

# The Phi Beta Kappa Society



## Application to Shelter a Chapter of Phi Beta Kappa

**MAIL/EMAIL DEADLINE FOR COMPLETED APPLICATION: JANUARY 18, 2022**

January 19, 2021

Dear Colleagues:

Thank you for your interest in sheltering a chapter of The Phi Beta Kappa Society. For more than 240 years, the Society has represented the highest values of an education grounded in the liberal arts and sciences and honored the students who have excelled in this rigorous course of study. With only 290 chapters across the country, having a Phi Beta Kappa chapter on your campus is a true mark of distinction and signal of your institution's commitment to offering an educational experience rooted in breadth of study and diversity of thought. It is a privilege to work with you to gain a deeper understanding of the liberal arts experience offered at your school.

The process by which new chapters are approved is a three-year cycle that begins in January of 2021 and concludes with the approval of new chapters in August of 2024. The first step is completion of the Application to Shelter a Chapter of Phi Beta Kappa, **with a submission deadline of January 18, 2022**. The application must be submitted by a committee of Phi Beta Kappa faculty from your institution.

Phi Beta Kappa has recently streamlined the process into one comprehensive application (replacing the Preliminary Application and General Report of previous cycles) and a campus visit. Phi Beta Kappa's Committee on Qualifications reviews all applications. If an application is selected to move forward, the Committee may request relevant information updates prior to a campus site visit by a team of Committee on Qualifications members. The Committee on Qualifications is comprised of senior Phi Beta Kappa faculty members from diverse institutions and disciplines. Committee members are charged with achieving a thorough understanding of the institutions they review and undertake their role with tremendous diligence and respect.

The purpose of the application is two-fold: to familiarize an institution with the essential commitments required to support a Phi Beta Kappa chapter and to facilitate a comprehensive assessment of an institution's capacity to meet those commitments. The application itself is a comprehensive document comprised of 11 sections examining all facets of your institution. Applicant committees are asked to remit a \$2,000 fee with their submitted application. If an institution is selected for a site visit, the applicant committee will be required to remit an additional \$12,000 fee.

In the Spring of 2022, the Committee will review applications and select schools that will receive site visits in the first quarter of 2023. Those institutions will be asked to update relevant data prior to the site visit. After these visits, the Committee will make recommendations to the Phi Beta Kappa governing board, the Phi Beta Kappa Senate, in December of 2023. The Senate, in turn, makes recommendations to Phi Beta Kappa's Triennial Council. The Triennial Council then votes to approve all new Phi Beta Kappa chapters in August of 2024.

We understand the long duration and complexity of the application cycle and are eager to work with your faculty applicant team and institution leaders as you move forward. To guide your application, Phi Beta Kappa's Stipulations for Membership are included as an appendix to the application. These stipulations describe the requirements for students to receive an invitation to join Phi Beta Kappa. They may be especially helpful as you frame the application and make decisions about presenting critical information such as your general education structure.

Additionally, please note that Section 1.W of the application asks you to define your institution's liberal arts and sciences program; this will be the unit from which you would elect students should a chapter be awarded. This may be a College of the Arts and Sciences, for example, or it may be a virtual College of the Arts and Sciences bringing in many departments. It is critical that we have an accurate understanding of the curricular- and faculty-based home for the liberal arts and sciences on your campus. Our previous experience suggests that it may be useful to work closely with us on this definition. We would be happy to answer any questions you may have, especially on this vital matter.

The application process takes a great deal of time and effort on the part of many individuals across the institution to prepare. We deeply appreciate your commitment to the process and to the liberal arts. We have attempted to ease the administrative burden by requesting, where possible, information that can be gathered from materials used for the Common Data Set (CDS), the American Association of University Professors (AAUP), the National Collegiate Athletic Association (NCAA), or other standard reports. We have also provided example table formats for presenting requested data as

a means of ensuring both clarity about what data is needed and uniformity across applications. While, in most instances, we ask for the data to be included within the body of the report, we encourage the inclusion of hyperlinks as appropriate to provide additional detail or context. On behalf of the Society and the Committee on Qualifications, we thank you in advance for following the instructions in the application as closely as possible. Doing so aids Committee members in navigating, reviewing, and interpreting the information you provide.

As you complete the application, please be in regular contact with Ann McCulloch, Director of Chapter and Association Relations, at [amcculloch@pbk.org](mailto:amcculloch@pbk.org) or 202-745-3249, especially if you have any questions about the information requested. Although we have crafted and re-drafted the application in response to feedback from previous applicants, it is common for institutions to need additional clarification. I cannot emphasize strongly enough the importance of being in touch with us along the way; we want to be as helpful as we can as you complete this important work.

Thank you again for your interest in sheltering a chapter of Phi Beta Kappa. We look forward to receiving your application materials.

Sincerely,

Frederick M. Lawrence

Secretary/CEO

# The Phi Beta Kappa Society



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# The Phi Beta Kappa Society



**Application to Shelter a Chapter of Phi Beta Kappa**

**2021-24 Application Cycle**

## Submission Deadline

**MAIL/EMAIL DEADLINE FOR COMPLETED APPLICATION: JANUARY 18, 2022**

### Items Required for Completing the Application

Before an application will be considered by the Committee on Qualifications, it must contain all of the following pieces:

1. A cover page, using the form provided on page 14, signed by the chair of the institution's Phi Beta Kappa Committee and by the institution's president.
2. A cover letter **of no more than two pages** signed by the institution's president stating why the institution seeks a Phi Beta Kappa chapter and summarizing how the institution is planning to provide support (e.g., financial, administrative) for such a possible chapter. Full details of planned institutional support will be required in section X.E. of the application.
3. A cover letter of **no more than three pages (excluding signatures)** from the chair of the committee submitting the application, that includes the following:
  - A description of the steps taken to prepare the application, including the names and titles of those primarily responsible for preparing the application, the departments and administrative offices consulted or supplying information, and other steps taken in the application's preparation.
  - The names and signatures of those Phi Beta Kappa members who prepared the application and a statement expressing their belief that the information in the application is accurate.

The committee submitting the application will have the opportunity in section XI of the application to include additional information not required by the application but still deemed by the committee to be relevant. If you have any questions about whether to include an item in the application, contact Ann McCulloch, [amcculloch@pbk.org](mailto:amcculloch@pbk.org), 202-745-3249.

4. An indexed, searchable, hyperlinked PDF, as described in the instructions that follow.
5. Two spiral-bound hard copies of the properly formatted PDF, with tabs separating the Roman numeral sections. (Formatting instructions follow on p. 13.)
6. One digital copy of the PDF sent by email (or on a flash drive sent with the hard copies).
7. A check for \$2,000, payable to The Phi Beta Kappa Society, to cover the initial application fee. If a school is selected for a site visit, there will be an additional \$12,000 due before the site visit.

### **Submission Address**

Send all of the above together to:

**Committee on Qualifications**

**c/o Ann McCulloch**

**The Phi Beta Kappa Society**

**1606 New Hampshire Avenue, NW**

**Washington, DC 20009**

**Phone: 202-745-3249**

**Email: [amcculloch@pbk.org](mailto:amcculloch@pbk.org)**

## Important Considerations for Completing the Application

### Types of Institutions

Phi Beta Kappa is aware that applicant institutions come in a variety of shapes and sizes. These include but are not limited to the following:

- Those in which the entirety of the institutional program is to be considered by the Committee on Qualifications when evaluating the institution (i.e., an undergraduate liberal arts college)
- Those in which the liberal arts and sciences program is the majority of the undergraduate program but that also offer several professional programs that fall outside the liberal arts and sciences tradition (e.g., business, nursing, performing arts);
- Those in which the entity being considered is a well-defined college of the arts and sciences that exists as a distinct component of a larger, multi-focused institution (e.g., a university)
- Those in which a liberal arts and sciences program is virtually constructed by drawing on programs from within multiple units, such as from departments within separate colleges of science and engineering, humanities, social sciences, and arts

For those institutions for which only a portion of the entire program is being considered (e.g., a liberal arts college with pre-professional programs or a multi-focused university), completing the application will sometimes require information for the entire institution and will sometimes require information specific to the college of arts and sciences or its equivalent – however defined or organized.

**Note: Follow the instructions in bold at the top of each section to determine whether the information requested is for the college of arts and sciences, however defined or organized, for the entire undergraduate program of the institution, or for the institution itself.**

**Additional clarification often appears in each subsection. If questions arise, please contact Ann McCulloch, [amcculloch@pbk.org](mailto:amcculloch@pbk.org), 202-745-3249.**

### **Requested Historical Data**

In general, all data in the application should be from the most recent academic year that is available by the January 18, 2022, submission deadline, except as specified below:

- In each case where the application requests detailed information, including statistics, for the past 10 academic years, this means information from academic years 2011–12 through 2020-21.
- Where the application requests information for the past five academic years, this means information from academic years 2016-17 through 2020-21.

### **Note on Information Requested Based on Common Data Set**

When the application requires information based on the Common Data Set (CDS), whether as tables or statements, do not photocopy or cut and paste the information into the application. Transcribe the information using the format provided by the CDS.

### **Confidentiality**

The Phi Beta Kappa national office and members of the Committee on Qualifications consider the application process to be confidential. While an institution has sometimes found it tempting to publicize that it has been selected to submit an application or that a team will visit campus, we strongly discourage such announcements.

### **Information Available after Application Submission**

If new information (or information discovered to be inadvertently omitted) surfaces after the submission of the application concerning the institution and/or items in the application, that information should be forwarded to Ann McCulloch, [amcculloch@pbk.org](mailto:amcculloch@pbk.org), in Phi Beta Kappa's national office as soon as possible after discovery.

It is also critical that the Phi Beta Kappa national office be kept informed of any major changes that impact the application (e.g., NCAA violation, change in upper administration, faculty vote to change general education requirements, reorganization of colleges within a university). Similarly, alert the national office if the institution appears in the news in a negative light (e.g., allegations of illegal activity, alleged violations of academic freedom, etc.).

Transparency on the part of the applicant institution is essential in an era when information is so readily available on the Internet.

Later in the application process, a member of the Committee on Qualifications may be designated as the leader for a possible site team visit. This person will work closely with the chair of the campus Phi Beta Kappa Committee to plan a visit. From that point forward, it is critical that information, incidents, or events that have relevance for the application is communicated to the site team leader as well as to the national office.

**MAIL/EMAIL DEADLINE FOR COMPLETED APPLICATION: JANUARY 18, 2022**

**Application Formatting Instructions**

The application consists of 11 sections, each with subsections, which must be presented in the order they appear in the application.

For ease of use by the members of the Committee on Qualifications, please format the application as follows:

1. The application should be in the form of a PDF and must have an active table of contents that includes the section titles and subsection titles and permits navigation to a section or subsection in the document when clicked.
2. Each of the sections and subsections should also be bookmarked in the PDF document.
3. Use Calibri font in 12-point size for text.
4. Use 1-inch margins and 1.5-line spacing in the body of the text throughout the document, except in tables where it may not be possible. See item 8, below.
5. Pagination should be continuous throughout the application, with page numbers at the bottom right corner of the footer on each page.
6. Begin each Roman numeral section on a new page and indicate the appropriate Roman numeral section number in a heading at the top right of each page.
7. In each Roman numeral section, repeat the headings and subheadings in the section before inserting the information requested. If a subsection is not relevant, do not skip it; indicate that it is not applicable.
8. Put titles on all tables and other graphic elements. If a section of the application requests a table or graphic element using a specific format, use that exact format. When the application requires information based on the CDS, whether as tables or statements, do not photocopy or cut and paste the information into the application. Transcribe the information. For tables, keep the organizational structure of the CDS, but use the general formatting rules for the application.

9. Otherwise, tables and other graphic elements do not have to adhere to general requirements for point size and line spacing, but still should be easy to read.



## Cover Page

### Application to Shelter a Chapter of Phi Beta Kappa

Date of submission of the Application:

---

Name of the Institution:

---

Founding Date:

---

#### REQUEST TO SHELTER A CHAPTER OF THE PHI BETA KAPPA SOCIETY

\_\_\_\_\_ requests consideration for  
*Name of Institution:* authorization to shelter a chapter of  
The Phi Beta Kappa Society.

Signed: \_\_\_\_\_

*Institution's President*

Typed name: \_\_\_\_\_

*Institution's President*

Signed: \_\_\_\_\_

*Chair of the Phi Beta Kappa Committee*

Typed name: \_\_\_\_\_

*Chair of the Phi Beta Kappa Committee*

Chair's Title: \_\_\_\_\_

Contact Information for the Chair of Phi Beta Kappa Committee:

E-mail: \_\_\_\_\_

Address (USPS):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Daytime Telephone: \_\_\_\_\_

Cellphone: \_\_\_\_\_

Fax: \_\_\_\_\_

Secondary Contact Information (e.g., administrative assistant, other Phi Beta Kappa Committee member. This contact information will only be used if the Chair of the Committee cannot be reached.)

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Main Institution Address (USPS):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

UPS or FedEx address for materials sent to Chair of the Phi Beta Kappa Committee (*if different from USPS address*):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Phi Beta Kappa Society



### Application to Shelter a Chapter of Phi Beta Kappa

**Name of Institution**

**Date of Application**

#### **Section I. General Information**

The purpose of the information requested in this section is to provide an overview of your institution and the ways in which the essential features of a liberal education manifest in terms of organization and policy. Specific information about external review and oversight is requested as a means of understanding the successes and challenges the institution faces. Information in this section also frames the context for the remainder of the application (e.g., the institution's definition of its liberal arts program).

Please provide the requested information directly in the application document rather than solely as links. A hyperlink should not replace the information requested unless directions explicitly indicate that a hyperlink is sufficient. Hyperlinks can be included to provide additional information.

**Note: Unless otherwise noted, the information requested in this section is for the entire institution.**

#### **A. Mission Statement**

Provide the mission statement for the institution; provide any additional official statement that addresses the place of the liberal arts in the overall mission of the institution.

**B. Affiliation**

Describe ownership, sponsorship, or affiliation with any public or private entity, including a precise account of the role of any such entity in shaping institutional policies (including tenure, curriculum, etc.).

**C. Accreditations**

Identify general and specialized accreditations held by the institution; note any probationary status or withdrawal of accreditation in the past ten academic years.

**D. Accreditation Cycle**

Indicate where in the Council for Higher Education accreditation cycle the institution is. Provide a link to the detailed report from the team that conducted the most recent regional accreditation visit.

**E. Academic Professional Organization Actions**

Provide information regarding censure, warning, probation, or any other negative action taken toward the institution by any academic professional organization in the past ten academic years. In the case of any negative action, indicate the response of the institution.

**F. Governance**

Describe concisely the governance organization of the institution; include a precise characterization of the relation of any branch campuses to the main campus. Note that if the institution is awarded a chapter, the chapter is awarded only to the campus that authored the application. Provide a separate visual depiction of the administrative reporting structure (i.e., organizational chart) of the institution.

**G. Administrative Positions**

For the administrative positions defined in the institutional organizational chart provided in I.F., provide a table showing the percentages of women and racial/ethnic minorities occupying those positions.

#### **H. Faculty Self-Governance**

Describe the means by which the faculty governs itself (e.g., faculty senate, university senate); define the 'faculty' that participate in that governance body directly or by representation. If multiple levels of faculty governance exist (e.g., institutional vs. college level), please explain them. Identify who is responsible for and/or the process for setting the agendas at faculty governance meetings. If the institution has a statement on shared governance, please include that.

#### **I. Carnegie Classification**

Indicate the Carnegie classification of the institution; list or diagram all the undergraduate schools and colleges within the institution.

#### **J. Diversity, Equity, and Inclusion (DEI)**

1. Provide the text of any official published institutional commitment to nondiscriminatory policies.
2. Provide the text of institutional statements regarding DEI. State current institutional goals regarding DEI.
3. Please describe up to three pieces of evidence that document the institution's progress towards achieving its DEI goals at the undergraduate level.

#### **K. Freedom of Expression Policies**

Provide the text of any official published institutional commitment to freedom of inquiry and expression.

#### **L. Trigger Warnings**

Provide the text of any official policy governing trigger warnings.

#### **M. Bias Reporting**

Provide an explanation of and hyperlink to, as applicable, any official protocol or practice for bias reporting.

#### **N. Off-Campus Speaker Policy**

Provide the text of any official policy governing events featuring speakers from off-campus.

**O. Campus Discourse**

Discuss process(es) by which the institution navigates the tensions between 1) civil and rigorous discourse and 2) maintaining respect for and ensuring the safety and security of campus constituents, particularly those with identities marginalized on the campus.

**P. Restrictions Governing Membership**

Provide information regarding any restrictions governing membership in the student body, faculty, staff, or governing body that pertains to age, race, ethnicity, religion, gender and gender expression, sexual orientation, disability, veteran status, document status, or national origin.

**Q. Athletic Organization**

If the reporting structure for athletics is not represented on the institutional organization provided in I.F., please describe the reporting lines. Specifically share to whom the athletic director, faculty athletic representative, and senior woman administrator report.

**R. Athletic Actions**

Please indicate if there have been any penalties, probations, or other negative actions toward the institution by any athletic organization in the past 10 academic years. In section IX.A.5, you will need to provide information on any negative action, including the response of the institution.

**S. Title IX Organization**

Provide a graphic of the offices and positions (including the number of persons) involved in the reporting, investigation, hearing, and grievance processes associated with Title IX. If the senior most person in the Title IX reporting structure is not represented on the institutional organization chart, please describe the reporting lines. Provide the hyperlink(s) to information provided to members of the campus community relating to Title IX.

#### **T. Title IX Actions**

Provide information regarding any censure, warning, probation, or other negative action taken toward the institution regarding Title IX. In the case of any negative action, indicate the response of the institution.

#### **U. Pending Lawsuits**

Provide a concise statement identifying the nature (Title IX, tenure decision, etc.) of any current lawsuits pending against the institution. In the case of any negative action, indicate the response of the institution. If this application moves forward in the process to a site team visit, additional information and a meeting with the campus legal representative will be requested.

#### **V. Institution Definition of the Liberal Arts**

Select an option from below that best describes the nature of the liberal arts unit appropriate for the institution. The definition you provide here should inform how you provide all subsequent data (e.g., faculty, staff, students, curriculum) for which information is requested for the liberal arts and sciences unit. It is not uncommon for applicants to encounter questions as they complete this item; feel free to reach out Ann McCulloch in the national office for guidance.

1. For those institutions in which the entire undergraduate program is categorized as belonging to the liberal arts, affirm that statement. List the degree types awarded by the institution (e.g., B.A., B.S.).
2. If the institution has multiple colleges/schools/programs at the undergraduate level, one of which is a named or serves as a coherent college of liberal arts and sciences (CAS), provide a description of that unit. Note that a list of departments/majors within the CAS is requested later in this report; do not provide that here. What we are seeking is a brief description of the nature of the unit the institution considers its liberal arts and sciences component and identification of the unit from which students will be considered for election to Phi Beta Kappa. List the degree types awarded by the CAS.

3. In the circumstance in which a college of arts and sciences does not exist as a separate entity (i.e., the college of arts and sciences is constructed by drawing on programs from within multiple units such as from departments within a college of science and engineering and within a college of liberal arts and social sciences), provide a description and rationale for the college of arts and sciences equivalent. List the degree types awarded by this unit.

**Note: From here forward, the abbreviation CAS will be used to refer to the college of liberal arts and sciences as you have defined it above in I.F.1, I.F.2, or I.F.3.**

#### **W. Liberal Arts Organizational Structure**

Provide an organizational chart that outlines administrative oversight within the CAS. If this information was provided earlier in Section I, please state that here.

## **Section II. Students, Enrollment, Admission, and Financial Aid for the Entire Institution**

The information requested in this section provides a snapshot of the undergraduate student body. The information requested for section II is for the institution as considered for Common Data Set (CDS) reporting. Use of the CDS provides consistency across institutional applications. All information should be from the most recent academic year available. Please reconstruct the table format anew rather than cutting and pasting an image of the information. All tables should have a title.

### **A. Enrollment**

Provide information on institutional enrollment conforming to fall term enrollment report CDS B-1 through B-11, B-22, D-2. Include titles on the tables/data set that correspond to the CDS report. Note that additional enrollment information relating to the CAS is requested in Section IV, Curriculum.

### **B. Admissions Process**

Provide information on applications conforming to CDS C-1.

### **C. Admissions Standards**

Provide information on admission standards conforming to CDS C-5, C-9, C-10, C-11. Please indicate your policy regarding submission of test (e.g., ACT/SAT) scores.

### **D. Matriculants**

Provide information on matriculants conforming to CDS F-1.

### **E. Tuition and Fees**

Provide information on tuition and fees conforming to CDS G-1, G-5.

### **F. Financial Aid**

Provide information on financial aid conforming to CDS H-1, H-2. Also complete the table to show the percentage of students receiving need-based aid, merit-based aid, and aid based on athletic participation for each of the last five academic years.

**Breakdown of Nature of Student Aid Awards**

Academic Year	Undergraduate enrollment (as reported to CDS)	% of students receiving need-based aid	% of students receiving merit-based aid	% of students receiving aid based on athletic participation
2020-21		%	%	%
2019-20				
2018-19				
2017-18				
2016-17				

**G. Pell Grant Recipients**

Indicate the percentage of full-time undergraduate students who are Pell Grant recipients as reported to IPEDS for each of the last five years. An example table is provided. Enter data in the following fashion: percentage (number).

**Pell Grant Recipients**

Academic Year	Undergraduate enrollment for the institution	Pell Grant recipients (percentage and number)
2020-21		
2019-20		
2018-19		
2017-18		
2016-17		

**H. Recruiting and Retention**

Describe up to four initiatives that address recruitment and retention of a talented and diverse student body.

### Section III. Faculty

Information requested in this section is for both the institution and the CAS as noted in the individual subsections. The information in this section provides a demographic overview of the faculty as a whole and within the CAS. Articulation of policies and processes relating to faculty provide a window into the quality of the faculty experience across the career arc and across various faculty categories. Details supplied in this section are used as evidence about the centrality of the liberal arts at the institution and the ability of the faculty to deliver a rich and high-quality liberal arts experience to the student body.

All information provided should be from the most recent academic year available. When information based on the CDS is requested, please reconstruct the table format anew rather than cutting and pasting an image of the information. All tables should have a title.

#### A. Faculty Description for the Institution

1. Provide a statement on instructional faculty conforming to CDS I-1, I-2.
2. In recent decades, the nature of ‘faculty’ has expanded, and institutions have created categories such as teaching faculty, research faculty, and faculty without tenure but with long-term contracts. Provide a bulleted list with brief descriptions of the categories of faculty involved in delivering the undergraduate curriculum at the institution. Descriptions should include information about rights and responsibilities in shared governance.
3. Display in the table below the number and percentage in each faculty category for each of the last five academic years. Adapt the first column of the example table to match the categories of faculty for the institution. Enter data in the following fashion: percentage (number).

**Faculty Broken down by Category of Employment**

Rank	2020-21	2019-20	2018-19	2017-18	2016-17
Full Professor					
Associate Professor					
Assistant Professor					
...					
...					
Total					

**B. Faculty Description for the CAS (as defined in earlier section)**

In answering the following questions, please refer back to Section I and your definition of the CAS. The faculty you describe in this section should be the faculty with major responsibility for teaching those undergraduates who would be eligible for election to PBK.

Colleges of Arts and Sciences can have departments where the main purpose falls outside of the liberal arts. For instance, a communications and media production program may reside in the CAS but the curricular focus would not be considered in the liberal arts.

An additional complication in determining which faculty to count in the CAS may be the existence of individuals who contribute substantially to the liberal arts and sciences curriculum but reside in units scattered across the institution (e.g., economists in a business school or physicists in an engineering school).

Our previous experience, especially with complex institutions, indicates that simply counting faculty within departments may not accurately represent the number of faculty contributing to a liberal arts and sciences undergraduate program; it may be necessary for you to make determinations about faculty within your defined CAS at an individual level.

As an example, majors (English, Biology, Sociology) may have one or a few faculty members who offer specialty courses (e.g. journalism, biotechnology, social work) as part of a rich upper level curriculum that allows students to sample the breadth of a discipline. This circumstance is distinct from a well-defined track within a major that emphasizes practical skills rather than liberal learning. Another example would be a data science program, which while emphasizing technical skill at some institutions, may be explicitly designed to fit a liberal arts definition at other institutions.

**Because each institution is unique, please briefly describe the process and criteria by which you made determinations about whether departments/majors and/or individual faculty are considered within the liberal arts and sciences you**

**defined for this application. Please be in touch with Ann McCulloch at the national office with questions. If this application advances in the application process to a site team visit, additional information may be requested.**

**Establishing a chapter at an institution requires a minimum number of faculty elected to Phi Beta Kappa; the departments/programs and total number of faculty you identify in this section are important in that calculation. The Phi Beta Kappa group must be at least 10 percent of the full-time arts and sciences teaching faculty, and in no instance fewer than 10 full-time continuing faculty members.**

1. Complete the table below for faculty within the CAS, indicating full and part time status. Please give a number and a parenthetical percentage. For example, if there are 200 total faculty, 186 of which are full time and 14 of which are part time, the appropriate table row would read. Enter data in the following fashion: percentage (number).

**Faculty Breakdown**

Faculty within the college of arts and sciences (or equivalent)	Full-time	Part-time	Total
Total instructional faculty	e.g., 93% (186)	7% (14)	200
Percentage and number who are members of minority groups			
Percentage and number women			
Percentage and number men			
Percentage and number of self-identifying, non-binary gender faculty*			
Percentage and number who are nonresident aliens (international)			
Percentage and number with doctorate or other terminal degree			
Percentage and number whose highest degree in a non-terminal master's			
Percentage and number whose highest degree is a bachelor's			
Percentage and number whose highest degree is unknown or other			

*\*We acknowledge that reporting on gender categories is in flux. Throughout the rest of the report, we revert to the binary categories for gender primarily because many institutions do not have mechanisms*

for tracking non-binary gender and /or the numbers of faculty identifying in these categories is small and anonymity is at risk.

- For the CAS faculty, complete the table showing the percentage and number of women and racial and ethnic minorities, and their distribution by academic rank, according to the faculty categories you identified above.

**Demographics of Faculty in the CAS**

	Total (n= xx)		Professor (n= xx)		Associate Professor (n= xx)		Assistant Professor (n= xx)		Add additional columns as needed	
	% Faculty of Color	% Women	% Faculty of Color	% Faculty of Color	% Women	% Women	% Faculty of Color	% Women	% Faculty of Color	% Women
Faculty of Color										
African American										
Asian										
Hispanic, Latino										
Multi-racial										
Native American, Alaskan Native										
White										
Total										

- Provide up to three examples of initiatives you have in place to address equity and inclusion in hiring and retaining faculty from diverse backgrounds.

**C. Faculty Benefits**

- Briefly summarize (1-2 paragraphs) the benefits provided to tenure-track faculty and their partners/dependents. Provide a link to the site listing the full descriptions. Additional details, requested below, should supplement the narrative summary here; it is not necessary to repeat information.

2. Provide no more than a two-sentence description for each benefit you provide as indicated in the following table.

**Details for Selected Faculty Benefits**

Childcare assistance	
Tuition remission	
Home ownership assistance	
Access to reproductive healthcare	
%TIAA contribution of institution	
Other...	

3. Account of the pay, benefits, to any categories of faculty outside tenured and tenure-track, highlighting the differences.
4. Indicate the policy for distributing faculty raises for each of the last five years both across the institution and within the CAS. Specifically discuss how raises for faculty in the liberal arts compare to raises across the institution as a whole.
5. Describe and explain any changes in faculty benefits (e.g., reduction of institutional contribution to retirement; changes to coverage of health insurance) over the last five years.

**D. Faculty Salaries within the Institution**

Complete the series of tables for average faculty salaries and compensation for each of the five most recent academic years. Use salary data as published by AAUP in *Academe*.

1. Table showing the average (mean) salary within each rank for full-time members of the faculty for the undergraduate program as a whole.

**Average Salary within Rank for Full-time Faculty (institution-wide)**

	2020-21	2019-20	2018-19	2017-18	2016-17
Professor					
Associate					
Assistant					
Additional categories per your institution					

2. Table (see below) showing average (mean) salary for gender within each rank for full-time faculty members for the institution as a whole.

**Gender Comparison of Faculty Salaries**

Year	Gender	Professor	Associate	Assistant	Additional categories	...
2020-21	Male	\$				
	Female					
2019-20	Male	\$				
	Female					
2018-19	Male	\$				
	Female					
2017-18	Male	\$				
	Female					
2016-17	Male	\$				
	Female					

3. AAUP data show gender equity-gaps have persisted for decades. Describe how the institution ensures that women and faculty of color are treated equitably in terms of salary.

**E. Faculty Salaries within the CAS**

Please complete the table showing average (mean) salary within each rank for full-time faculty for the CAS.

**Average Salary within Rank for Full-time Faculty (CAS)**

	2020-21	2019-20	2018-19	2017-18	2016-17
Professor					
Associate					
Assistant					
Additional categories					

**F. Departmental Staffing Details**

Complete the table indicating the departments/programs that comprise the CAS and the staffing level of each in total FTE for each of the last 5 years. This list should document the majors that are possible within the CAS and the level of regular staffing for those departments/programs. The total FTE for a department/program should be reported in this table and thus the total number of faculty here may differ from the total number of faculty who have major responsibility for delivering the liberal arts curriculum (Section III.B.1) For instance, an English department may have 27 FTE in total, nine of which teach primarily in a journalism tract and 18 of which contribute primarily to the liberal arts curriculum. The number reported for this question would be 27. Please reach out to Ann McCulloch in the national office if you have questions.

**Department/Program Staffing in CAS (Total FTE)**

Department	2020-21	2019-20	2018-19	2017-18	2016-17
Art and Art History					
American Studies					
Biology					
Etc.					

**G. Changes in Tenure-Stream Lines**

Explain any substantial changes in the distribution of tenure stream-lines over the last five years (e.g., elimination or creation of programs.) Address how faculty staffing in the

CAS compares to the level of faculty staffing in other institutional level programs over the last five years.

**H. Use of Graduate Assistance in Teaching in CAS**

1. For the CAS, complete the table indicating graduate assistant teaching in academic instruction. Include the total number of individuals serving as graduate teaching assistants and the full-time-equivalent number of graduate assistants by department. Briefly note the duties assigned to them in each department, highlighting the courses in which they are utilized.

**Teaching Responsibilities of Graduate Assistants**

Department	Total number of GA	FTE of GA	Assigned Duties

2. In an additional paragraph, indicate the nature of the training and support offered to graduate assistants.
3. Provide the policy on use of graduate assistants as instructors of record (i.e., responsibility for assigning grades).

**I. Terminal Degrees**

List, by department and gender, the institutions from which faculty received their terminal degree. Adapt the format in the table provided.

**Origin of Terminal Degrees for CAS Faculty by Department**

Department	Male	Female
Art and Art History	Univ of Pennsylvania (2) Univ of Minnesota	Princeton Hunter College City of New York
Etc.		

**J. Teaching Loads**

Please provide the following as requested.

1. Statement of a typical teaching assignment expressed as number of courses and as credit hours per year for tenure stream faculty in the CAS. State the range of teaching assignments expressed as number of courses and credit hours per year for non-tenure track faculty. Provide the text of any policy guiding course loads for faculty that are not tenured or tenure-eligible.
2. Statement of the policy for assigning teaching credit to faculty for laboratory and studio courses.
3. Statement of the policy and practice on course and enrollment overloads for tenure track faculty.

**K. Undergraduate Class Size/Student-Teacher Ratios**

Provide information regarding undergraduate class size conforming to CDS I-3. In addition, provide student-faculty ratios in the CAS and in the undergraduate program at the institution as a whole. Explain precisely how the student-faculty ratio was calculated (e.g., origin of total student number, are faculty on sabbatical counted).

**L. Distribution of Teaching Responsibility Across Rank**

For the CAS, provide the distribution of credit hours and enrollment hours by faculty category as listed in the table below for each of the last five years.

**Breakdown of Teaching Responsibility by Rank**

Academic year	% of instruction by tenure track faculty		% of instruction by full-time non-tenure track faculty		% of instruction by part-time non-tenure track faculty		% of instruction by other faculty	
	CRH	ENH	CRH	ENH	CRH	ENH	CRH	ENH
2020-21								
2019-20								
2018-19								
2017-18								
2016-17								

\* CRH = credit hours; ENH = enrollment hours

**M. Instruction by Contingent Faculty**

List the five department/programs within the CAS with the greatest percentage of instruction by non-tenure stream faculty in each of the last 5 years; indicate the percentage for each.

**N. Faculty Scholarly and Creative Activities in CAS**

1. Describe the sabbatical and/or other leave programs involving institutional support for creative work and scholarship by individual members of the faculty. Explain the criteria applied. Indicate by department the number—not names—of arts and sciences faculty who have taken advantage of these programs in the last five years. Provide links to the Faculty Handbook as appropriate.

**Distribution of Sabbatical Leaves Across Departments/Programs within CAS**

Department	2020-21	2019-20	2018-19	2017-18	2016-17
Art and Art History					
Etc.					

2. As appropriate, describe research leaves available to faculty prior to tenure, the level of institutional funding available, and the criteria applied in awarding such opportunities. Indicate by department the number—not names—of arts and sciences faculty who have taken advantage of these programs in the last five years.

**Distribution of Pre-tenure Research Leaves Across Departments/Programs within CAS**

Department	2020-21	2019-20	2018-19	2017-18	2016-17
Art and Art History					
Etc.					

3. Describe the institutional support available for CAS faculty scholarship and creative endeavors beyond sabbatical and pre-tenure leaves? (e.g. existence of grants/fellowships office, internal grant opportunities, Humanities Center.)

**O. Professional Development Opportunities Supporting Faculty as Teachers**

Briefly describe existing programs aimed at maintaining the intellectual vitality and classroom effectiveness of the CAS faculty (e.g., retreats/external grant awards).

Describe, if applicable, the role of a teaching/learning center as it relates to faculty development.

**P. Other Institutional Supports for CAS Faculty**

Briefly describe of up to five existing programs aimed at supporting faculty as academic citizens (e.g., leadership academies; centers for community engagement; department chair training).

**Q. CAS Faculty Awards and Scholarly Activities**

Your goal in answering the following queries is to represent the scholarly vitality of the faculty as a whole rather than to identify individuals or provide an exhaustive list. As appropriate, briefly describe any direct benefits such recognitions have to undergraduates in CAS.

1. Share highlights of the range of significant or distinguished awards (e.g., prizes, special recognition) conferred on CAS faculty during the past five academic years. The list should be representative.
2. Share highlights of the range of scholarly activities (e.g., books, articles in refereed journals) of CAS faculty during the past five academic years. The list should be representative rather than exhaustive.
3. List examples of substantial external support awarded to faculty for scholarly and creative activities from external agencies for the last five years. This list should be representative rather than exhaustive. As appropriate, briefly describe any direct benefits such awards have to undergraduates in CAS.

**R. Summary of Policies on Hiring, Promotion, and Tenure**

1. Provide links to the Faculty Handbook and other documents (e.g., Provost's website) as appropriate.

2. In no more than two pages, provide a summary of published policies and procedures governing hiring, promotion, awarding of tenure, post-tenure review, compensation of faculty, and dismissal.
3. Complete the table below showing percentage of faculty reaching eligibility for tenure and who were awarded tenure for each of the previous ten academic years. Include the number in the original cohort, the number considered for tenure, and the number awarded tenure.

**Faculty Tenure Awards**

	Number Eligible for Tenure	Number Achieved Tenure	Number Denied Tenure	Percentage approved
2020-21				
2019-20				
2018-19				
2017-18				
2016-17				

4. If religious, political, or other special conditions are required of faculty at the institutional or department level provide a full description of these conditions.
5. Describe promotion pathways available to those long-term faculty who are not eligible for tenure.

**S. Faculty Role in Governance**

1. Include a statement of how different categories of faculty (tenured, tenure-track, full-time-multiyear contract, adjunct) participate in governance. Include a statement of how persons not identified as faculty but with instructional responsibilities in the classroom (e.g., librarians) participate in decision-making at the institution.

2. List and provide the composition of the five faculty committees most involved in institutional level decision making (e.g., enrollment practices, curriculum, budget, faculty hiring and review, etc.). As necessary, indicate how the interests of the CAS are specifically represented on those committees.

## **Section IV. Curriculum**

Information provided in this section is used as evidence of the centrality and nature of the liberal arts at the institution as a whole and within the CAS. Information presented here is often directly related to the number of students in the CAS that are eligible for election to Phi Beta Kappa. A review of the Stipulations (included at the end of this document) may be helpful in shaping answers in this section.

If applicable based on your definition of the CAS in Section I, information requested in this section is for the CAS and not for the entire institution, unless otherwise noted.

### **A. Determination and Review of Curriculum**

1. Explain how the curriculum is determined and by whom. Describe any curricular changes (excluding the common curriculum; see below) made and studies of the curriculum undertaken in the last five years. Describe the process by which departments undertake review of their curricula.
2. List committees within the CAS with responsibility for oversight of the curriculum; describe their general composition and responsibilities.
3. List and provide brief descriptions of any curricular initiatives to promote equity, access, and inclusion for students from diverse backgrounds undertaken in the last five years.
4. Identify when the common curriculum was last revised and describe the changes made as a result.
5. If there are anticipated large scale curricular changes that would impact the CAS program, please describe.

### **B. CAS Required Curriculum Including Language and Math Requirements**

1. Provide information describing the common curriculum required of all students in CAS for the B.A., B.S., and any other baccalaureate degrees. Clearly state differences in common curriculum requirements for different baccalaureate degrees, if any. If this application proceeds to a site team visit, additional information may be requested.

2. Specify the world language requirements and math requirements of each category of bachelor's degree.
3. Briefly describe the nature and extent of capstone experiences.

**C. Baccalaureate Degrees Awarded**

Indicate the number and percentage of baccalaureate degrees granted (B.A., B.S., B.F.A. etc.) for both the undergraduate program for the institution as a whole and within the CAS for each of the five most recent academic years. Use the following table as a template for providing this information. Indicate whether double majors are counted. Add columns as necessary.

**Baccalaureate Degrees Awarded by CAS in Comparison with Institutional Totals**

Academic year	Total BA institution	Total BA CAS	% BA CAS	Total BS institution	Total BS CAS	% BS CAS
2020-21						
2019-20						
2018-19						
2017-18						
2016-17						

**D. Major and Minor Fields of Study**

For CAS, complete the following tables showing major and minor fields of study and the number and percentage of graduates within the CAS completing each major and minors for each of the five most recent academic years.

**Distribution of Majors Among CAS Graduates**

CAS majors (including double majors)	2020-21		2019-20		2018-19		2017-18		2016-17	
	# of grads	%								
Art and Art History										
Etc.										

**Distribution of Minors Among CAS Graduates**

Minors	2020-21		2019-20		2018-19		2017-18		2016-17	
	# of grads	%								
Art and Art History										
Etc.										

**E. Math and World Language – Required Courses**

Additional documents explaining the stipulations for election to Phi Beta Kappa are provided as part of the instructions for completing this application.

1. List the course options available for fulfilling the requirements for mathematics that meet the stipulations. Describe the process used to determine which courses meet the stipulations (e.g. a review of catalog descriptions, consultation with a department chair, examination of syllabi).
2. List of the languages available for fulfilling the requirements for world languages that meet the stipulations. Describe the process used to determine which courses meet the stipulations.

**F. Identification of Students Who Would be Eligible for Election to Phi Beta Kappa**

Phi Beta Kappa specifies that 10% of students in any class may be elected to membership, and that elected students must meet several stipulations (see documents provided with the instructions for completing this application). Among these are the requirements that students must be proficient at the intermediate level in a world language and they must have completed a rigorous study of mathematical reasoning. Note that students whose general education study includes world language study and mathematical coursework sometimes do not meet Phi Beta Kappa’s more prescriptive stipulations for membership. We strongly encourage you to be in contact with representatives at the national Phi Beta Kappa office for help in completing this section.

1. Please describe how you will determine if students at your institution meet the Phi Beta Kappa stipulation regarding world language study, including how you will evaluate heritage speakers with respect to this stipulation (e.g., students

need to complete the equivalent of three courses; heritage speakers must demonstrate competency in both written and oral formats).

2. Please describe how you will determine if students at your institution meet the Phi Beta Kappa stipulation regarding the study of mathematics. In particular, please identify (or give examples of) specific mathematics, logic, statistics, and other quantitative courses at your institution which do NOT meet this Phi Beta Kappa stipulation.
3. Please provide the information requested in the following table for the CAS for last year's graduating class.

**Students Eligible for Election to Phi Beta Kappa within the CAS**

Major	Number and % of students in a major		Number and % of majors who are in the top 15% of CAS students by overall GPA		Number and % of majors who meet the world language stipulation		Number and % of majors who meet the mathematics stipulation		Number and % of majors who meet are in the top 15% and meet both stipulations	
	No.	% of CAS Students	No.	% of Majors	No.	% of Majors	No.	% of Majors	No.	% of Majors
Art										
Etc.										

**G. Determination of GPAs**

1. Describe how grade point averages are determined, including whether transfer grades are used in these calculations. If transfer grades are accepted from institutions other than those categorized as domestic postsecondary or study abroad, please explain.
2. If courses are offered pass/fail, credit/no credit, or on another non-letter-grade basis, describe these arrangements. Describe any restrictions placed on the pass/fail option.

**H. Curricular and Graduation Policies**

1. State the policy governing transfer credit.
2. State the policy governing the counting of advanced placement and international baccalaureate credit (or similar) credits toward graduation.

3. State the policy governing withdrawal from courses.
4. State the policy regarding work done and awarding of credit for online instruction.  
As appropriate, indicate the policies for both the institution's own online offerings and courses offered by other institutions or organizations.
5. Are there other categories for which the institution accepts credit for graduation (e.g., life experience)? If so, please explain the process by which credit is awarded.

**I. Courses in the CAS Catalogue**

Number of courses listed in the CAS catalog for the most recent year available, counting the sections of a single course only once. Indicate the percentage of those courses that were taught in the most recent academic year. Explain any significant difference between the number of courses listed in the catalog and the number offered in the most recent academic year.

**J. Policy Relating to Exams and Grading**

State any policies relating to examination and grading procedures.

**K. Comprehensive Assessments within Majors**

Describe use, if any, of comprehensive assessments within majors (e.g., portfolios, outside examiners, oral examinations).

**L. Student Academic Support Services**

1. Describe the academic advising system. Specifically address advising of first year students, declared majors, international students, and other special need populations. List any faculty-led mentoring programs (e.g., POSSE).
2. Describe services provided for students with learning disabilities, non-native speakers of English, veterans, and other students with special needs.
3. Describe the functions and offerings of teaching/learning center(s) as they relate to students. Describe any additional academic support services not already explained.

**Section V. Campus Programs**

If applicable, information requested in this section is for the CAS, unless otherwise noted. The purpose of this section is to identify the curricular and co-curricular programs that enrich the liberal arts experience for students, and to provide a glimpse of the ways those launch students into post-graduate opportunities.

All information provided should be from the most recent academic year available. When information based on the CDS is requested, whether as tables or statements, please reconstruct the table format anew rather than cut and paste an image of the information. All tables should have a title.

**A. Honors Program Information (as applicable)**

1. As applicable, describe the honors program, including its relationship to the CAS, faculty participation and oversight, curriculum, advising, and administrative structure.
2. State the requirements for admission to and completion of the honors program. Describe the selection process (e.g., role of Admissions office, role of faculty, entry as a sophomore).
3. Using the table provided indicate the following for the last five years. Replace the example row of data.

**Participation in and Completion of the Honors Program**

Incoming cohort year	# of students in cohort eligible for participation in Honors Program	% and (number) of cohort participating in Honors Program	% and (number) Completing Honors Program at graduation (of those participating)	Of those that completed the Honors Program, % and (number) that graduated in CAS
2020-21	e.g., 982	15% (N=145)	88% (N=127)	79% (N=100)
2019-20				
2018-19				
2017-18				
2017-16				
Average				

**B. Student Academic Honors**

1. Describe the recognition given to student scholarly achievement.
2. List and briefly describe all academic honorary societies.

**C. Campus Opportunities per CDS**

Provide information regarding campus opportunities conforming to CDS F-2.

**D. Cultural or Co-Curricular Activities**

Describe any additional cultural or co-curricular activities.

**E. Participation in Off-campus Study and Study Abroad**

1. Using the table provided, indicate the percentage and number of students in each of the last five graduating classes who participated in credit-bearing domestic off-campus programs and in credit-bearing study abroad programs. Indicate the percentage from the CAS.

**Off-Campus and Study Abroad Summary**

Incoming cohort year	% and (number) of cohort participating in off-campus study	% and (number) participating in study abroad	Of those that participated in either off-campus study or study abroad, the % in CAS
2020-21			
2019-20			
2018-19			
2017-18			
2016-17			
Average			

2. Explain faculty participation in study abroad and off-campus study opportunities.
3. Describe pre- and post-program courses/programs offered to/required of the participating students.

**F. Graduate and Professional School Placements**

1. Describe any offices/programs that support post-graduate opportunities.
2. Provide information regarding graduate and professional school placement of CAS graduates. As appropriate, provide a link to any online data graphics or summaries.

3. For the CAS, list the five academic programs/majors which have the strongest record of placement of students in post-graduate programs.

**G. Recipients of Nationally Recognized Scholarships**

Provide in list form, information regarding nationally recognized scholarship and fellowship recipients (e.g., Rhodes, Marshall, Fulbright, Gates, Watson) for each of the past five academic years. Indicate whether the student was enrolled in CAS.

**Section VI. Infrastructure Resources that Support the Academic Mission**

Information requested in this section is for the undergraduate component of the institution; where possible, provide specific information for the CAS. The purpose of this section is to provide descriptions of those operations (e.g., library, instructional technology, laboratories and studios) that support the academic mission.

**A. Library**

1. In no more than one paragraph, describe how the library’s collections and services support the institutional mission.
2. Provide a statement of the role of library resources as they relate to undergraduate education in the arts and sciences. As appropriate, describe:
  - 1) general collaborative relationships among librarians, information technologists, faculty and other campus offices/units; 2) information literacy requirements; 3) digital scholarship initiatives; 4) open educational resource initiatives; 5) initiatives that support the academic program with a focus on equity and inclusion (e.g., loaning equipment, making software available) and 6) other.
3. For the undergraduate library(ies) that serves the CAS, please provide the metrics that demonstrate that are meeting their mission.
4. Provide an executive summary of the strategic plan for the library.
5. Provide a table showing the annual library budget for the past five academic years for the following categories. As possible, indicate the budgets for the libraries whose primary purpose is to support the CAS.

**Description of Library Budget**

Academic year	Total library budget	Acquisitions	Operations	Staff
2020-21				
2019-20				
2018-19				
2017-18				
2016-17				
Average				

6. For each library or information center serving the undergraduate population, identify in the table:

**Details of Library Facilities and Operations**

Library	Hours of operation	Square footage	Annual visits	FTE	Student study space	Volumes in stacks	Specialized functions (e.g. maker space)
Primary undergraduate library							
Science							
Etc.							

7. Provide a policy statement on access agreements with other institutions, including funding mechanisms to support and/or promote access, and any shared storage arrangements.
8. Adapt the example table below for each outside institution (or group of institutions) with whom the institutions shares collections. Enter the number of items (physical or electronic) that are a) borrowed annually through interlibrary loan and b) loaned annually through interlibrary loan. Replace the entries that are provided as examples.

**Shared Collections**

Outside institution	Borrowed from outside	Loaned to outside	Parity (loaned/borrowed)
Small liberal arts college	20	100	5.0
State flagship university	500	100	0.2

9. Provide an organizational chart that outlines administrative structure and campus service roles for the libraries and their personnel. Where applicable, identify any meaningful overlap or interaction with other units (IT, department /college coordinators, etc.).

10. In the table below, identify the number of personnel in each type of staffing position (explain “other” for roles not already given):

**Number of Personnel in Staffing Positions**

Role	# of personnel	Description
Instructional		
Archival		
Technology		
Research		
Other		

**B. Information Technology Services (ITS)**

Create tables as appropriate to display information.

1. In no more than one paragraph, describe how technology services directly support the undergraduate mission. Describe up to three specific initiatives that support the undergraduate programs in the CAS.
2. Describe the organization and function of the component of ITS that has direct instructional support on students and faculty, including both hardware and software. (e.g., lending computers, collaborations with a teaching center, etc.).
3. Provide a policy statement regarding internet access on campus. Describe off-campus access to campus networks. What practices are in place to provide reliable, secure, effective connectivity? Describe your internet bandwidth and network speed. How does the institution provide sufficient resources to upgrade bandwidth and speed on a regular basis?
4. Describe the institution’s approach to information technology security. Specifically discuss the roles of any staff devoted to security, how the institution is protected from cyber attacks, and back-up policies and procedures.
5. Provide descriptions of the technology user support services available to students and faculty (e.g., hours someone is available to answer technology questions; one-on-one or group training available; type of computer

equipment provided for full-time faculty or students). Indicate whether students pay a technology fee and, if so, the amount of the fee and what the fee covers.

6. Description of the primary spaces in which computers are available to students (how many computer labs; what are their general locations).
7. Describe the institutions approach to access of instructional hardware and software (e.g., lending center, printing fees, technology fees, etc.). Describe who has responsibility for training on software that support the undergraduate academic mission (e.g., SPS, LMS, ARC-GIS).
8. Please share what fraction of instructional spaces are 'smart' classrooms. Describe the long-term plan for maintenance, replacement and/or expansion of these facilities.

**C. Programmatic Centers**

**The purpose of this section is to describe those resources available to CAS students specifically that support teaching and learning. Different institutions have different suites of resources; be in touch with Ann McCulloch in the national office if you have questions. Create tables as appropriate to display information.**

Briefly describe the facilities and/or programs that support teaching and learning within the CAS (e.g., writing center; quantitative center, teaching and learning center, academic support services). Include information about staffing, budget, space, the range of programs, and metrics concerning usage. For spaces that have multiple uses (e.g., faculty scholarship as well as teaching or student research), include only those that contribute significantly to the undergraduate educational mission.

**D. Additional Spaces Central to the Teaching and Learning Mission of the CAS**  
**The purpose of this section is to provide general descriptions of the specialized spaces and resources that support the undergraduate program in general and student participation in high impact practices specifically. These typically include laboratories, studios, performance venues, and language laboratories.**

1. Provide information (in table format as appropriate) about the availability to and use by students (e.g., the number of student visits, the number of courses served), the square footage, etc.
2. Describe up to five distinctive or innovative facilities that enrich the undergraduate academic experience that are not represented above (e.g., robotics laboratory, observatory, center for community engagement, display spaces devoted to students' artistic work).
3. Describe the processes for maintenance of these facilities, including service contracts and instrument/equipment replacement. Have there been changes in the use, funding, or management of these spaces in the last 5 years?

## Section VII. Financial Information

The purpose of this section is to provide information about the institution’s overall financial profile, its revenue and expense priorities, and its approach to budgeting processes as they reflect transparency, governance practices, and alignment with your institutional mission and commitment to the liberal arts and sciences. Unless otherwise noted herein, all of the information requested in Section VII applies to the entire institution.

### A. Endowment Market value, Spending policy, Endowment Support for the Institution

1. Please complete the following table, showing the year-end value of your institution’s endowment for each of the past ten years.<sup>1</sup> Please also comment briefly on the growth trend in your institution’s endowment value over the past decade, providing a short explanation for any notable changes in endowment value.

#### Endowment

Year	Value of endowment assets at the end of the fiscal year (in \$)
Current Year (projected)	
Previous Year (Year -1)	
Year -2	
Year -3	
Year -4	
Year -5	
Year -6	
Year -7	
Year -8	
Year -9	

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<sup>1</sup> These values for past years are available online from the Integrated Postsecondary Education Data System, at <https://nces.ed.gov/ipeds/use-the-data>. The data are submitted as part of the Common Data Set, gathered annually from all postsecondary institutions by the National Center for Educational Statistics. Data requested here represent the “value of endowment assets at the end of the fiscal year.”

2. Please provide a very brief statement of your institution’s current policy regarding spending from the endowment to support annual operations and/or extraordinary expenses (e.g., How is the endowment spending rate calculated? Are there limits on the percent of endowment value that can be spent? Can endowment be used to cover extraordinary expenses and, if so, under what circumstances?)
3. Please describe any significant changes to your institutions’ endowment spending policy and/or its investment strategy during the period of the last five years. Please describe any current or anticipated changes.
4. Please provide the following financial information for the current year, and for each of the four years previous.

**Related Financial Information**

	Year -4	Year -3	Year -2	Year -1	Current Year
1. Total endowment assets (in \$) <sup>2</sup>					
2. Total spent from the endowment to support operations (in \$) <sup>3</sup>					
3. Spending rate (%) - (total spent/total endowment assets; line 2/line 1)					
4. Total operating expenses (in \$)					
5. Percent of operating budget supported by endowment spending (%) (total spent/total operating; line 2/line 4)					
6. Total spent from the endowment to pay for extraordinary expenses (in \$) <sup>4</sup>					

5. If the money spent from the endowment exceeded (or is budgeted to exceed) the institutional spending rate policy limit in any year, please explain the circumstances pertaining to this situation.

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<sup>2</sup>Same values as in question 1 above, asking for the “value of endowment assets that the end of the fiscal year.”

<sup>3</sup> Please indicate years where spending values reflected audited values, “actual” (but not yet audited) values, and “budgeted” amounts.

<sup>4</sup> If significant amounts of endowment assets have been used to cover extraordinary expenses, please provide a comment section describing the rationale for these endowment draws and the purposes for which they were used.

**B. Sources of Revenue for the Institution, Including Gifts**

1. Please provide the following financial information for the current year, and for each of the four years previous. The information in this table indicates the revenue available to your institution from various sources, as defined in the Common Data Set (CDS) and is available on the Integrated Postsecondary Education Data System (IPEDS) as “Financial indicators, percent distribution of core revenues, by source.”

**Revenue Available to Your Institution**

	Year -4	Year -3	Year -2	Year -1	Current Year
1. Core revenues, total dollars (in \$)					
2. Tuition and fees as a percent of core revenues					
3. State appropriations as a percent of core revenues (if relevant to your institution)					
4. Local appropriations as a percent of core revenues (if relevant to your institution)					
5. Government grants and contracts as a percent of core revenues					
6. Private gifts, grants, and contracts as a percent of core revenues					
7. Investment returns as a percent of core revenue					
8. Other revenues as a percent of core revenue					

*Note: The total of lines 2 through 8 should be 100%. For items entered under other revenues, please explain.*

2. Provide a brief comment about extraordinary revenues or unusual trends reflected in the table above, if any. Additionally, please comment on expected shifts in your core revenue streams over the next five years and how you expect to address these.
3. Is your institution supported financially by one or more faith-based organizations? If so, please identify the organization/s and note the total amount and general purpose of these financial contributions for the current year, and for each of the four years previous.

4. Is your institution currently engaged in, or planning, a major fund-raising campaign? If so, please provide a very brief summary (1-2 paragraphs) of the scope and goals of the campaign and note the progress made to date. Include campaign brochures or links to any fund-raising campaign websites as appropriate.
5. Please describe briefly how monetary support for the liberal arts and sciences is included in your current or anticipated fund-raising plans (e.g., goals for scholarships, goals for endowed chairs, goals for building projects).
6. Do you have a gift acceptance policy? If so, please provide it. If not, describe the decision-making process for accepting or rejecting large gifts. Has your institution declined any large gifts in the previous 5 years? If so, please indicate the reason(s) for declining the gift(s). In the last five years, has any gift been accepted that is not in accordance with this policy? If yes, explain.
7. In the table provided, for the current year, and for each of the four years previous, please list up to five of the largest gifts received by your institution, identify the donor(s), and note the specific purpose for which the gift is restricted.

**Large Gifts Received by Your Institution**

Current year	Gift amount (in \$)	Source of gift <sup>5</sup>	Purpose of gift <sup>6</sup>
Gift 1			
Gift 2			
Gift 3			
Gift 4			
Gift 5			

Year -1	Gift amount (in \$)	Source of gift	Purpose of gift
Gift 1			
Gift 2			
Gift 3			
Gift 4			
Gift 5			

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<sup>5</sup> If the Gift Source is anonymous, please indicate if it is from an individual or from a private or public company.

<sup>6</sup> If the gift is unrestricted or to the endowment, please indicate this.

Year -2	Gift amount (in \$)	Source of gift	Purpose of gift
Gift 1			
Gift 2			
Gift 3			
Gift 4			
Gift 5			

Year -3	Gift amount (in \$)	Source of gift	Purpose of gift
Gift 1			
Gift 2			
Gift 3			
Gift 4			
Gift 5			

Year -4	Gift amount (in \$)	Source of gift	Purpose of gift
Gift 1			
Gift 2			
Gift 3			
Gift 4			
Gift 5			

**C. Undergraduate Tuition and Fee Revenue, Undergraduate Tuition Discount Rate**

**Please note: The data requested in Section C pertains to only undergraduate students.**

1. Please provide the following financial information for the current year, and for each of the four years previous. (Please note if data include students other than undergraduates.)

**Revenue from Undergraduate Tuition and Fees**

	Year -4	Year -3	Year -2	Year -1	Current year
1. Published in-state tuition and fees (undergraduate) <sup>7</sup>					
2. Published out-of-state tuition and fees (undergraduate) <sup>8</sup>					

<sup>7</sup> If tuition and fees vary by academic program, indicate the typical tuition and fees paid by the majority of students electing a liberal arts and sciences major.

<sup>8</sup> If tuition and fees vary by academic program, indicate the typical tuition and fees paid by the majority of students electing a liberal arts and sciences major.

3. Percent of full-time first-time undergraduates awarded any financial aid <sup>9</sup>					
4. Average amount of federal, state, local or institutional grant aid awarded to full-time first-time undergraduates <sup>10</sup>					
5. Average amount of <u>institutional grant aid</u> awarded to full-time first-time undergraduates <sup>11</sup>					
6. Total revenue from undergraduate tuition and fees (in \$)					
7. Total <u>institutional</u> financial aid (grant aid) awarded to undergraduates (in \$)					
8. Institutional grant aid discount for undergraduates (Total institutional grant aid/Total tuition and fees revenue; Line 7/ Line 6)					

2. Typically, institutions calculate a “discount rate” that reflects the difference between *total* tuition and fee revenue (or sometimes comprehensive fee revenue including room and board) and *net* tuition and fee (or comprehensive fee) revenue (after accounting for financial aid from all sources). (In some cases, this discount rate is published as a “net price” paid by the typical student, after financial aid awards are factored in.) Please (1) describe how this discount rate is calculated at your institution, and (2) provide that discount rate value for the current year, and for each of the four years previous. Please explain any trends.

**Discount Rate**

	Year -4	Year -3	Year -2	Year -1	Current year
Discount rate for undergraduates, institutional calculation					

3. Please provide enrollment data available in the CDS and in IPEDS under the “Frequently used, Derived variables” tab) and explain any significant trends.

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<sup>9</sup> Available in the Common Data Set (CDS)/IPEDS  
<sup>10</sup> Available in the Common Data Set (CDS)/IPEDS  
<sup>11</sup> Available in the Common Data Set (CDS)/IPEDS

Fall term enrollment, full- and part-time, undergraduates and graduates	Year -4	Year -3	Year -2	Year -1	Current Year
1. Undergraduate enrollment					
2. Full-time undergraduate enrollment					
3. Part-time undergraduate enrollment					
4. Graduate enrollment					
5. Full-time graduate enrollment					
6. Part-time undergraduate enrollment					

**D. Institutional Expenses**

1. Please provide the following breakdown of institutional expenses, by category, for the current year and each of the four previous years. The information in this table is included in the Common Data Set, and available on IPEDS as “Financial indicators, percent distribution of core expenses, by function.”

**Institutional Expenses**

	Year -4	Year -3	Year -2	Year -1	Current year
1. Core expenses (total dollars in \$)					
2. Instruction expenses as % of total core expenses					
3. Research expenses as % of total core expenses					
4. Public service expenses as % of total core expenses					
5. Academic support expenses as % of total core expenses					
6. Student service expenses as % of total core expenses					
7. Institutional support expenses as % of total core expenses					
8. Other core expenses as % of total core expenses					

*Note: Percentages in lines 2-8 should total 100%.*

2. Please describe if intercollegiate athletic expenses accounted for as auxiliary enterprises or treated as student services at your institution.<sup>12</sup> (Note: Your institution’s response to this question is available in the IPEDS data set.) If your

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<sup>12</sup> According to NACUBO definitions, intercollegiate athletics may be treated as auxiliary enterprises (if operated as an essentially self-supporting operation) or as student services (if the program is not operated as an essentially self-supporting operation). Expenses for these athletics programs may be allocated to either of these categories.

institution's classification of athletic expenses has changed in the previous five years, please note the year and the reason for the reclassification.

3. Please provide the following breakdown of salaries and wages, according to the categories used in the Common Data Set, as follows. Please provide comment for any extraordinary expenditures or notable trends in any of the salaries and wages data represented in the table.

**Salaries and Wages (all responses in \$)**

	Year -4	Year -3	Year -2	Year -1	Current year
1. Total expenses, salaries and wages					
2. Instruction, salaries and wages					
3. Research, salaries and wages					
4. Public service, salaries and wages					
5. Academic support, salaries and wages					
6. Student services, salaries and wages					
7. Institutional support, salaries and wages					
8. Auxiliary enterprises, salaries and wages					
9. Hospital services, salaries and wages					
10. Independent operations, salaries and wages					
11. Other expenses, salaries and wages					

*Note: Values in lines 2-11 should total the value in line 1.*

4. For the current year, and the four years previous, provide data reflecting salary and wage expenses as a percentage of total expenses at your institution. Please provide comment if there are any notable trends or extraordinary circumstances reflected in the table below.

**Salary and Wage Expenses**

	Year -4	Year -3	Year -2	Year -1	Current year
1. Core expenses (total dollars) (in \$) (Line 1 in table D1 above)					
2. Total expenses, salaries, and wages (in \$) (Line 1 in table D3 above)					
3. Total salaries and wages as a percent of Total core expenses (in %) (Line2/ Line1)					

**E. Revenue-to-Expenditures (Net revenue/loss)**

1. Please provide your institution’s total revenues and total expenses for the current year and each of the previous for years. These values should correspond to those presented in your institutional audit.

**Total Revenues and Total Expenses**

	Year -4	Year -3	Year -2	Year -1	Current year
Total institutional revenue (in \$)					
Total institutional expense (in \$)					
Total net revenue (or net loss; in \$)					

2. Provide a short statement describing how your institution has covered annual budget deficits (if any) and how it has allocated any positive net revenue (e.g., to deferred maintenance, new program investments). Please very briefly describe the process by which these decisions are made, and note the role that faculty may play, if any, in these net revenue/net loss allocation decisions.

**F. Debt**

1. Please provide the dollar amount of long-term institutional debt (debt related to property, plant, and equipment) for each of the most recent ten years.

**Long-Term Institutional Debt**

Year	Long-term institutional debt (Debt related to property, plant, and equipment) (in \$) <sup>13</sup>
Current year (projected)	
Previous year (Year -1)	
Year -2	
Year -3	
Year -4	
Year -5	
Year -6	
Year -7	
Year -8	
Year -9	

<sup>13</sup> These values are available in the CDS and in IPEDS.

2. If your institution has a formal policy governing institutional debt, please share that policy. If not, please briefly describe your institution’s current practice with respect to institutional debt as a financial strategy (e.g., how much debt is accepted as good practice; what debt ratios are deemed important to consider when considering debt; for what purposes may debt be used).
3. Please provide the following data for the current year, and the four years previous, explaining any significant change in ratios.

**Information Relating to Debt, Debt-to-Expense Ratios, Value of Endowment**

	Year -4	Year -3	Year -2	Year -1	Current Year
1. Annual expense for debt repayment: (amount budgeted for debt repayment in the current year) (in \$)					
2. Total institutional expenses (in \$)					
3. Debt-to-expense ratio (Debt repayment expense as a percent of total expenses) (Line1/Line 2)					
4. Long-term debt (Debt related to property, plant, and equipment) – total amount) (in \$) <sup>14</sup>					
5. Value of endowment assets at the end of the year <sup>15</sup>					
6. Debt-to-endowment ratio (Line 4/Line 5)					

4. Please briefly describe the governance process by which your institution agrees to take on, and repay, debt (e.g., a recommendation from the administration, a vote by the majority of trustees), commenting especially on any role that shared governance and/or faculty may play.
5. If your institution has a bond rating, please provide the rating and the rating source (e.g., Moody’s). Please note if there has been change in your institution’s bond

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<sup>14</sup> Bonds, notes, capital leases, and other forms of debt repayable over a period greater than one year; same data as in Table E1.

<sup>15</sup> Same as in Table A1.

rating during the previous five years. You may wish to provide your bond rating report as an appendix in support of your application.

6. If your institution is affiliated with or supported by a foundation(s), please explain the relationship.

**G. Instructional Expenditures in Arts and Sciences**

Please refer back to your definition of the CAS in Section I. Provide evidence describing how your institution financially supports programs, faculty, and students in these liberal arts and sciences programs (real or virtual) at your institution. You may provide various types of information as evidence, such as the following:

- For the current year, and each of the four years preceding, indicate the total instructional expenditures in liberal arts and sciences at your institution (or in a “virtual” college of arts and sciences, as you would define such a program of instruction).
- Identify and list notable capital outlays dedicated to liberal arts and sciences programs over the past five years (e.g., new classroom or research spaces, new equipment outlays, start-up funding for new liberal arts programs or majors).
- For the current year, and each of the four years preceding, indicate resources devoted to liberal arts and sciences faculty (e.g., salaries, new positions, start-up or research support, teaching support, program support, and so forth).
- Beyond the availability of institution-wide financial aid, suggest how students majoring in the liberal arts and sciences are supported at your institution (e.g., paid summer research stipends, travel to conferences).

## **VIII. Campus Facilities**

Note: In as much as possible, complete the items in this section for the CAS. Where it is not possible to separate the CAS from other institutional facilities, estimate the impact the resource has on the educational mission of the CAS. Information provided in this section is used to represent the capital investment the institution is making to support the CAS.

### **A. Construction and Renovation of Facilities**

1. Provide a table indicating the capital budget expenditures for the last 5 years, broken down into new building, renovation, and major equipment.
2. Identify the most recent 5-10 capital projects (e.g., new construction, renovation) Indicate their function and relationship to the CAS give cost and year.
3. State the budget and policies for avoiding and addressing deferred maintenance.

## **Section IX. Athletics**

Note: If you are not an NCAA institution please be in touch with Ann McCulloch in the national office.

### **A. Athletic Memberships, Affiliations, and Governance of Intercollegiate Athletics**

1. Please provide a statement of athletic membership and affiliations.
2. Please provide information regarding the governance and organization of intercollegiate athletics program, including lines of responsibility from athletics administrators to the President/Chancellor and governing body.
3. Please provide information regarding the institution's governing board and role in intercollegiate athletics.
4. Please provide a job description (or similar document) for the Faculty Athletics Representative (FAR) and Senior Woman Administrator (SWA) and, as appropriate, the institution's NCAA Athletics Health Care Administrator (HCA).
5. Please provide Information regarding significant NCAA infractions (for Division I institutions, level one or two violations; for Division II and III institutions, major violations) including the response of the institution during the past 10 years.
6. Please indicate how many minor violations have you been cited for in the last 10 years.

### **B. Academics**

1. Please provide the most recent five years of available NCAA and federal academic and graduation reports, as appropriate to your circumstance:
  - a. Division I: Academic Progress Rate (APR) reports; Federal Graduation Rate (FGR) reports; and Graduation Success Rate (GSR) reports.
  - b. Division II: Academic Success rate (ASR) reports; Federal Graduation Rate (FGR) reports.
  - c. Division III: Academic Success Rate (ASR) reports; Federal Graduation Rate (FGR) reports.
2. Please provide a brief description of any programs designed to provide academic support for student-athletes.

**C. Gender Equity**

1. Please provide links to Equity in Athletics Disclosure Act (EADA) reports for the last five years.
2. Please provide information regarding any Office of Civil Rights (OCR) investigations of the institution related to athletics or Title IX matters related to athletics.
3. If you have a gender equity problem, please indicate if you have plan to address it.
4. Please provide information regarding varsity sports participation conforming to NCAA Gender Equity Survey, Table 1, indicating in each of the past five academic years the number of sports offered by gender, and the total number of participants in all sports by gender.

**D. Athletics Finances**

Please provide NCAA Revenue and Expenses Reports for the past five years.

**E. Health and Safety of Student Athletes**

1. Please provide information regarding any investigations of claims of abuse within athletics.
2. Please provide the established administrative structure that provides independent care and affirms the unchallengeable autonomous authority of primary athletics health care providers (team physicians and athletics trainers) to determine medical management and return-to-play decisions related to student-athletes.

## **Section X. Institutional Support and Chapter Effectiveness**

### **A. Existing Phi Beta Kappa Faculty Group**

Please provide a description of any existing formal or informal group of Phi Beta Kappa faculty. Description of interactions, if any, with a Phi Beta Kappa Association in the region.

### **B. Number of Phi Beta Kappa Faculty and Academic Staff**

**Since charters are granted to the Phi Beta Kappa members on the CAS faculty, rather than to the institution, it is important that there be an adequate and stable nucleus for organizing a new chapter and efficiently conducting its activities. For that reason, the Phi Beta Kappa group must be at least 10 percent of the full-time arts and sciences teaching faculty, and in no instance fewer than 10 full-time continuing faculty members.**

1. Please provide the number of Phi Beta Kappa members on the full-time faculty (excluding emeriti) or academic staff (e.g., academic administrators, professional librarians).
2. Please provide a list of Phi Beta Kappa members by full name, academic rank, department, tenure status, name at election to Phi Beta Kappa, year of election, and institution where elected.

### **C. Planned Management of Prospective Phi Beta Kappa Chapter**

Indicate how Phi Beta Kappa faculty members plan to carry out the responsibilities of the Phi Beta Kappa chapter, including how they plan to manage those responsibilities over the first five academic years. Include a strategy for identifying and involving Phi Beta Kappa members newly added to the faculty and staff.

### **D. Process for Identifying Students for Phi Beta Kappa Membership**

Please provide a description of the prospective chapter's method of identifying candidates for induction as new members in course. Include how the prospective chapter plans to apply the Stipulations for Membership in relation to the requirements common for all graduates; (i.e., when the common graduation requirements do not match the Stipulations for Membership, how will candidates for Phi Beta Kappa be

identified?). Discuss the support expected from the Registrar's Office and Information Technology to assist the prospective chapter in selecting members in course, and current thought about the operation of the selection process.

**E. Detailed Prospective Support of Phi Beta Kappa Chapter by Institution**

Please provide a detailed statement of support for the continued operation and success of the prospective chapter by the institution, signed by the institution's president (e.g., clerical support, chapter website, publicity through institution social media, access to student records, induction event sponsorship, defraying of induction fees, recognition of faculty work on behalf of the chapter, funds for chapter activities, such as the Phi Beta Kappa Visiting Scholar program).

**Section XI. Additional Information Deemed Relevant**

If the Phi Beta Kappa Committee believes there is additional information not covered by the application that it wishes the Committee on Qualifications to consider, provide that information in this section (no more than 10 pages).

## APPENDIX I

### The Phi Beta Kappa Society



#### Chapter Selection Criteria

The Committee on Qualifications considers applications from the perspective of Phi Beta Kappa's objectives. Because the Society is, above all, interested in the development of liberally educated students, it seeks evidence that the educational programs and academic environment of an applicant institution effectively quicken the mind and spirit. Phi Beta Kappa requires that its member institutions give emphasis to curricula liberal in character and purpose and that courses distinguished by these qualities constitute the principal requirements for the bachelor's degree for those eligible for election to Phi Beta Kappa.

In examining the qualifications of colleges and universities seeking a chapter, the Committee on Qualifications will give close attention to the procedures by which an applicant institution addresses the following:

- Recruits and retains good students and prepares some for graduate study
- Makes appropriate academic demands on those enrolled in its classes, including opportunities for honors studies for those who are especially capable
- Develops and maintains a faculty whose preparation and scholarly activity give evidence that they are able to establish and assess those demands
- Maintains sufficient financial resources to support the institution's academic programs
- Takes due precautions to prevent issues of governance, athletics, religion or politics from subverting the integrity of the institution's dedication to liberal education.
- Addresses issues of diversity, equity, and inclusion in the curriculum as well as in personnel and the student body

The great differences among colleges and universities — size of faculty and student body, governmental organization, library holdings, careers of graduates — preclude the formulation by Phi Beta Kappa of uniform, abstract standards for institutional membership. The Committee on Qualifications attempts to assess each applicant college or university with regard to its distinctiveness.

Those seeking a chapter will be expected to produce both qualitative and quantitative evidence demonstrating that their institution has standards that encourage excellence, a system of governance that promotes academic freedom and vigor, a scholarly faculty, a promising student body, a library and other educational facilities serving and complementing the course offerings, mechanisms for ensuring the success of all students, and an adequate and dependable income sufficient to maintain academic excellence.

The Committee on Qualifications will also closely examine the curriculum for the baccalaureate degree to assess whether students are engaged in study that illuminates the human condition by exploring aspects of taste and feeling, of the reasoning process, of the physical and moral worlds, of individual and group responsibility, and of the meaning of life as a whole. The study of literature, languages, philosophy, religion, the fine arts, history, the social sciences, mathematics and the natural sciences is held to be central to the objectives of Phi Beta Kappa.

In 2011, Phi Beta Kappa adopted Stipulations Concerning Eligibility for Membership in Course, provided in the next appendix. Applicant faculty groups should keep these stipulations in mind when completing the application.

## APPENDIX II

### The Phi Beta Kappa Society



### Stipulations for Membership

#### Stipulation 1

Eligible students shall be candidates for a bachelor's degree. The student's record shall include coursework in the liberal arts and sciences equivalent to at least three-quarters of the credits ordinarily required for a bachelor's degree in these fields (e.g., not less than 90 semester hours of work if 120 hours are normally required for such a degree). The liberal arts and sciences encompass the traditional disciplines of the natural sciences, mathematics, social sciences, and humanities. Select courses in other programs of study may be included only if they unambiguously embody the liberal arts and sciences.

Because Phi Beta Kappa honors excellence in the liberal arts and sciences, applied or pre-professional coursework shall not be considered in determining eligibility. This stipulation excludes professionally focused courses and courses devoted to the acquisition of practical skills.

#### Stipulation 2

Weight shall be given to the breadth and depth of study in liberal arts and sciences, taking into account the number, variety, and level of courses taken outside the requirements of the major, and the proportion of the candidate's overall program those courses constitute.

Consideration shall also be given to the number of elective courses taken above the introductory, or general education, level.

**Stipulation 3**

Candidates shall have demonstrated, by successful work in high school or college, or in the two together, a knowledge of a second or non-native language at least minimally appropriate for a liberal education. In no case shall this mean less than the completion of the intermediate college level in a second, or non-native, language, or its equivalent.

**Stipulation 4**

The candidate's undergraduate record shall include at least one course in college-level mathematics, logic, or statistics, with content appropriate to a liberal arts and sciences curriculum. The course should introduce the student to mathematical ideas, abstract thinking, proofs, and the axiomatic method.

**Stipulation 5**

In keeping with the Founders' interest in fostering not only academic excellence but also friendship and morality, invitation to Phi Beta Kappa should be extended only to persons of good moral character.

*These stipulations concerning eligibility for membership in course were adopted by vote of the chapters and certified by the Executive Committee on behalf of the Phi Beta Kappa Senate on June 1, 2011.*