (In accordance with Section VII D of the Statement of Policies and Procedures In Regard to Faculty) in scholarship and other professional work.

A successful candidate for tenure will have a strong record as advisor, as an active participant in and contributor to departmental and College-wide activities, and as a willing and effective member of faculty committees. A broad assessment of these activities should lead to the assessment, "unusually effective," (In accordance with Section VII D of the Statement of Policies and Procedures In Regard to Faculty) in service to the College.

A successful candidate for tenure will be the best candidate the department can reasonably get in the opinion of the Dean, Executive Vice President and President.

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C. Promotion. Promotion to assistant professor from the rank of instructor follows immediately and automatically on completion of the appropriate terminal degree.

Promotion to associate professor normally accompanies a positive tenure decision as a natural consequence of meeting the standards for tenure. On rare occasions promotion to associate professor may occur before completion of six years of full time teaching as a way to recognize an unusually strong member of the faculty. While such early promotion to associate requires evidence of some outstanding service to the College, it does not prejudice the future tenure case.

Promotion to full professor is not normally considered before ten years service as associate professor. However, consideration is not automatic at any time and should be undertaken only for candidates likely to present a strong case. Promotion to full professor recognizes long established patterns of excellence in teaching, scholarly accomplishment, and service. It differs from the tenure judgment in the degree of maturity to be expected and the longer record of consistent accomplishment.

Successful candidates for promotion to full professor will have been "unusually effective" as classroom teachers, advisors and as members of a scholarly profession (In accordance with Section VII D of the Statement of Policies and Procedures in Regard to Faculty), will have demonstrated intellectual growth that is reflected in teaching and in contributions to their discipline. They will have fulfilled the promise seen when tenured.

IX. Reappointment Process

Faculty members on term contract may be reappointed following an informal review of their service to the College. Since there is no assumption of reappointment to a term contract, the College has no obligation to make a reappointment offer by a certain date.

Faculty members on probationary contract may be reappointed annually following a review of teaching, professional work and service.

In a probationary faculty member's third year, a more elaborate review is carried out by the department in connection with the Dean of Academic Affairs. This review will include interviews with students, and, where appropriate, an outside assessment of scholarly work. The results will be discussed with the faculty member in a meeting with the President, Executive Vice President, Dean, and department chair.

If the third year review is negative, the faculty member's fourth year will be a terminal year.

The Dean of Academic Affairs/College will notify a probationary faculty member by March 1st of the first year and by December 15th of the second year if reappointment for the subsequent year is to be denied. In the third and later years, notice of non-reappointment will be given twelve months before the end of a contract. For example, by the end of the third year if the fourth year is to be the final year. Reappointment may be denied for reasons unrelated to the performance of the faculty member.

On rare occasions, a shift in curricular requirements or a substantial change in enrollment patterns will make it necessary to change the definition of a faculty position from probationary to temporary, or to eliminate the position entirely. The incumbent probationary faculty member should be informed about the possibility of such a change as early in the probationary years as is reasonably feasible. Reappointment or tenure may be denied if these shifts have substantially reduced the need for a permanent position in the faculty member's discipline.

X. Tenure Process

Tenure is granted to members of the Rhodes faculty by the Board of Trustees on the recommendation of the President. **The burden of proof of qualification is on the candidate. Granting tenure is an action taken only after detailed examination of a faculty member's work at Rhodes and of their professional accomplishments.**

Only rarely will tenure be offered with the initial appointment of a senior academic to the Rhodes faculty.

Normally no member of the faculty may teach more than seven years at Rhodes without having been granted tenure. Exceptions are made only in those special circumstances where a term contract is appropriate. A candidate for tenure must hold the Ph.D. or other appropriate terminal degree.

All recommendations, whether for or against the awarding of tenure, must be kept completely confidential by all students, faculty, committees, and administrators.

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A. The Recommendation. The process of formulating recommendations for tenure begins with the candidate and the department and involves the gathering of detailed information on teaching, scholarship and professional activities, and service. The information on teaching will include, as a minimum, the results of systematic class visits by colleagues, the results of a broad survey of **randomly selected** current students and graduates, the results of student interviews, *and all student course evaluations gathered in the first five years of teaching, and the Annual Evaluations described in Section VIII D of the Policies and Procedures in Regard to Faculty.* The information on professional work will include, as a minimum, letters from all tenured departmental colleagues *and letters from scholars in other institutions and the Annual Evaluations described in Section VIII D of the Policies and Procedures in Regard to Faculty.* The information on service will include, as a minimum, the results of a survey of advisees, the results of student interviews and letters describing other areas of service, *and the Annual Evaluations described in Section VIII D of the Policies and Procedures in Regard to Faculty.* *The Tenure and Promotion Committee of the faculty receives the recommendation of the department's chair with all supporting evidence.*

That/The Tenure and Promotions Committee may then seek further information before formulating its recommendation to the Dean of Academic Affairs, the Executive Vice President and the President. No person who is a member of a tenure candidate's department may participate in the Tenure and Promotions Committee's consideration of that candidate.

The Dean of Academic Affairs, the Executive Vice President and the President receive separate recommendations from the Chair of the Department and from the Tenure and Promotions Committee.

The Tenure and Promotions Committee's recommendation and the Department Chair's recommendation must be submitted by February 1st. These recommendations plus the additional findings and recommendations of the Dean of Academic Affairs and the Executive Vice President shall be submitted to the President by February 15. All these findings and recommendations help inform, with all supporting documents, the President's decision.

While candidates for tenure cannot be privy to student, faculty or outside colleague comments on their work, they must be informed by the chair of the Committee on Tenure and Promotion if the department and/or committee are concerned about some aspect of their work not before discussed. Their written response to such concerns will become one of the documents in the case.

The committee's recommendation must be submitted by March 1st. This recommendation plus the Dean of Academic Affairs' own recommendation, inform, with all supporting documents, the President's decision. When the recommendations from the chair, the Committee on Tenure & Promotion and the Dean are not in agreement, the department chair, committee chair, Dean, Executive Vice President, and President will meet to discuss the basis of the difference.

The President's recommendation to the trustees is confidential until acted upon by the trustees. However, if the President intends to recommend an action other than that recommended by the faculty Committee on Tenure and Promotion, the President will meet with the chair of the Tenure and Promotion Committee to discuss that action.

B. Appeal Review . (This process applies only to faculty who are denied tenure.)

A probationary officer of instruction who is given a terminal seventh year contract is thus denied tenure and is entitled to an explanation of why the decision was reached. *This explanation will be provided orally by the President. If tenure is denied, the Dean of Academic Affairs will inform the candidate by March 1. The Dean of Academic Affairs, if requested, will meet with the candidate denied tenure to explain orally, and to the candidate alone, the reasons for denial.*

The officer of instruction denied tenure may appeal the decision on grounds that it was **not made/ made capriciously or was not** in conformity with the established procedures *and policies* of the College. The officer of instruction must file, in writing, the intent to appeal with **the Dean of Academic Affairs, the Executive Vice President and the President** of the College before *May/March 15* of the year in which the negative decision was made. In the appeal, **as throughout the tenure process, the burden of proof rests with the officer of instruction.**

A written appeal stating clearly the grounds for the appeal must then be submitted to **the Dean of Academic Affairs, the Executive Vice President, the President and to the Appeals Committee** no later than **20 calendar days** after the submission of the notice of intent to appeal. The appeal must specify what

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policy or procedure is alleged to have been violated. The appeal will be considered by the **Appeal Review Committee**, a standing committee of the faculty.

The **Appeal Review Committee** will consist of four tenured officers of instruction, one from each division of the College. There will also be four alternates elected each year, one from each division. If, in a particular appeal, any member of the committee played a direct role in the original tenure decision, the committee members will consider whether that member should be excused from hearing the appeal. If, in the sole judgment of a majority of the unaffected members of the committee, one of the members was so involved, he or she will be replaced by the appropriate alternate.

If both the committee member and the alternate from a division are disqualified in a particular appeal, a temporary replacement will be appointed by the Committee on Committees.

The Dean of Academic Affairs and the College attorney will meet with the Appeal Review Committee. In considering the appeal, the **Appeal Review Committee** (1) will review pertinent information regarding the *policy or/ procedure* alleged to have been violated -- this will be supplied to the **Appeal Review Committee** by the *Dean of Academic Affairs or the* faculty member who is appealing -- and (2) will conduct interviews limited to the alleged violation of *policy or procedure*.

The **Appeal Review Committee** will report in writing **only to the Dean of Academic Affairs, the Executive Vice President and the President.** The report will contain: (1) findings of fact, (2) conclusions as to whether or not the **Appeal Review Committee** thinks that *policies or procedures* have been violated, and (3) in the event the committee thinks there were violations of *policies and procedures* sufficient to warrant reconsideration, the **Appeal Review Committee** may recommend that the President reconsider the original decision.

If the **Appeal Review Committee** asks the President to reconsider the original decision, and, after reconsidering, the President does not change the original decision, the President will provide a full report on the committee's findings (if the committee is divided, a minority report will also be made), along with the President's recommendation, to the Board of Trustees, who will determine the final College position on the matter.

C. The Proportion of the Faculty Holding Tenure. The College has adopted certain limits on the proportion of the faculty that may hold their positions with tenure. The limit, expressed as a percent of all full time officers of instruction, is 67%. When expressed as a percent of the total faculty on appointment (in full time equivalents) the percent is 60%. *Though plans should be made to avoid tenured-in departments whenever possible, these limits are understood to apply to the faculty as a whole and not to departments or divisions of the faculty. These limits apply to the faculty as a whole, but plans should be made to avoid tenured-in departments as well.* If these percentages are exceeded, the President should expect to justify the higher numbers to the Board of Trustees.

D. Faculty Tenure For Officers of Instruction At Rhodes Who Are Appointed As Administrators. Tenure is intended to protect academic freedom in teaching and scholarship. The time demands on administrators make it impossible to stay current as teachers, as active researchers and as scholars in their discipline. Appointments with tenure in an academic department are not therefore appropriate for full time administrators. However, Rhodes provides that officers of instruction who already have tenure at Rhodes and who are appointed full time administrators may retain tenure in their academic department for a period not to exceed five fiscal years. This provides time to determine whether they are suited and wish to continue as full time administrators, yet prevents too much time going by so that they get too far out of touch with their discipline. During this one to five year period, if the position vacated by the administrator with faculty tenure is continued, it will be a non-tenure track position in the appropriate department(s). It is expected that the person in the non-tenure track position will be replaced if the administrator retains tenure in that academic department and returns to full-time teaching.

If a full-time administrator returns to teaching, the salary will normally become the average salary of the Rhodes professors of the appropriate rank.

XI. Promotion Process

The promotion of instructors to assistant professor is described in Section III.

Promotion to associate professor normally accompanies the granting of tenure. However, some officers of instruction who have prior teaching experience should be considered for promotion to associate professor

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before they are considered for tenure. In yet other cases, early promotion to associate professor will be a way to recognize "truly outstanding performance."

Promotion to full professor is made in recognition of broad excellence in service to the College over a period of years. It is not automatic at any time and represents the highest recognition that the College can give to one of its faculty members.

Consideration for promotion to associate or full professor can be initiated by the candidate, any full professor, the department chair or the Dean of Academic Affairs. The process of formulating the recommendation follows that described under Article VIII, Section B. Tenure.

XII. Retirement, Resignation, Dismissal For Cause, Dismissal Of Tenured Faculty

A. Retirement. The mandatory retirement age for all officers of instruction is the last day of the fiscal year in which the age 70 is attained.

B. Resignation. Officers of instruction who intend to resign their faculty position shall so inform the President in writing within two weeks of receiving their contract for the next academic year.

C. Dismissal for Cause. On rare occasions there are reasons to question the fitness of a tenured faculty member or a faculty member whose term has not expired for continued employment. Such reasons may include, without limitation, moral turpitude (including falsification of academic credentials), neglect of assigned duty, or incompetency. If a decision has been reached by the President that an officer of instruction should be dismissed for cause, the President, Executive Vice President and Dean of Academic Affairs shall ordinarily discuss the proposed dismissal of the officer of instruction with the officer in private conference. The matter may be concluded through agreement at this point.

If no agreement is reached, and if the officer of instruction wishes it, formal proceedings to consider the dismissal shall be instituted. In such a case, the President shall mail or deliver to the officer of instruction a written statement advising the officer of the dismissal and the grounds therefor. Such statement shall advise the dismissed officer of instruction that the officer has the right to appeal the dismissal decision to the Appeals Committee of the faculty.

If the officer of instruction wishes to appeal, the officer must file with the President, within 10 days of receiving the written statement referred to above, a written request for a hearing before the Appeals Committee.

The Appeals Committee will consist of four tenured officers of instruction, one from each division of the College. There will also be four alternates elected each year, one from each division. If, in a particular appeal, any member of the Committee played a direct role in the original decision, the Committee members will consider whether that member should be excused from hearing the appeal. If, in the sole judgment of a majority of the Committee, one of the members was so involved, he or she will be replaced by the appropriate alternate.

If both the Committee member and the alternate from a division are disqualified in a particular appeal, a temporary replacement will be appointed by the Committee on Committees.

The hearing must occur within 30 days of receipt of the request. Not less than 10 days before the hearing, the dismissed officer of instruction shall provide the Appeals Committee and the President with a written response to the stated grounds for dismissal.

The dismissed officer of instruction shall have the option of assistance by counsel of his or her own choosing, whether a member of the faculty or not, and the President shall have the option of attending the hearing and of designating a representative to assist in developing the case. In the hearing of charges of incompetence, the testimony may include that of officers of instruction and other scholars. The Appeals Committee shall aid the dismissed officer in securing attendance of witnesses, if needed. The Appeals Committee shall follow the procedural guidelines set forth in the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings of the American Association of University Professors, a copy of which is attached as an Appendix, including especially the Procedural Recommendations numbered 5 and 6.

The decision and vote of the Appeals Committee shall be forwarded to the Board of Trustees by the President along with the President's recommendation. The Board of Trustees shall determine the final College action on the matter.

D. Dismissal of Tenured Faculty. Special circumstances may lead to the dismissal of a tenured faculty member. If a program or department or major track within a department is discontinued, faculty members

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within that program or department may be dismissed. However, the College will give hiring priority to any tenured faculty member who had been dismissed for these reasons should the program or department or track be reestablished within two years. If the College declares a state of financial exigency, tenured members of the faculty may be dismissed. The College should be most reluctant to take such extreme measures.

The President may declare a state of financial exigency in the event that the College's total income declines by 10% or more. The decline must have taken place within a period of five fiscal years or less. In the event that a state of financial exigency is declared, each department and division of the College will develop a reduction plan immediately, not waiting for the next budget cycle.

XIII. Sabbatical Leave

Sabbatical leave is granted members of the faculty to allow them to pursue professional activities that will enlarge their areas of competence, or allow them to pursue scholarly research or creative activities. The College expects sabbatical leave to produce tangible results.

Completing work for the Ph.D. or other terminal degree is not an appropriate use of sabbatical leave.

Sabbatical leave is not granted in recognition of past service but is given in anticipation of future service in the belief that the leave activities will enhance a faculty member's effectiveness.

A. Eligibility. A faculty member with tenure is eligible for sabbatical leave after six service years of full-time teaching and thereafter is eligible after each successive six service years of full-time teaching. The year of a sabbatical leave or leave of absence will not count toward a subsequent sabbatical leave, even in the case of a one semester sabbatical leave or leave of absence.

Full-time faculty members may count years taught at a reduced load if the reduced load is the result of a College initiative. If a sabbatical leave is delayed beyond the year in which a faculty member is first eligible, the additional year of teaching will not count toward a subsequent sabbatical unless the delay is the result of a College request. Only two years can be carried forward in this way.

B. Length and Compensation. Sabbatical leave may be granted for one semester or for one full year. Rarely, leave may be granted for a Spring Semester - Fall Semester combination in two academic years. While on one semester leave a faculty member will continue to receive full salary. While on a full year, two semester leave a faculty member will be paid a total of 60% of the annual salary that would have been paid in that year if not on leave.

While on sabbatical leave a faculty member's salary support, from grants, fellowships or employment may not exceed 125% of the full annual College salary. In the event that more than 125% is received, the College will reduce its salary payments so that the total remains at 125% of annual salary. This restriction does not apply to sums specifically designated for transportation expenses, research materials or excess living expenses. In all cases any employment elsewhere must be approved by the Dean of Academic Affairs, the Executive Vice President, and the President.

Refer to Section VII - Fringe Benefits for fringe benefit eligibility.

C. Application. A preliminary application for sabbatical leave must be made to the Dean of Academic Affairs and to the Faculty Development Committee by October 1st of the year prior to the academic year of the projected leave. Since plans for leave are often contingent on departmental plans, on acceptance in programs or research groups, or on receipt of grant support, this preliminary proposal should give a detailed description of such plans and the dates by which contingencies will be removed. This preliminary application should give a brief outline of the purpose of the leave and the expected outcome.

A full application should be presented to the Faculty Development Committee by December 1st of the year prior to the academic year of the leave. This will give a more detailed description of the use to be made of the leave and the expected outcome.

Applications will be given tentative approval or denial by the Faculty Development Committee on the basis of the October 1st application. This action will allow overall faculty planning to proceed in October. A final recommendation by the Faculty Development Committee on the basis of the December 1st application will also take into consideration the department's plan for replacement and the total number of faculty applying for

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leave. The Faculty Development Committee's final recommendation to the Dean of Academic Affairs will be made by December 15th. The granting of sabbatical leave by the President on the recommendation of the Dean of Academic Affairs and Executive Vice President will normally take place by January 15th.

D. Returning from Sabbatical Leave. Sabbatical leave is granted on the condition that the faculty member will return to Rhodes for at least one full-time service year immediately after the leave. Faculty members who do not return following sabbatical leave for one full-time service year will be under a contractual obligation to refund to Rhodes the full amount of their sabbatical salary and benefits on demand. No proration of this obligation will be given for partial year or part-time return service.

E. Reports. Faculty members returning from leave will make a full written report of their leave activities to the Faculty Development Committee and Dean of Academic Affairs no later than 90 calendar days after the end of the leave. These reports will guide the Committee and the Dean when considering future leave applications.

XIV. Leave Of Absence Without Salary

Personal leaves of absence without salary may be granted officers of instruction at the discretion of the Executive Vice President and President on the recommendation of the officer's departmental chair and the Dean of Academic Affairs. Requests for a Leave of Absence Without Pay must be made at least one semester prior to the beginning of the leave.

Leaves of absence may be granted for personal reasons or to allow a faculty member to accept a fellowship or other short term professional opportunity. A leave of more than one service year's length will be granted only in exceptional circumstances. Failure to return to Rhodes at the end of a leave of absence will be considered a resignation.

Refer to Section VII-Fringe Benefits for fringe benefit eligibility.

XV. Affirmative Action And Equal Opportunity

A. The Affirmative Action Plan aims to achieve a broader race and gender employee applicant pool of minorities and women.

B. Rhodes' Equal Employment Opportunity Policy prohibits discrimination on the basis of race, sex, national origin, color, veteran status, or physical handicap.

Exhibit SIII. FACULTY POLICIES AND PROCEDURES DRAFT OCTOBER 24, 1990APPENDIX A. -- RULES AND PROCEDURES OF THE FACULTY

Quorum. A quorum is constituted by a majority of the voting members of the faculty.

Voting Procedures and Qualifications. All members of the faculty are eligible to vote. All questions at issue shall be decided by a majority of the votes cast.

A secret ballot may be ordered by the presiding officer or by a majority vote of those members of the faculty present.

Members of the Board of Trustees invited by the President, the President of the Student Assembly, the Commissioner of Education and Commissioner of Welfare, and one of the student members of each of the standing committees of the faculty which has such members shall be given the privilege of participation in meetings of the faculty. This privilege is also extended to members of the President's Cabinet, to the Librarian, Registrar, and such other administrative officers that may be appropriate for the business under consideration. While such trustees, administrative officers, and students are non-voting, they are extended the privilege of participation in discussion.

Agenda. The agenda for a given meeting shall be made available to the faculty at least 48 hours in advance of the meeting time. Committee reports and other items to be included in the agenda must be submitted to the Office of the Registrar well in advance of the 48 hour deadline. **Items that would change administrative or College-wide policies or procedures shall be sent to the Dean, Executive Vice President and President at least 30 days in advance of the meeting where it will be considered.** The faculty will not take final action on any matter not included in the agenda.

New Business may be introduced from the floor of the meeting by any member of the faculty, but any decision by vote on such business must be delayed until a subsequent meeting in order to satisfy the 48-hour notice rule.

Upon the passage of a motion from the floor, the order of consideration of agenda items may be changed at any time during the meeting.

Minutes. Detailed minutes of the faculty meetings shall be kept by the Faculty Secretary and shall be filed in the Office of the Dean of Academic Affairs along with the relevant agenda and supporting documents.

Specific actions of the faculty shall be communicated in writing by the Faculty Secretary to the individuals or committees affected by the action. The faculty minutes shall be available to any faculty member who wishes to see them.

Confidentiality. Deliberations or actions of the faculty judged to be confidential by the President, the presiding officer or the faculty shall not be discussed outside its membership. A designation of "Confidential" shall be made by the President, by the presiding officer or by vote of the faculty at the time of such deliberation or action. Announcement of the confidential faculty action should be made only by the presiding officer or, if requested by the presiding officer, by the Secretary of the faculty.

Important Matters. An action being considered by the faculty may be designated an "important matter" when the importance of the action is deemed sufficiently great to demand extended deliberation. A matter may be declared an "important matter" by any one of the following methods:

1. The President of the College or the presiding officer at the faculty meeting may so designate it;
2. If the matter comes to the faculty from a standing committee, the committee may so designate it by a majority vote; or,
3. Upon a motion from the floor, in which case the motion requires the affirmation of one-third of the faculty present.

In every case, the designation must take place prior to the final vote on the action.

When a matter has been declared an "important matter," final vote on it shall be taken at a meeting subsequent to the meeting in which the matter was introduced for consideration. The matter will be debated on its first introduction, and discussion will conclude with a straw vote. It will be debated again at the subsequent meeting, at which time the final vote will be taken.

Non-Concurrence Of The President. If an action is taken by the faculty in which the President does not concur, the President may announce the non-concurrence immediately after the faculty action, or, in writing, at some later time. Notification of non-concurrence by the President has the effect of tabling the action of the faculty. The matter may then be reopened for debate at a subsequent meeting and if two-thirds of the faculty members present vote affirmatively on the matter, the President must present the action to the Board of

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Trustees along with the President's recommendation.

Parliamentary Rules. Faculty meetings shall be conducted in accordance with these rules and procedures and with Roberts' Rules Of Order, latest edition. The faculty's own rules and procedures shall have precedence. The Faculty Parliamentarian shall give interpretations of correct procedure when requested by the presiding officer or upon the Parliamentarian's own volition. Procedural questions not specifically covered by these specified sources shall be decided by majority vote of the faculty.

These rules of procedure that do not limit the presiding officer may be suspended by a two-third vote of the faculty present.

Revision of Rules and Procedures for Faculty Meetings. All amendments to the Rules and Procedures for Faculty Meetings must be approved by the faculty. Proposals for revision shall be presented at a faculty meeting at least one month before a final vote on the matter is taken. Ordinarily such proposals will be referred for study and recommendation to a committee appointed for this purpose by the Committee On Committees.