Agenda for Faculty Meeting, Monday, October 3, 1994
4:00 p.m. - Olmsted Room

I. Minutes of 8/8/94 meeting (attached)

II. Introduction of new faculty and administrators:
   Admissions (Terry Lahti) - Rebecca Joyce and Matt Smucker
   African Studies (Richard Cook) - Julian Kunnie
   Art (Billie Fischer) - Tom Kendall
   Athletics (Bob Kent/Lyn Maurer) - Tim Rogers and Kristen Smith
   Biology (Paul Sotherland) - Alan Strautman
   Center for International Programs (Mick Vande Berg) - Holly Smith
   Chemistry (Tom Smith) - Joyce Bock
   Chinese (Rose Bundy) - Sheng-Kuang Francis Lee
   Economics (Ahmed Hussen) - Mike Bernasek and Tim Moffit
   Math/Computer Science (Stan Rajnak) - Alyce Brady and Darin Stephenson
   Physics (Wayne Wright) - Ed Hartford
   Registration/Records (Susan Wong) - Christine Devine
   Sociology/Anthropology (Bob Stauffer) - Mary Lagerwey
   Theatre (Bernard Palchick) - Pat Daniels

III. Reports of Officers of the College
   President Bryan
   Provost Cook

IV. Executive Committee - Elections
   Parliamentarian
   Faculty Secretary
   Judicial Council (2 year term)
   GLCA Academic Council (2 year term)
   Executive Committee (member-at-large)
   Personnel Committee

V. Calendar/Curriculum

VI. Announcements

VII. Adjournment

ALL ARE INVITED TO MEET IN THE GROVE FOLLOWING THE FACULTY MEETING (WHATEVER THAT TIME MIGHT BE) FOR REFRESHMENTS AND SOCIALIZING
1. The meeting was called to order at 4:05 p.m. by President Bryan.

2. The minutes of the meeting of August 8 were approved as distributed.

3. New colleagues were introduced:
   - Rebecca Joyce  Admissions
   - Matt Smucker  Admissions
   - Julian Kunnie  African Studies
   - Tom Kendall    Art
   - Tim Rogers     Athletics
   - Kristin Smith  Athletics
   - Alan Strautman Biology
   - Holly Smith    Center for International Programs
   - Joyce Bock     Chemistry
   - Sheng-Kuang Francis Lee  Chinese
   - Miloslav Bernasek Economics
   - Tim Moffitt    Economics
   - Alyce Brady    Mathematics/Computer Science
   - Darin Stephenson Mathematics/Computer Science
   - Ed Hartford    Physics
   - Christine Devine Records Office
   - Mary Lagerway  Sociology/Anthropology
   - Pat Daniels    Theatre

4. Provost Richard Cook announced that Carolyn Newton had been awarded the 1994-95 Lucasse Lectureship for Excellence in Teaching.

5. For the Faculty Executive Committee, Margo Light conducted elections for various positions:
   - Joe Fugate was elected Parliamentarian
   - Paul Smithson was elected Faculty Secretary
   - Leslie Israel was elected to the Judicial Council
   - Jenny Case was elected Judicial Council alternate.
   - Don Flesche was elected to the Faculty Executive Committee as a one-year sabbatical replacement for the at-large position.

6. In the calendar proposal discussion, the following resolution was moved:

   The faculty resolves:
   1. To adopt a triquarter calendar, with summer primarily set aside for internships, research and creative work, other experiential learning opportunities, or work.

   2. To integrate within that calendar the key features of the "K" Plan: on-campus study, Professional Development Internship, study abroad, and the Senior Individualized Project.

   3. To develop in detail during the 1994-95 academic year our new calendar and curriculum using the Calendar Task Force recommendations as a starting point.
Extensive discussion followed.

The motion was made to modify section two of the resolution with the addition of the statement, "The College will continue to offer the 10-week spring term foreign study option." The motion was defeated.

The motion was made to require that all votes taken during the rest of the meeting be by written ballot. The motion was defeated.

The motion was made to limit debate on the resolution to no more than 50 minutes. The motion was passed.

Additional discussion of the merits and concerns about the resolution continued.

A proposal to table the vote on the proposal was defeated.

The vote on the proposal was taken by a written ballot. The proposal was approved by a vote of 69 to 25.

7. Joe Fugate related the news that Dr. Davidson Nicol died in Cambridge, England, on September 20. Dr. Nicol had been a good friend of the College for over thirty years and had been awarded an honorary degree.

8. Carolyn Hornev announced that the Graduate Records Examination applications were available in the Career Development Center. Because the February test has been eliminated, students will need to register for the December 10 session.

9. The community was reminded of the social gathering in the Grove immediately following the meeting.

10. The meeting was adjourned at 6:35 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
TO: Faculty colleagues  
FROM: Faculty Executive Committee  

September 29, 1994

At the meeting of the faculty on Monday, October 3, there will be an election to fill a position on the Personnel Committee because Dave Collins' term of service has ended. The term is five years.

The Faculty Executive Committee is mandated to bring nominees to the faculty meeting for Personnel elections. Nominations may also be made from the floor at the faculty meeting.

Nominated for the five-year term: David Strauss

Continuing members: Corrigan, Evans, Griffin, Maurer, T. Smith, Wood

Faculty By-law stipulations (1986)

There will be a Personnel Committee of the Faculty.

1. The function of the Personnel Committee is to make recommendations to the provost and the president regarding retention, tenure, and promotion. It will follow the procedures for review, recommending tenure and promotion as outlined in APPENDIX C.

2. The Personnel Committee will consist of tenured members of the faculty, five regular members plus two alternates. Regular members of the committee will serve a term of three years; alternates will replace regular members as needed. Members may serve no more than two consecutive terms. The Executive Committee will prepare a slate of nominees. Additional nominations may be made from the floor of the faculty at the time of election. Members and alternates will be elected by the faculty at-large with the stipulation that no more than two members may be from any one division. Regular members of the committee will elect annually from among their number a chair who will serve for that academic year.

3. A Subcommittee on Promotion shall consist of the full professors on the Personnel Committee augmented by other full professors to be appointed by the Executive Committee as necessary.
To: Faculty and Administrative Staff  
From: Richard Cook  
Re: Voting Privileges  

Following consultation of the Faculty Bylaws and with the Faculty Executive Committee, the attached list of voting-eligible faculty and staff has been produced for 1994-95. The Bylaws are entirely prescriptive on which categories have the right to vote, less so on definitions of those categories. This list seems the most consistent with the letter and spirit of the Bylaws; please direct any questions or corrections to this office.

The Faculty Executive Committee and I concur that for those who are just joining the faculty or for those who have a more tangential connection with the College, consideration of abstention from voting on the calendar resolution would be appreciated.

Thanks.

attachment
### Faculty Eligible to Vote on All Issues Before the Faculty
(Kalamazoo College Faculty Bylaws, Appendix A)

#### 1994-95 Academic Year

#### I. Regular Full-Time and Part-Time Teaching Faculty

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Carol Anderson</td>
<td>Elizabeth Jordan</td>
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<td>Evelyn Angerman</td>
<td>Robert Kent</td>
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<td>Marigene Arnold</td>
<td>Laura Kuhlman</td>
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<td>Thomas Askew</td>
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<td>Joseph Baird</td>
<td>Sandra Laursen</td>
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<td>David Barclay</td>
<td>Margo Light</td>
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<td>Robin Bisha</td>
<td>Deborah Luyster</td>
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<td>Joyce Bock</td>
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<td>Rose Bundy</td>
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<td>Ellen Caldwell</td>
<td>Bruce Mills</td>
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<td>William Calhoun</td>
<td>Carolyn Newton</td>
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<td>Margarita Campos</td>
<td>George Nielsen</td>
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<td>Richard Carpenter</td>
<td>C. Walter Ogston</td>
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<td>Jennifer Case</td>
<td>Paul Olexia</td>
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<td>Madeline Chu</td>
<td>Bernard Palchick</td>
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<td>Henry Cohen</td>
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<td>David Collins</td>
<td>Benson Prigg</td>
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<td>Lyn Raible</td>
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<td>Timon Corwin</td>
<td>Katheryn Rajnak</td>
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<td>Rhoda Craig</td>
<td>Stanley Rajnak</td>
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<td>C. Kim Cummings</td>
<td>Kenneth Reinert</td>
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<td>Kiran Cunningham</td>
<td>Thomas Rice</td>
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<td>David Curl</td>
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<td>Theresa Davis</td>
<td>Arnold Sabatelli</td>
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<td>Ralph Deal</td>
<td>Waldemar Schmeichel</td>
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<td>Gary Dorrien</td>
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<td>Amy Elman</td>
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<td>David Evans</td>
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<td>Eleonore Evers</td>
<td>Gina Soter</td>
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<td>Donald Flesche</td>
<td>David Strauss</td>
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<td>Hardy Fuchs</td>
<td>Karen Struening</td>
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<td>Joe Fugate</td>
<td>Lonnie Supnick</td>
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<td>Peter Gathje</td>
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<td>Marina Gorton</td>
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<td>P. Douglas Williams</td>
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<td>Jeanne Hess</td>
<td>Marcia Wood</td>
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<td>Ahmed Hussen</td>
<td>Wayne Wright</td>
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<td>Leslie Israel</td>
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<td>Laurence Jaquith</td>
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II. **ADMINISTRATIVE/LIBRARY FACULTY**
   - Susan Allen
   - Ann Haight
   - Lisa Palchick
   - Carol Smith
   - Paul Smithson

III. **TEMPORARY TEACHING FACULTY** (e.g. sabbatical leave replacements)
   - Miloslav Bernasek
   - Thomas Ford
   - Mary Lagerwey
   - Francis Lee
   - Timothy Moffit
   - Paul Schrier
   - Mark Sloan
   - Darin Stephenson
   - Alan Strautman
   - Linda Zimmerman

IV. **ADJUNCT PROFESSORS AND LECTURERS**
   - L. Michael Barrett
   - Mary Beth Birch
   - Jill Christian
   - Peter Hopkins
   - Paula Romanaux
   - Karl Schrock
   - Diane Seuss-Brakeman
   - James Turner
   - Judith Whaley

V. **ADMINISTRATORS**
   A. **With professorial rank and faculty status**
      - Jacob Baas
      - Thomas Breznau
      - Lawrence Bryan
      - Joseph Brockington
      - Richard Cook
      - Julian Kunnie
      - Marilyn LaPlante
      - Sally Olexia
      - Patricia Ponto
      - Janet Price
      - Michael Vande Berg
   
   B. **Without professorial rank, but with faculty status**
      - Jeanne Baraka-Love
      - Dana Hendrix
      - Carolyn Hornev
      - Teresa Lahti
      - Thomas Ponto
      - Joellen Silberman
      - Susan Wong
Agenda for Faculty Meeting, Monday, October 31, 1994
4:00 p.m. - Olmsted Room

I. Minutes of 10/3/94 meeting (attached)

II. Reports of Officers of the College
   A. President Bryan
   B. Provost Cook

III. Approval of emeritus status

IV. Reports of Standing Committees of the College - Margo Light
   A. Executive Committee - Margo Light
      • Bylaw change
   B. Academic Standards - George Nielsen (5 minutes)
   C. Enrollment Report (Admissions and Financial Aid Committee) - Billie Fischer/Marilyn LaPlante (10 minutes)
   D. Campus Life - John Fink (3 minutes)
   E. Educational Policies - Bernard Palchick (10 minutes)
      • New courses

V. Calendar/Curricular Committee (C³) - Ellen Caldwell

VI. Announcements
   • Karen Santamaria (United Way)

VII. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING  
October 31, 1994

1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the meeting of October 3 were approved. One correction was reported outside the meeting: In item 5, one election was omitted: David Strauss was elected to the Personnel Committee.

3. President Bryan reported that the Trustees had endorsed the Faculty's resolution on the calendar by a vote of 24 to 1. The Trustees' next meeting will focus on the vision statement, the next capital campaign, and the budget.

In fund raising, after one-third of the fiscal year, we are 39% ahead of where we were last year, and the number of participants has increased from 286 to 704. Students are staffing a phonathon through November 17.

Several funding requests are outstanding for the renovation of Olds/Upton and Dewing Halls.

In estate planning, several major gifts have been pledged, including one for the study abroad program and an endowment for the library in the area of medieval studies.

The Cultural Diversity document is undergoing revision.

4. Provost Cook announced that Carol Anderson has completed her doctoral work at the University of Chicago Divinity School.

The following faculty members have completed their transitional sabbaticals and were awarded Emeritus Faculty status:
- George Acker, Professor of Physical Education, Emeritus
- Herb Bogart, Professor of English, Emeritus
- Berne Jacobs, Professor of Psychology, Emeritus
- T. Jefferson Smith, Professor of Mathematics, Emeritus
- John Mark Thompson, Professor of Religion, Emeritus

He reported that he had been a member of a team which paid a review visit to the GLCA European Academic Term. Nora Evers is the program director this year.

He also reported that he and Associate Provosts Lonnie Supnick and Marigene Arnold will be working with department chairs on staffing questions for the coming year.

5. For the Faculty Executive Committee, Margo Light presented for a first reading the following proposed by-law change.

The existing section reads:

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Nurse, a representative of the Admissions Office, and two students (one male and one female).
The proposed revision:

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Trainer, a representative of the Admissions Office, and two students (one male and one female).

The Faculty Executive Committee has had meetings with the Planning and Budget Committee and will be meeting with the President and Provost during the quarter.

A suggestion for a master calendar for campus meetings and events is being investigated by the Provost's Office.

6. For the Academic Standards Committee, George Nielsen reported that changes to grades after the end of the term are causing problems for many individuals and offices on campus. In one recent case, a student's grades caused her to be placed on academic probation and she was thus ineligible for the study abroad program. A change in grades based on additional work completed after the end of the term caused the reversal of the ineligibility status.

The Faculty Handbook makes provision for changes in grades only if an error has been made in the calculation of the grade. While there is a grievance procedure established for students, that information is not included in the student handbook. The Committee will issue a memo inviting faculty input on the questions and issues involved.

7. For the Campus Life Committee, John Fink reported that the Committee is sponsoring a series of calendar conversations to present accurate information, to address doubts, to promote thoughtful consideration of the issues involved, to provide students a voice, and to direct concerns to the appropriate standing committees.

The first Calendar Conversation, scheduled for Thursday, November 3, will focus on the impact of the calendar changes on athletes.

8. For the Educational Policies Committee, Bernard Palchick reported that the Committee is monitoring minors and is assisting with necessary adjustments. The Committee is working closely with the Calendar Coordinating Committee to investigate the general education program in light of the calendar revisions.

9. For the EPC New Course Subcommittee, Leslie Israel moved the approval of Philosophy 415, Introduction to Philosophy: Theories of Knowledge. The course, to be offered in both the winter and spring terms, will have an enrollment cap of 25. The course was approved.

10. For the Planning and Budget Committee, Lisa Palchick announced open meetings of the faculty on Thursday, November 22, and Friday, December 2, to discuss the 1995-6 budget.
11. For the Calendar/Curriculum Committee, Bob Stauffer commented that there is a great amount of work to be done during the coming year. The Committee will be working with committees and departments as a coordinating agency. Policy recommendations will need to come from the standing committees themselves. An email account ("c3") has been established for individuals to submit questions, comments, and concerns to the Committee. A questionnaire on the concept of the first-year pre-term is being distributed. This is the first of a series of short, narrowly-focused surveys planned for the year.

It is thought that the class graduating in the year 2000 will be the first to enter under the new calendar. The current students need to be reassured quickly that they will not be disadvantaged during the transition.

The process of the planning and transition will be as important as the end result. Careful attention needs to be paid to insure varying points of view are represented.

12. For the Admissions and Financial Aid Committee, Billie Fischer reported that the Committee is reviewing the College's publications to identify places where revisions will be needed to reflect the changes in the calendar. The Committee also is working with alumni who are contacting prospective students on behalf of the College.

13. Marilyn LaPlante reported that the attrition rate for 1993-94 was the lowest in the past six years. A total of 107 students, or 8.8% of the beginning fall enrollment, left the College. Retention improved between the freshman and sophomore years and also through to graduation. Sixty-nine percent of the students who entered in 1990 graduated in four years, up from 62% the previous year. Looking ahead, the biggest retention issue for the year may well be to address the student feeling of being included in the calendar change process.

14. For the United Way, Susan Allen reported that the annual campaign was in progress and invited everyone to attend the coffee Wednesday morning, November 2.

Pat Strawn gave a personal testimony on how the United Way can make a positive difference in one family's life.

15. David Barclay reported that of the 119 area studies programs funded by Title 6 for 1994/97, only nine are designated Western European Studies centers. Kalamazoo College's center is the only one at a liberal arts college.

16. The meeting was adjourned at 5:35 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMO

TO: Faculty
FROM: Executive Committee
RE: By-law changes

*****************************************************************

The Executive Committee has reviewed a proposal for a change in
the by-laws which describe the Committee on Athletics. The
Executive Committee has approved the change and brings it to you
for a first reading at today’s (October 31) meeting and a vote at
the meeting in 10th week of this quarter.

The Committee on Athletics shall be composed of three faculty
members, the Chair of the Division of Physical Education, the
College Nurse, a representative of the Admissions Office, and two
students (one male and one female).

The proposed change for the membership of the Athletics Committee
is due to the fact that the College Trainer has replaced the
College Nurse as the contact person with athletes.

The Committee on Athletics shall be composed of three faculty
members, the Chair of the Division of Physical Education, the
College Trainer, a representative of the Admissions Office, and
two students (one male and one female).
To: Faculty  

From: EPC  

RE: New Course  

Number: Philosophy 415  

Title: Introduction to Philosophy: Theories of Knowledge  

Instructor: Jennifer Case  

Quarter: to be offered twice yearly—winter and spring  

Description: An investigation of the nature and scope of knowledge and the justification of claims to knowledge. This investigation will entail an exploration of such subjects as rationality, skepticism, the concept of truth, meaning, and the nature of reality. Readings will include selections from such authors as Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Kant, Russell, Ayer, James, Quine, and Goodman. The central aims of the course are (1) to introduce students to philosophical problems, concepts, methods, and doctrines; and (2) to prepare students to think, speak, and write clearly, critically, and constructively about both theoretical and practical problems.
To the Faculty:

The responsibility of The Calendar/Curriculum Committee this 1994-95 year is to coordinate the redesigning of the curricular and co-curricular features of the "K" Plan in order to accommodate the new tri-quarter calendar. We are committed to making these discussions as open as possible, which means providing opportunities for involvement by all members of the College community, on campus and off, and for making sure that the final recommendations, as much as possible, reflect the consensus of the majority of the community.

Communications Networks

Student Involvement: We are already working with the Campus Life Committee to offer a number of forums where students can voice their opinions, ask questions, and get involved in the discussions.

Alumni Involvement: We are consulting with Julie Wyrwa of Alumni Relations about ways to communicate regularly with alumni and to involve them in discussions. While we are particularly interested in gaining a broad representation of the 3,000 who are living in the Kalamazoo area, we also plan, through e-mail and other forms of communication, to keep alumni who are farther away informed about and involved in the planning process.

Faculty Involvement: The role of the faculty will be most important in crafting the new plan. Those who are members of standing committees already have specified roles, but we want to be sure that all faculty are consulted frequently about all the key features of our discussions. We will use a variety of methods, including personal and departmental contacts, reports, and faculty surveys, to provide you with information and an opportunity to provide suggestions.

Topics Currently Under Consideration

Curricular Reform: The Calendar/Curriculum Committee and EPC are addressing the general education (distributionals) requirement. Given the more predictable on/off student and faculty patterns, our approach to general education might be configured in ways that are educationally more effective. By winter quarter the work on general education will by late fall and winter quarters become the subject for discussion in all departments. In the winter and spring quarters, these discussions will encompass the accommodation of departmental majors and minors to the new calendar.

Participation in foreign study: The Foreign Study Committee is presently examining the question of a one-quarter study abroad option and will examine in detail the strategies for guaranteeing study abroad participation by students in the first or second half of their junior year, depending on their major curriculum.

Commitment to experiential learning: With the Career Development Center and outside experts, the Educational Outreach Committee will soon begin plans for developing summer CD internships. The committee will also begin discussions about what work, research, mentoring, teaching, and learning opportunities might be provided on campus during the summer for students who choose to stay. Recently appointed Educational Outreach Committee members are Tom Breznau, Timon Corwin, Kim Cummings, Carolyn Hornev, Marilyn LaPlante, Bruce Mills, and Doug Williams.

The Pre-term: The Calendar/Curriculum Committee will gather faculty opinion in a survey about the feasibility and educational value of the pre-term.

In the coming week you will receive the first of several surveys about calendar/curriculum issues. We ask for your prompt response. Please keep in mind that there are many other ways to make your views heard: through e-mailing the committee (C3 is our "alias") or through the usual ways. We welcome talking with you.

Thank you for joining us in these efforts.

The C-Cubed Committee
Ellen Caldwell, Beth Jordan, Vaughn Maatman, Tom Rice, Jan Solberg, Paul Sotherland, and Bob Stauffer
I. Minutes of 10/31/94 meeting (attached)

II. Reports of Officers of the College
A. President Bryan
B. Provost Cook

III. Reports of Standing Committees of the College - Margo Light
A. Executive Committee - Margo Light
   • Bylaw change
B. Admissions and Financial Aid Committee - Billie Fischer
   • Enrollment report - Terry Lahti/Marilyn LaPlante
C. Campus Life - John Fink
D. Educational Policies - Bernard Palchick
E. Foreign Study - Dave Evans
F. Planning and Budget - Lisa Palchick

IV. Calendar/Curriculum Committee
   • Educational Outreach Committee

V. Announcements

VI. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
November 28, 1994

1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the meeting of October 31 were approved.

3. Dr. Bryan reported
   • he had attended the recent meetings of the National Association of Independent Colleges and Universities (NAICU), a broadly-based lobbying organization, and the meetings of the Annapolis Group of Highly-Selective Liberal Arts Colleges. Primary topics of discussion at both meetings were the anticipated ramifications of the mid-term Congressional elections and the "Contract with America" campaign pledge signed by many successful Republican candidates. While there is hope that there could be some deregulation in higher education, there also may be significant changes in financial aid programs.
   • there appears to be a psychological limit to the amount families are willing to spend on education, even when the family fiscal resources would accommodate higher costs. When this limit is combined with increased competition for students, there is a possibility that price wars among colleges could develop.
   • the College has contained expenditures in a variety of ways, including deferred maintenance, savings through faculty retirements, and the salary freeze with its effective salary reduction when adjusted for inflation.
   • the College will continue to develop a fiscal plan including:
     - A pricing strategy to curtail tuition increases
     - Continuing strategies to improve student retention
     - Student recruitment and financial aid award strategies to maximize the quality of the student
     - Aggressive fund raising leading to a comprehensive capital campaign
     - Reduction of expenditures

Dr. Bryan expressed his appreciation to Ellen Caldwell and the other members of the Calendar/Curriculum Committee and to Lisa Palchick and the other members of the Planning and Budget Committee for many hours of hard work during the quarter in the areas of calendar and curriculum planning and on the budget. Thanks also were given to all those who helped with retention efforts.

4. Provost Richard Cook announced that
   • Alyce Brady, Computer Science, had completed the work for her Ph.D. degree.
   • Sandra Laursen, Doug Williams, and Rhoda Craig had contributed to a successful consortial grant proposal to the National Science Foundation for $500,000 per year over a three year period.
He reported that there had been numerous meetings on the budget in recent weeks. One goal of the various budgetary deliberations has been the preservation of the quality of the academic program. Effective teaching and direct contact with students, and the quality of the curricular and co-curricular aspects are essential elements of the program. Over the past four to five years, the College has moved against the trend in higher education by maintaining relative budgetary stability. The time has come, however, when reality of having few variables in the budget must be faced. Possible ways to make the College attractive and affordable are limited: raise more money, spend less money, recruit more students, and control tuition discounts.

Selective cuts in budgetary areas are preferable to cuts across the board. It must be realized that it is impossible for the College to do everything, even though all activities may be appealing.

5. For the Faculty Executive Committee, Margo Light presented for a second reading and a vote the proposed by-law change for the Committee on Athletics. The existing section reads:

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Nurse, a representative of the Admissions Office, and two students (one male and one female).

The proposed revision:

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Athletic Trainer, a representative of the Admissions Office, and two students (one male and one female).

The change was approved.

Dr. Light reported that an Ad hoc committee on the Plan of Employment was reviewing the plan to resolve contradictions between the Plan of Employment and the By-laws. Their report will be submitted to the Board of Trustees for action after it has been circulated to the faculty for review. The last such review was made in 1990.

6. For Admissions, Terry Lahti reported that the current applicant pool is smaller this year than last. Approximately 300 applications have been received to date, with about 66% of them from females. Students are applying later in the year and most likely are making multiple applications. Geographically, the numbers of applicants are greatest from Michigan, Illinois, Indiana, Minnesota, Ohio, and Texas. In an effort to recruit the best students possible, more College monies are being awarded earlier and in larger amounts per student this year than has been done in the past.
7. For Admissions and Financial Aid, Billie Fischer thanked the department chairs for being willing to telephone or write to admitted students as part of the recruitment effort. She also reminded the faculty that the competitive scholarship exams will be held in the coming weeks.

8. For the Campus Life Committee, John Fink reported that the Committee will host additional conversations on the calendar during the Winter. The meeting in the second week will focus on the Senior Individualized Project, while the meeting in the fourth week will focus on residential life and community issues.

9. For the Educational Policies Committee New Course Subcommittee, Chris Latiolais moved the adoption of two new courses, both of which were approved:
   - English 535 - U.S. Ethnic Literature
   - Psychology 945 - Adult Development and Aging

10. For the Educational Policies Committee, Bernard Palchick reported that a brief questionnaire was being distributed to departmental chairs, asking what students in the various departments should know and what they should be able to do in that area. The responses should assist the Committee in its Winter Quarter discussions with the Calendar/Curriculum Committee.

11. For the Foreign Study Committee, Margarita Campos reported that the Committee's discussions have focused on the short-term foreign study program in a revised calendar. Discussions in the Winter Quarter will include the proposal to match majors and foreign study sites.

12. For the Planning and Budget Committee, Lisa Palchick reminded the faculty of the open meeting on the budget scheduled for Friday, December 2nd, at 4:00 p.m.

13. For the Calendar/Curriculum Committee, Tom Breznau invited the faculty to assist the Stryker Center in developing programs for the summers and to assist the Career Development Center with career development placements for the summer term.

Bob Stauffer reported that discussions on the calendar and curriculum are taking place in the standing committees and that the process seems to be working well. He also reported that John Wickstrom would be joining the Calendar/Curriculum Committee during the Winter Quarter.


15. The meeting was adjourned at 5:50 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMO

TO: Faculty

FROM: Executive Committee

RE: By-law changes

The Executive Committee has reviewed a proposal for a change in the by-laws which describe the Committee on Athletics. The Executive Committee has approved the change and brings it to you for a first reading at today's (October 31) meeting and a vote at the meeting in 10th week of this quarter.

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Nurse, a representative of the Admissions Office, and two students (one male and one female).

The proposed change for the membership of the Athletics Committee is due to the fact that the College Trainer has replaced the College Nurse as the contact person with athletes.

The Committee on Athletics shall be composed of three faculty members, the Chair of the Division of Physical Education, the College Trainer, a representative of the Admissions Office, and two students (one male and one female).
November 23, 1994

TO: Faculty

FROM: Educational Policies Committee

EPC submits for faculty approval:

Title of Course: U. S. Ethnic Literature
Course No.: ENG535
Department: English
Instructor: Benson W. Prigg
Term Offered: Spring Quarter, every year

Course Description for the catalog:

A comparative study of U. S. literary texts of the latter half of the twentieth century, from the perspective of their ethnic origins. Readings will represent 3 ethnic groups and will also include background material on the literary concerns of each group.

Title of Course: Adult Development and Aging
Course No.: PSY945
Department: Psychology
Instructor: Beth Jordan
Term Offered: Spring Quarter, every year

Course Description for the catalog:

Study of age-related change from young adulthood through old age including progressive and degenerative aspects of physical, cognitive, social, and personality development.
I. Minutes of 11/28/94 meeting (attached)

II. Introduction of new faculty and administrators
   Library (Susan Allen) - Betsy Larson
   Music (Les Tung) - Karl Schrock and Jim Turner

III. Reports of Officers of the College
   A. President Bryan

IV. Reports of Standing Committees of the College - Joe Haklin
   A. Executive Committee - Joe Haklin
   B. Academic Standards - George Nielsen (10 minutes)
   C. Admissions and Financial Aid Committee - Billie Fischer (3 minutes)
      • Enrollment report
   D. Campus Life - John Fink (5 minutes)
   E. Foreign Study - Dave Evans (3 minutes)

V. Calendar/Curriculum Committee - Ellen Caldwell/Bob Stauffer (15 minutes)

VI. Announcements
    • John Fink for Math Department

VII. Adjournment
President Bryan called the meeting to order at 4:00 p.m.

The minutes of the meeting of November 28, 1994, were approved.

New colleagues were introduced:
- Betsy Larson Library
- Jim Turner Music
- Karl Schrock Music

Dr. Bryan reported that the Executive Committee of the Board of Trustees and the Board's Audit and Finance Committee would be meeting on January 12 with representatives of the Administration, Planning and Budget Committee, and the Faculty Executive Committee to discuss tuition levels for the coming year. Background materials prepared for the meeting will be shared with the faculty.

Dr. Bryan also reported the receipt of a $450,000 grant from the Mellon Foundation for the calendar transition expenses, and a $300,000 grant for the Olds/Upton renovation project.

For the Executive Committee, Joe Haklin reported that Nora Evers would be continuing as Chair of the Faculty Executive Committee for the rest of the quarter. A primary item for discussion by the Committee is finding ways to improve communication among the faculty, the Faculty Executive Committee, committees, and the administration.

For the Academic Standards Committee, George Nielsen reported that the Registrar would be distributing forms to students to confirm intended on/off patterns. The forms will be collected as part of the registration process. Should any intended changes require action by the Academic Standards Committee, the Registrar will remind the students to initiate the process. In light of the pending calendar changes, the first and second year students may not be able to be totally certain of their program. However, since students are able to complete their program under the catalog in force at the time of their entry to the College, anyone now enrolled will be able to finish on the present quarter scheme.

In the matter of post-foreign study residency, current policy is that no credits for the foreign study program are awarded until the student has completed one subsequent term on campus. While there is every desire to encourage students to be on campus immediately after the foreign study experience, current thinking is that credits should be awarded for work completed. The motion to enact this policy change was approved.

As a separate but related matter, the faculty was reminded of the Board of Trustee's policy that students who transfer from the College after participating in the foreign study program are obligated to repay an amount to offset the subsidy from the Light Trust. The amount billed in such
cases has been increased from $400.00 to $1300.00 to more accurately reflect this subsidy. The College does have the legal right to withhold transcripts until all financial obligations have been met.

Permission of the Academic Standards Committee is required for a student to not return to campus after the foreign study experience. However, it is not yet decided whether a student may request this approval while overseas or if the approval must be secured before the start of the program.

7. For the Admissions and Financial Aid Committee, Billie Fischer reported that faculty were being asked to write letters again this year. Departments are receiving the names of all admitted students rather than only those with very high scores.

Applications are up slightly over last year's numbers (727 vs. 719), with approximately 60% of the applications in. Applications have been received from 40 states vs. 35 at this time last year.

Terry Lahti reported that campus visits are up over last year. Some 18,000 letters were being readied for mailing to provide prospective students and high school counselors information about the anticipated calendar changes.

It always is a challenge to distribute the limited financial resources available for student aid. Many students receive both merit- and need-based aid. The awarding of more of the monies as merit-based aid may help to convert more of the highly-qualified students who are admitted early in the process than has been the case in recent years.

8. For the Campus Life Committee, John Fink announced that the next Calendar Conversation would be held on Wednesday, January 11, and would have the Senior Individualized Project as a focus.

9. For the Department of Mathematics, John Fink reported that the statistician position opening in the department is to be filled now. He requested assistance in identifying potential candidates.

10. For the Foreign Study / International Programs Committee, Dave Evans reported that discussions during the fall quarter had renewed interest in the one-term option. Ways to preserve and to enhance that program alternative were being explored. The Committee's recommendation to the Calendar/Curriculum Committee is that:
   • There be a two-term program (probably fall/winter)
   • There be a full-year experience available
   • There be a one-term program (probably spring, but not stated which year, sophomore or junior)

He announced a presentation by the Center for International Programs scheduled for Wednesday, January 18, at 4:00 p.m.
11. For the Calendar/Curriculum Committee, Bob Stauffer reported that the various departments and programs had submitted reports identifying the body of knowledge and skills collectively most valued. Discussions will focus on finding ways to insure students achieve these.

12. For the Calendar/Curriculum Committee, Jan Solberg reported on the "Pre-Term" discussions. It has been concluded that a three- or four-week self-contained program is not viable. Attention is being focused on a "Gateway Course" which might begin several weeks ahead of the regular term, but also would end several weeks before the end of the term. The course could be coupled with other orientation activities and sessions on learning skills. Land/Sea Program students would need to be accommodated in some way.

Several reasons were listed for an early start:
- Athletes are on campus already
- Most other schools start earlier than we do, which has been reported as a source of some anxiety for those left at home awaiting the start of the term here
- The program might help the first year class better adapt to college life

Reservations were expressed by several faculty members over the idea of the "Gateway Course." The course does not appear to produce any additional cash flow benefit, but could mean an additional expense for faculty remuneration as it would extend by several weeks the teaching commitment for those teaching one of the special courses. If the "Gateway" courses replaced the existing freshman seminars, the Humanities Division and junior faculty might be shouldering more of the program's burden than the rest of the faculty.

13. For the Center for International Programs, Mick Vande Berg reported that the program in Sierra Leone has been suspended temporarily due to civil unrest in the country. Five of the seven students involved have elected to complete their work in Kenya. The College will continue to receive two students a year from Sierra Leone.

14. Benson Prigg reminded the community of the program planned for Monday, January 16, "Martin Luther King, Jr., and the Liberal Arts.

15. Don Flesche congratulated the men's basketball team for their win over Calvin College's team.

16. The meeting was adjourned at 5:50 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMO TO: Faculty

FROM: Academic Standards Committee

January 9, 1995

The current College policy is that students do not receive any academic credit for their work done overseas until they have been in residence on campus for a term after their study abroad program. Students who wish to transfer from the College after their study abroad must either return to campus for a quarter or give up their units earned while on study abroad. The Academic Standards Committee feels that this is unfair and thus proposes the following changes in the requirements as stated in the Catalog. The changes allow a student to receive credit for the study abroad experience even though the student does not return to campus. Both the Academic Standards Committee and the Center for International Programs support this proposal.

ACADEMIC CREDIT

Currently

All academic work done in the foreign study program is certified by the Director of Foreign Study and recorded by the College's Registrar on the basis of examinations and reports supplied by supervisors and teachers abroad. Foreign study credits fulfill distributional and major requirements and count toward graduation. All grades are reported as Credit/NoCredit. Kalamazoo College students receive three Kalamazoo College units for a Spring short-term program, four units for a long-term program, and seven units for an extended term program. The Waseda program carries ten units of credit. Students from other colleges participating in Kalamazoo College programs should consult the foreign study office regarding credit. Once students have completed the reentry process by attending the reentry meetings, completing the foreign study evaluation (available in the foreign study office), returning the evaluation to the foreign study office staff, and (where necessary) meeting with the Registrar, the credits earned will be posted on the transcript.

Proposed change for underlined text above

Once students have completed the study abroad program, filled out and returned the evaluation (available in the Center for International Programs), and (where necessary) consulted with the Registrar, the appropriate "credit" or "no credit" grades will be posted on the transcript.

POST-FOREIGN STUDY RESIDENCY REQUIREMENT

Currently

Students are required to be in residence on campus taking a full course load during the term that immediately follows foreign study. Students participate in international programs and activities on campus after their return and contribute academically and personally to the overall international environment of the College. No academic credit for any work done overseas in the foreign study program is given until the student has fulfilled this requirement. Any student who does not return as specified above is withdrawn from the College and must take his or her chances on readmission and on reinstatement of any scholarship aid.

Proposed change for underlined text above

Any student who does not return without first having secured permission from the Academic Standards Committee is withdrawn from the College.
I. Minutes of 1/9/95 meeting (attached)

II. Reports of Officers of the College

President Bryan
• Honorary degrees

III. Reports of Standing Committees of the College - Nora Evers

A. Executive Committee - Nora Evers
• Restructuring Faculty Meetings (proposal attached)

B. Admissions and Financial Aid Committee - Billie Fischer/Marilyn LaPlante
• Enrollment report

C. Campus Life - John Fink (5 min.)

D. Educational Policies - Bernard Palchick (10 min.)
• New course

E. Faculty Development - Paul Olexia (5 min.)

IV. Educational Outreach Committee - Kim Cummings (5 min.)

V. Calendar/Curriculum Committee - Ellen Caldwell, Jan Solberg, Bob Stauffer (15 min.)

VI. Question and Answer Period - Provost Cook

VII. Announcements

VIII. Adjournment
1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the meeting of January 9 were approved.

3. Dr. Bryan reported that the Board of Trustees would be meeting on February 9 and 10. Among the agenda items are a review of strategic plans, including a 4.2% overall reduction in the budget over a four-year period.

He also reported that arrangements had been finalized for a $1.6 million scholarship endowment by way of an irrevocable trust.

Dr. Bryan moved the approval of honorary degrees for Martha Parfet and for Paul H. Todd, Jr. After discussion, both motions were approved.

4. For the Faculty Executive Committee, Nora Evers discussed proposals for increasing general faculty involvement with college issues by returning to larger committees, by having committees file with the Faculty Executive Committee brief reports of discussions and actions, by having the minutes of the Faculty Executive Committee meetings published in a more timely manner and in a more substantive form than has been the case, and in having the faculty meeting agenda and materials earlier to permit a more careful reading prior to the meetings.

5. For the Admissions and Financial Aid Committee, Billie Fischer reported that the number of applicants continues to be slightly ahead of last year's numbers, with 75-80% of the anticipated applications in hand. Some 42 states are represented among the applicants. Thanks were expressed to those faculty who had written letters in the admissions effort. In addition to t-shirts, letters with personalized handwritten messages from the Provost are being sent to admitted students and letters from a member of the Board of Trustees are being sent to the parents of admitted students. The Committee plans to have an open meeting during the quarter.

6. For the Campus Life Committee, John Fink reported that the focus of the Campus Conversation on Wednesday, February 8, would be the role of the residence halls in residential life. It was noted that the term "community" has a variety of meanings and that its use should be defined before the discussions proceeded. It also was noted that participation in the Conversations has been high in quality even though small in numbers. A question was raised about the possible move from having language houses to having "theme" houses not necessarily based on a foreign language. However, extended discussion of the question was postponed until the proposal under consideration has had wider distribution.
7. For the Educational Policies Committee New Course Subcommittee, Chris Latiolais moved the approval of a history course, "China and the West: The Cultural Encounter from the 13th Century to the 20th Century," a one-time offering. The course was approved.

8. For the Educational Policies Committee, Bernard Palchick provided an update on the Committee's participation in the development of descriptions for faculty positions. It has been found that curricular decisions are shaped by the personnel decisions made in filling positions more than at the new course proposal process, thus making it appropriate for earlier involvement by the Committee. It is not established, however, that the Committee will be involved in the development of all future faculty position descriptions.

9. For the Faculty Development Committee, Paul Olexia reported that the Committee was operating with far fewer dollars for awards than had been the case in recent years as grant funds for student/faculty projects and for instructional development have been depleted and could not be replaced with institutional dollars. The Committee is attempting to support as many faculty members as possible with the remaining funds. Interest was expressed in publicizing the extent to which faculty members used their own funds to underwrite their development activities.

10. For the Educational Outreach Committee, Kim Cummings reported that the Committee was encouraged by the determination that experiential education would remain an integral part of the College's program. The shape of the summer program is under continuing discussion. A concern is that students may opt to take a path of lower resistance by returning home to former work experiences rather than to do the additional work which might be required to establish an internship. The Committee is investigating ways to highlight similarities between off-campus experiential education positions and on-campus work/study positions and other on-campus experiential education activities. Under consideration is an experiential education transcript to complement the academic transcript. The Committee also is developing a statement to clarify the overall unity of the K-Plan elements and the intended sequential development of the students.
11. For the Calendar/Curriculum Committee, Ellen Caldwell reported that the Committee continues to solicit suggestions and reactions from interested parties through the Calendar Newsletter, through the Campus Conversation program, from alumni through various chapter meetings, through support staff meetings, and other forums. The Board of Trustees will receive a report from the Committee at its February meeting.

Capacity issues are being investigated, including classroom space, housing, and computer needs. The international programs are being evaluated to determine level of participation required for each to remain a viable option.

Curricular planning is continuing as well. Department chairs are being asked to project a three-year class schedule. The summer of 1997 is seen as the period of major transition for the calendar.

12. For the Calendar/Curriculum Committee, Jan Solberg discussed the "gateway" courses within the first-year program. It is thought that these courses will promote basic skills in writing and oral communications, that there will be a variety of topics featured among them, that those teaching the courses will be free to select the topics, although there may be some exploration of links between courses with compatible topics. Group projects leading to some product or presentation at the conclusion of the course are desirable.

13. For the Calendar/Curriculum Committee, Bob Stauffer reported on general education conversations. Although the gateway courses have been a major focus, there have been discussions about possible changes to the system of distributional requirements, possibly moving to a three-tiered approach. In this configuration, a foundations level would include the gateway courses, attention to computer literacy and foreign language competency. A second level, "locations," would aim to help the individual locate the self in society, in history, and in the world. Courses dealing with international concerns would be included at this level. A third level would investigate connections among the disciplines and to public policy issues. A senior-level colloquium might be included at this third level.

14. Lisa Palchick reminded the faculty that the week of February 13-17 is "Student Worker Appreciation Week" on campus.

15. Teri Lahti announced that the College would be hosting approximately 200 visitors on February 20 and that parking might be even more difficult than usual.

16. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
Memorandum

January 30, 1995

TO: Faculty Colleagues

FROM: Lawrence D. Bryan

RE: Honorary Degree—Martha Parfet and Paul H. Todd, Jr.

The purpose of this memorandum is to propose honorary doctorates of humanities be awarded to Martha G. Parfet and Paul H. Todd, Jr. at Commencement, 1995.

Martha Parfet has shown great dedication and commitment to the Kalamazoo community. Her leadership has been felt in areas as diverse as the arts, the environment, sports, business and human services. She is a woman of action sharing her enthusiasm and skills with many people and organizations. Her current and past leadership roles include chair of the Board of Gilmore's Department Stores, the president at the Kalamazoo Foundation, and significant responsibilities in relation to Wings Stadium, Downtown Kalamazoo, Civic Players, YMCA, The Nature Center, and many more. She was awarded the YWCA 1991 Woman of Achievement award.

Her community leadership is widely recognized. She worked with Earl Wright to bring the Jobs for Michigan Graduates program to Kalamazoo and was one of the principal proponents for the establishment of the W.E. Upjohn Unemployment Trustee Corporation. She has worked with local community people to establish Kalamazoo's Gryphon Place as a drop-in crisis center, and was one of the first to champion the Arcadia Creek Project.

Her outstanding contributions to and involvement in the Kalamazoo community and her strong support of Kalamazoo College make Martha Parfet a most fitting candidate for honorary degree.

over, please
Paul H. Todd, Jr. —scientist, entrepreneur, farmer, congressman, demographer, philanthropist, citizen, family man—has lived and continues to live many lives, both sequentially and simultaneously. He served as a member of the Kalamazoo College Board of Trustees from 1973 until 1985, and was chairman of the Board for the final six years of his tenure. For more than two decades, the family-owned company which he created, Kalsec, has provided numerous opportunities for "K" students through career development internships, senior individualized projects, and employment. In 1992, Mr. Todd was awarded the Distinguished Service Award by Kalamazoo College for his long and unselfish service.

Paul Todd and his family have consistently been active in leadership and other civic activities at the local level on many fronts-political, humanitarian, environmental, as well as educational. Eminently prepared by his upbringing and his education for a life of significant accomplishment and service, Mr. Todd exemplifies the ideals of a liberal education. It is entirely fitting for Kalamazoo College to consider him for honorary degree.
A PROPOSAL FOR INCREASING GENERAL FACULTY INVOLVEMENT WITH COLLEGE ISSUES

From the Faculty Executive Committee

Currently there is no place for the faculty as a whole to have extended discussions of substantive issues and proposed actions, discussions which could serve to generate new ideas, uncover possible difficulties, and contribute to a sense of common purpose and community. Presumably the Faculty Meeting should accomplish these objectives, but for as long as anyone can remember, Faculty Meetings have only served as announcement sessions for committee chairs, the President, and the Provost. Proposals are developed in detail in committee, with a relatively small number of faculty involved, and then presented to the general faculty for a perfunctory vote of approval. This gives the appearance, especially to younger faculty who are often not privy to the committee deliberations, that small cliques are making decisions and fundamental policy, a situation guaranteed to reduce any sense of community and involvement with general college issues.

While it is not possible for every detail of every issue to be dealt with in Faculty Meetings, we need much more discussion of general policy and goals than we currently have. This is especially true for the next two or three years when many, many fundamental decisions will have to be made, decisions that will affect the college for a long time to come.

There has been an attempt to keep the size and number of committees small. But one of the side effects of this has been to reduce involvement of younger faculty in decision making processes and to distance them from life of the College outside their departments. At a meeting of committee chairs with the FEC, it was pointed out that serving on a committee may be the best way individuals have of finding out about the College as a whole and of giving a sense of ownership of and responsibility for life of the College as a whole. Broadening membership on committees could help this and could also serve to better represent the multiple points of view the Faculty has on almost any issue.

The restructuring proposal detailed below (Item A) is intended to change the character of Faculty meetings so as to make substantive discussions the norm rather than the exception. In order to get to issues of central importance (and keep the meetings from wandering around from topic to topic), Item B below is intended to give the FEC rapid information about committee activities so that discussions on specific issues can be planned. Item C is a suggestion that we follow the advice of the Committee Chairs to broaden committee membership. Finally, Item D is long overdue.
A) RESTRUCTURE FACULTY MEETINGS

1) Begin with any "special" report that needs discussion and/or action.
2) Committee reports. Take roll call of standing committees and ask the following:
   a) Any specific business? These items might appear in the public agenda that goes out before each faculty meeting.
   b) What is the committee discussing now and what will it take up in the next two or three weeks? The point is to make the faculty in general more aware of what is going on, what the issues are. It would probably take too long to do this for every committee and so we might agree ahead of time to have half (1/3?) of the committee chairs prepared to give this general report on their committee's activities. Rotate those reporting on a regular basis.
   c) Ask for questions from the floor on anything the committee has been discussing or should be discussing. The point is to involve many faculty in policy discussions early on, before final proposals are presented. Some good ideas and suggestions for the committee to consider might also be generated. This is also a chance for rumors and fears to be dealt with.
3) Reports from the President and/or Provost. These reports should be limited to one or two pressing subjects that might profit from discussion by the faculty as a whole. Announcements and/or news that call for no discussion should be done by memo.
4) Ask for questions of the President and Provost from the floor, a la the British House of Commons question period of the Prime Minister.

B) INFORMATION ON COMMITTEE ACTIVITIES

1) Make the special charges given to a committee in the beginning of the year more important, with deadlines for action, etc.
2) Have a form filled out at the end of each committee meeting giving information needed to plan for the reports indicated in Item A2b above. (See the sample form below.) This could then come to the FEC the day after the committee meeting, in time for planning for the next Faculty Meeting.
3) Have committee chairs meet with Faculty Executive Committee once or twice a year to discuss directions, general strategy, problems etc.
C) BROADEN COMMITTEE MEMBERSHIP
The normal expectation shall be that every regular Faculty member will serve on at least one regular committee. Exceptions will be made for first year faculty or for other faculty who have special assignments.

D) INCREASE INFORMATION CONTENT OF THE FEC MINUTES.
The FEC has not been giving enough information to the general faculty. It looks from the outside like people are hiding something. The minutes need to be more detailed so as to make clearer the real issues under discussion.

A SAMPLE FORM

The following questions would be on a one-page form with spaces left for the committee's response. It should be filled out at the end of each committee meeting and then sent to the FEC.

1) Committee name and list of those in attendance.
2) What formal actions did you take this meeting?
3) What were the main items discussed other than those in 1)?
4) What is the next meeting going to take up?
5) Is there anything that your committee should bring to the next faculty meeting for action or for general discussion?
EPC SUBMITS FOR FACULTY APPROVAL

THE FOLLOWING, ONE-TIME OFFERING

Course Title: China and the West: The Cultural Encounter From the 13th to the 20th century.

Instructor: Professor Fancis Lee

Course Description: Survey of the development of contacts between China and the West from 1200 to the present: China’s image of the West and Western perceptions of China; Jesuit and Christian missions and their impact in China; Chinese impressions of America; the attitude of the American public to China in the 19th and 20th century.

Term Offered: Spring 95
Agenda for Faculty Meeting, Monday, March 6, 1995
4:00 p.m. - Olmsted Room

I. Minutes of 2/6/95 meeting (attached)

II. Introduction of new administrator - Julie Wyrwa
   Carol Dombrowski, Assistant Director of Alumni Relations

III. Reports of Standing Committees of the College - Nora Evers
   A. Executive Committee - Nora Evers (3 min.)
   B. Academic Standards - George Nielsen (15 min.)
      • Grade change policy
      • Senior participation (marching) at Commencement
   C. Admissions and Financial Aid Committee - Billie Fischer/Terry Lahti (10 min.)
      • Enrollment report
   D. Planning and Budget - Lisa Palchick

IV. Calendar/Curriculum Committee - Ellen Caldwell
    • International Programs - Dave Evans (30 min.)
    • Calendar/Curriculum - Bob Stauffer (5 min.)

V. Brief Remarks and Question/Discussion Period - President Bryan and Provost Cook

VI. Announcements

VII. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
March 6, 1995

1. Dr. Bryan called the meeting to order at 4:00 p.m.

2. The minutes of the meeting of February 6 were approved.

3. Carol Dombrowski, Assistant Director of Alumni Relations was introduced and welcomed.

4. For the Calendar/Curriculum Committee, Ellen Caldwell encouraged departments to complete their three-year curriculum planning quickly. The plans for the 1995/96 academic year are needed for use with student advising. The plans also are needed for projecting faculty on/off patterns during the transition period to the new calendar. She reminded the faculty that Mellon Grant monies are available to help the College through the interim period.

5. For the Calendar/Curriculum Committee, Bob Stauffer reported that a statement has been drafted to provide a framework for the discussion of general education issues by the Calendar/Curriculum Committee and by the Educational Policies Committee during the spring term. An open meeting is planned for the fourth week of the spring term to provide a forum for additional discussion. He indicated that the Teaching Colloquium has been suspended for the spring term.

6. For the Calendar/Curriculum Committee, David Evans led a lengthy discussion of issues around a one-quarter study abroad program, summarized in the Committee’s memo distributed with the agenda (attached). A vote is planned for the first meeting of the spring term on the recommendation that 1) a one-term study abroad program be available in the spring term of the second year, and that 2) three language courses (or competency through 420) be required for participation.

The stipulation that the one-quarter program be in the second year was questioned, rather than making the option available in subsequent years as well. It was thought that this was necessary for program continuity. It was feared that the proposed higher level of language competency prior to the study abroad program could jeopardize the number of students participating. The suggestion was made that the language requirement for graduation and the awarding of credits for the study abroad program be re-examined as many students end up with more language credits than are needed for graduation. There is hesitation to expect students to begin foreign language courses in their first year as many have few course selection options at that time. However, it also has been noted that students are tending to arrive with higher levels of foreign language skills than has been the case in the past.

7. Dr. Bryan invited the faculty to attend an open forum on the budget reduction plan scheduled for Monday, March 13.
8. Don Flesche reported that the Faculty Executive Committee has been working on the format of the faculty meetings. Agenda items for the coming weeks include the orientation program and the advising program.

For the Committee, he moved the change of the faculty meeting scheduled for the tenth week of the spring term from Monday, May 29, to Tuesday, May 30, because of the Memorial Day holiday. The motion was approved.

9. For the Academic Standards Committee, George Nielsen led a discussion of the proposal that students be considered eligible to participate in commencement ceremonies if they have earned at least 27 units (exclusive of the liberal arts colloquium credit) by the end of the winter term or have earned at least 30 units (exclusive of the liberal arts colloquium credit) by the time of commencement. The proposal will be brought for a vote at the first faculty meeting in the spring term.

10. For the Admissions and Financial Aid Committee, Billie Fischer summarized ideas which were expressed during the open meeting of February 23. Among these were:

- the differences between Kalamazoo College and a university honors college.
- the greater amount invested per student at K.
- reduce the amount of material sent in direct mailings; use a return post card for the prospective student to request additional materials.
- utilize newer technologies in the application process, including accepting applications on computer disk and offering College information over the Internet.
- allow students to designate a part of their admission fee for an identified community service project.
- upgrade the quality of the information disseminated by campus tour guides.

Another open meeting is planned for the spring term.

11. Terry Lahti thanked all who had participated in the various Admissions Office programs. More than one thousand guests have visited campus in the past two months. Applications are up over last year's figures by more than 100. This is the first time in the College's history that the 1300 level in applications has been broken. Applicants' test scores are above those last year as well. Forty six states are represented in the applicant pool, applications from Michigan are up over last year, and the number of applications from overseas is up as well. It will be early June before the profile of the incoming class becomes firm.
12. John Fink reported that the Campus Life Committee has been dealing with issues related to community.

13. For the New Course Subcommittee of the Educational Policies Committee, Chris Latiolais moved the approval of three new courses, all of which were approved.
   - Mathematics 600          Vector Calculus
     (one time, summer 1995)
   - Religion 605             African Religions
   - Social Sciences 630      Regional Geography of Africa

14. For the Educational Policies Committee, Bernard Palchick announced that during the spring term the Education Department will be offering a non-credit seminar designed to help those receiving teaching certificates prepare their portfolios and for interview situations.

15. For the Planning and Budget Committee, Lisa Palchick encouraged the faculty to attend the open forum on the budget reduction plan scheduled for Monday, March 13.

16. Kim Cummings introduced a resolution to cancel classes during part of Wednesday, March 29, to allow students and faculty to participate in a national protest regarding the budget cuts, including college work-study programs, being considered by the United States Congress.

   The faculty voted to move the 11:00 class meetings from Wednesday, March 29, to Friday, March 31, thus making available the hours from 10:00 to noon on Wednesday, March 29, for an informational/instructional event on the potential student aid cuts. The change in the schedule will be made if the President decides that the planning for the occasion is substantive and of sufficiently high quality to warrant the action.

17. Mick Vande Berg encouraged the faculty to participate in the foreign study re-entry dinner planned for the evening of March 29.

18. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
To: Faculty

From: George Nielsen for the Academic Standards Committee

Re: Proposed Policy for Marching at Commencement

The Academic Standards Committee brings the following proposal to the faculty for discussion at the faculty meeting on March 6 and for vote at the first faculty meeting of the spring term.

Students who upon completion of work for the winter quarter have earned 27 units (exclusive of the LACC) or who have completed 30 units (exclusive of the LACC) by the time of commencement are eligible to march at commencement.

Rationale for proposal

1. For the last few years there has been much frustration for the faculty in making last-minute decisions on who marches as well as much anguish for some students and their families who are removed from the commencement line at the last moment. Under the proposed change, most students, knowing by the end of the winter quarter whether they qualify for marching, can make plans with certainty for commencement. In addition the few students who do not qualify at the end of the winter term will know what they need to do in order to process. The requirement at the end of spring is equivalent to the requirement at the end of winter in that the student will have an additional quarter in order to meet the requirement.

2. There are currently two dates for a diploma to be awarded – June and December. However, there is no commencement ceremony in December. This plan allows for those students who would, under normal progression, receive their degree by December to participate in the previous June commencement. Those not eligible to march are not likely to graduate by the following December. Postponing their marching to the following June means that their diploma date and commencement date are likely to agree.

3. We realize that there is a social element to commencement. This proposal allows for more students to participate in commencement with their peers.

4. Of the twelve GLCA schools, four schools require all graduation requirements to be met in order to participate in commencement. The other schools including Kalamazoo permit students to participate if the student is within 3 to 8 courses of completion.
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING, ONE-TIME OFFERING

Course Title:  Vector Calculus  (MAT600)
Instructor:  Professor Stan Rajnak
Department:  Mathematics

Course Description:  A detailed exposition of classical theory, the gradient, curl, divergence, and the associated integration theorems of Gauss and Stokes. An introduction to the modern theory of differential forms and manifolds. Applications to the geometry of higher dimensional objects, fluid flow, electric, and magnetic and gravitational fields.

Term Offered:  Summer

EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING, PERMANENT CURRICULAR ADDITIONS

Course Title:  African Religions  (REL605)
Instructor:  Prof. Julian Kunnie
Department:  Religion

Course Description:  This course entails an examination of the various expressions of religious belief in Africa. It will illuminate fundamental tenets of African religio-cultures, in particular areas of west, east, north, and southern Africa. Special emphasis will be placed on the interconnectedness of religions and cultures within broader African societies and the manner that these spheres feature in the configuration of socio-economic and political forces in contemporary Africa. Marked attention will be paid to issues of class, culture, and gender.

Term Offered:  Spring or Winter

Course Title:  Regional Geography of Africa  (SS630)
Instructor:  Julian Kunnie
Department:  Education/International Area Studies

Course Description:  This course will furnish a geographical survey of the principal regions of the African continent. Employing a multi-faceted and interdisciplinary approach, the course will examine the spheres of physical, environmental (climate and topography), land use and availability, ecology, religio-culture, history, modes of economic development, food production, population and migration, rural and urban life, agriculture, mining, water resources and industrialization, and commerce and trade. The subject of the historical causes of Africa's underdevelopment by colonialism, and ways of enhancing Africa's independent socio-economic evolution will be recurring themes of this course.

Term Offered:  Spring or Summer
MEMO
KALAMAZOO COLLEGE

To: Faculty and Administration

From: Ellen Caldwell, Calendar/Curriculum Committee
David Evans, International Programs Committee
Mick Vande Berg, Center for International Programs

Re: Discussion at Faculty Meeting

Date: February 28, 1995

C³ and the International Programs Committee have held a series of conversations on operation of a one-term Study Abroad program under the new calendar. At this point, the committees would like to broaden these discussions by placing the topic on the agenda of the next faculty meeting. The committees would then hope to refine their recommendations for presentation and voting at the first faculty meeting of Spring Quarter.

Recommendations emerging from the committee discussions are 1) that a one-term program be available in the Spring Quarter of the second year, and 2) that three language courses (or competency through 420) be required for participation.

The recommendations involve some costs, but they represent what the committees regard the best support of both the on- and off-campus programs:

1) The second year (instead of third year) one-term Study Abroad option is viewed by many departments and programs as the most favorable timing for supporting on-campus majors. There is continuity during the later stages of departmental majors, access to required courses in the majors, and time for arranging the SIP in the term prior to the third year Summer Quarter.

Costs are loss of continuity for students in the first two years at the College, and a reduction of the "maturity factor," which is viewed as contributing to general enhancement of the one-quarter Study Abroad program.

2) The three-language course requirement has been cited as one of the most strategic ways of strengthening the one-quarter program. Students with more language preparation are better equipped to function in the cultures which they will be encountering; students with two language courses often remain hesitant, become defensive, and gravitate to groups of English-speakers. The
result has been the unfortunate creation of a cohort of academic tourists among one-quarter participants. Such academic tourism is inconsistent with the goals articulated in the College's mission statement. Students with inadequately developed language skills find it difficult, and often impossible, to form those personal contacts with host nationals which allow them a first-hand interaction with values and ways of thinking that are fundamentally different from their own. In the absence of such meaningful intercultural contact, students are hard pressed to take advantage of "opportunities to develop increasing independence as they engage in intellectual and aesthetic inquiry, discriminate among moral and ethical values, and develop a humane knowledge of self in the context of history and society."

There are also costs to this recommendation. Many students participating in one-term Study Abroad will need to begin language courses in the first year. This timing represents a constraint on students (e.g., potential science majors) who need to take a highly sequenced series of courses for the major and as cognates. However, the constraint will be less severe than some might anticipate, due to increasing numbers of students entering the College with prior language work and testing into advanced language courses. For students who took the foreign language placement tests from 1990-1994 in German, French, and Spanish, an average of 38% per year tested into 310, and an average of 44% per year tested into 420 or higher levels. The three-language course requirement may actually be anticipating a trend, as language study becomes reemphasized in high schools.

One-term participants may be reluctant or unable to study a language different from that taken in high school, a situation which would further restrict the choice of centers available to students. In the committees' estimation, such restriction will be overshadowed by the elevated quality of the experience afforded by improved language skills.

The flagship program for Study Abroad will still be the long-term (Fall/Winter) or the extended-term (Fall/Winter/Spring) program in the third year, and the short-term program will remain as an option which accommodates fewer students. We should point out that the scheduling difficulties discussed above will not be particularly stringent for the great majority of Study Abroad students, who will still be participating during their third year at the College.
March 29th (Wednesday of first week of Spring Quarter) has been set as a national day of demonstrations and teach-ins to protest anticipated cuts in federal student aid and related changes currently being pushed in Congress. It is proposed to cancel 1:00 and 2:00 o’clock classes that day to encourage participation in such an event here at "K."

Memorial Day and The Day of Gracious Living already constitute interruptions in our spring schedule. Nevertheless, the severe threat to all of us posed by aid reductions (re: Jo Silberman’s memo--over) arguably warrant providing this limited time to help faculty and students alike focus on the issue.

The following resolution will thus be entered toward the close of faculty meeting. The implementing of the resolution would be contingent upon the corresponding appropriate planning of the event by interested faculty and students.

RESOLVED: That, contingent upon appropriate planning, the faculty cancel 1:00 and 2:00 o’clock classes on Wednesday, March 29th, in support of the national day of protest against proposed student aid reductions and related concerns.
To: Faculty & Staff  
From: Jo Silberman, Director of Financial Aid  
Date: February 10, 1995  
Re: PROPOSED CONGRESSIONAL CUTS IN STUDENT AID

OUR STUDENTS NEED YOUR HELP, AND THEY NEED IT IMMEDIATELY!!!

CONGRESSIONAL MEMBERS PLAN TO INTRODUCE LEGISLATION THAT CUTS STUDENT AID. The proposed reductions in student aid will have dramatic impact on our students and thus on our total enrollment. 55% of our student body demonstrate financial need and have eligibility for at least one of the programs targeted. More than a million dollars in aid each year will be lost to Kalamazoo College students. In addition to the Contract With America proposals, the General Accounting Office has proposed some (but not all) of the same reductions in its recent report to Congress.

PLEASE HELP US TO FLOOD CONGRESS WITH CALLS AND LETTERS THAT POINT OUT THAT CUTTING STUDENT AID CUTS OUR BEST INVESTMENT IN AMERICA’S FUTURE.

Available in the library or on hobbes (Marian Conrad is trying to set this part up) you will find a list of the Members of Congress who serve on the committees that will deal with the proposed budget rescissions. Also with that list is a House Directory, showing the phone numbers and addresses of all Representatives. (The proposed legislation is expected to go through the House first.)

Please contact any Member of Congress with whom you feel you have any influence. Review the lists of committees first, and write or call those in your state. Then be sure to send a copy of the letter to your own Representative. We expect that the legislation will be introduced in the next week or two and will be voted upon very quickly, so quick action is necessary. PLEASE WRITE BY FEBRUARY 17, 1995.

We are asking Student Commission to mount a letter campaign among students and through them to parents. Personal contacts from voters do make a difference to our Representatives.

Letters with personal experience and personal impact are best. If you don’t have time to draft a personal letter, I have attached a sample letter for your use. If you need additional information, the Financial Aid Office will be happy to try and help you.
Agenda for Faculty Meeting, Monday, April 3, 1995
4:00 p.m. - Olmsted Room

I. Minutes of 3/6/95 meeting (attached)

II. Introduction of new faculty
   Political Science (Don Flesche) - Gunther Hega
   Theatre (Bernard Palchick) - Arnold Johnston

III. Reports of Standing Committees of the College - Margo Light
   A. Executive Committee - Margo Light (10 min.)
   B. Academic Standards - George Nielsen (10 min.)
      • Senior participation (marching) at Commencement
   C. Admissions and Financial Aid Committee - Billie Fischer (5 min.)
      • Enrollment report
   D. Educational Policies - Bernard Palchick
   E. International Programs (Foreign Study) - Dave Evans
      • One-term study abroad option
      • Three language courses requirement
   F. Planning and Budget - Lisa Palchick

IV. Calendar/Curriculum Committee - Bob Stauffer (5 min.)
   • General Education

V. Faculty arrangements during calendar transition - Richard Cook (5 min.)

VI. Question/Discussion Period - Richard Cook

VII. Announcements

VIII. Adjournment

Mark your calendars for the 1994-95
LUCASSE CELEBRATION with
CAROLYN NEWTON
Wednesday, May 3, 1995
6:45 pm — Dessert reception, Hodge House
8:00 pm — Presentation, Olmsted Room
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
April 3, 1995

1. The meeting was called to order by Provost Richard Cook.

2. The minutes of the meeting of March 6 were approved.

3. New colleagues were introduced:
   • Gunther Hega Political Science
   • Arnold Johnston Theatre Arts

4. It was announced that Marilyn Hinkle, George Nielsen, and Richard Stavig are the recipients of the 1995 Weimer K. Hicks Award, to be presented during the Founders Weekend celebrations.

5. Margo Light reported that the Faculty Executive Committee, Marilyn LaPlante, and the Student Services staff have been working on the orientation program for new students. Joe Baird, Joe Haklin, Barry Ross and Don Flesche all spoke in support of the week-long program, stressing the importance of this period for academic advising and for students to bond with the college community.

6. For the Academic Standards Committee, Ed Menta moved the approval of the waiver of the rule limiting a student to 42 units attempted for graduation in the case of Gregory Shinsky, who entered in 1977. Course work at George Mason University will be done to complete his remaining credits. The motion was approved.

   Ed Menta moved the approval of the motion:
   Students who upon completion of work for the Winter Quarter have earned 27 units (exclusive of the LACC) or who have earned 30 units (exclusive of the LACC) by the time of commencement are eligible to march at commencement.

   After extended discussion, the motion was approved.

7. For the Admissions and Financial Aid Committee, Billie Fischer extended thanks to the Financial Aid staff for its hard work in processing a large volume of aid packages quickly. Admissions statistics were included in the information distributed with the agenda (attached).

8. For the New Course Subcommittee of the Educational Policies Committee, Leslie Israel moved the approval of two new courses. Both were approved.

   • Computer Science 400 Introduction to Computer Science, with Lab
   • Computer Science 420 C++ Computer Programming, with Lab

9. For the Educational Policies Committee, Bernard Palchick thanked department chairs and Susan Wong for their assistance in the work on title and course description changes for the 1995-1996 catalogue (attached).
10. For the Foreign Study Committee, Dave Evans reported that the Committee had referred to the Educational Policies Committee the recommendation that a prerequisite for participation in a study abroad program be the completion of three units of foreign language, or their equivalent.

Dave Evans moved the approval of the motion that a one-quarter study abroad option be available and be structured so that it normally would fall in the spring of the second, or sophomore, year. The motion was passed.

11. For the Planning and Budget Committee, Lisa Palchick encouraged the faculty to attend the open meeting on the budget scheduled for Thursday, April 6.

12. For the Calendar/Curriculum Committee, Bob Stauffer reported that the Committee has been meeting with the Educational Policies Committee to develop a proposal on general education. An open meeting to discuss the draft statement may be scheduled for the week of April 17.

13. Richard Cook discussed faculty arrangements during the transition to the new calendar, pointing out that tight spots will occur as the requirements of two different calendars are accommodated simultaneously. The Mellon Foundation grant provides funding for some additional sections of courses. Models are being considered which give consideration to faculty and departments which are asked to follow unconventional schedules or carry unusual course loads.

14. Bob Stauffer mentioned that Laura Hunter, '84, had been killed in a fire in Grand Rapids and invited those who remembered her to join with him in sending condolences to the family.

15. Bernard Palchick invited the community to attend the performances by Lisa Kron, '83, on the evenings of April 8 and 9.

16. Billie Fischer invited everyone to attend a cello and piano duo concert that evening.

17. Arnie Sabatelli reminded the community of the campus visit of writer Larry Brown on April 11.

18. Ed Menta invited the community to attend student-directed theatre productions scheduled for the week of April 24.

19. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
To: Faculty
From: George Nielsen for the Academic Standards Committee
Re: Proposed Policy for Marching at Commencement

The Academic Standards Committee brings the following proposal to the faculty for vote at the faculty meeting.

**Students who upon completion of work for the winter quarter have earned 27 units (exclusive of the LACC) or who have earned 30 units (exclusive of the LACC) by the time of commencement are eligible to march at commencement.**

Rationale for proposal

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## Admissions Statistics

**as of March 27, 1995**

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**Minority Applicants**

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**Number of States Represented**

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* Indicates year-end totals
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Applications from First-Year Students and Enrolled Students 1984-1995

mjs - 3/29/95
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING PERMANENT CURRICULAR ADDITIONS

**CS400:** Introduction to Computer Science with Lab

**Instructor:** Brady, Carpenter

**Department:** Mathematics/Computer Science

**Course Description:** An overview of the field of computer science from the concrete -- what computers are made of and how they work -- to the abstract -- the theoretical limits on what computers can and cannot do. This course also focuses on the general algorithmic (disciplined, step-by-step) approach to problem solving, including system and user interface design, and the basic concepts of computer programming. Other topics include the history of computers, an introduction to several areas of computer applications including artificial intelligence, and the ethical and societal issues raised by the widespread use of computers.

**Term Offered:** Fall, Winter, Summer

**CS420:** C++ Computer Programming with Lab

**Instructor:** Brady/Carpenter

**Department:** Mathematics/Computer Science

**Course Description:** Structured programming using the C++ language. Topics include the basic features of the language, object-oriented design, and modular programming. **Prerequisite:** CS400 or familiarity with some programming language, e.g. BASIC, Pascal, HyperTalk.

**Term Offered:** Fall, Winter, Spring
5-1996 Catalogue change requests

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1995-1996 One Year Schedule Changes

The EPC has determined that the following new course requests will not appear in the 1995-1996 Catalogue, but they will appear in the 1995-1996 one-year schedule and be offered upon Faculty approval. The time-line for submitting these new course proposals for review is as follows:

- For FALL 1995 to EPC by 4/3/95
- For WINTER 1996 to EPC by 5/1/95
- For SPRING 1996 to EPC by 10/30/95
- For SUMMER 1996 to EPC by 10/30/95

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3/31/95
To: Dave Evans, Chair, International Programs Committee  
Date: March 10, 1995  
From: P. Olexia  
Re: Foreign Language and Study Abroad

I would like to reiterate some of the points that I made during the very valuable discussion that was held at the Faculty Meeting to March 6, 1995, so that the committee might consider them more thoroughly before taking action.

1. Traditionally and currently the reputation of the strength of Kalamazoo College's Study abroad programs has been in the numbers of students who have participated, not in the quality of the programs. I do not intend to impugn the quality of the programs as they currently exist, but simply to emphasize that the message we send is that 85% or 80% (or whatever the fraction is, but it appears to be declining) of our students participate in the study abroad program. No where can we crow louder than in the Natural Sciences where it is rare across the country that science students can even consider the possibility of study abroad. I should point out that while our students contend that they generally find the courses taken abroad to be less challenging academically, I cannot think of a case where they said the program was a waste of time or that it was useless. I do not know a student who has regretted participating in study abroad. Indeed, they are, virtually to the last person, very enthusiastic about their experiences. I also know that I have found increasing resistance over the past few years by students who would prefer not to participate. Few of us are capable of fully appreciating the opportunities we have passed up. The personal growth that most students undergo while on study abroad (even in notoriously "academic tourist" or "bubble" programs) is only one of the many rewards they (and we share it) receive from the program. As we undergo changes that make us as an institution appear to be more conventional, it is extremely important that we maintain the distinction of our high participation rate in study abroad.

2. As I pointed out at the meeting, the data on the numbers of students who place into upper lever (above 300) language courses is based upon the presumption that students will let their previous language skills rather than their current, and more developed, intellectual motivation determine where they will choose to go for study abroad. The language they chose to take in 9th or 10th grade, for whatever reason it is chosen, has nothing whatsoever to do with where they may decide to go during their Junior year at Kalamazoo College. While some students take the "easiest" route of continuing with their current language, others may prefer different alternative for even better reasons. Perhaps we also should investigate further the number of students who, while they place at the 310 or 420 level, may actually decide to take a different language. While I
wouldn't expect this number to be large, it nevertheless might provide some interesting information.

3. My own crude survey of Heyl Scholarship over the past two years shows that fewer than 1/3 of them had 3 or more years of more "traditional" foreign languages. (French, German or Spanish). Imposing an additional language prerequisite should not be viewed as inconsequential. For a while, deliberations in the discussions on calendar change focused on the cultural value of study abroad rather than the linguistic component. I believe most of us are convinced of the merit of that focus. I take no issue with the contention that enhanced language skills will enhance the cultural experience just the same as I am confident that if I had a 3 or 4 biology course prerequisite for my general botany course students would get more out of the courses and undoubtedly perform better in it. Nevertheless, I also feel that if my course is the only biology course they take, they will know more than if they hadn't taken it all. We must keep in mind that this is the dilemma we face. There is little doubt in my mind that forcing students to take the metaphorical ice cream with the cake will cause some to find the diet too rich and opt for the sustaining "bread" that is available through on campus programs. The dietary metaphor aside, the richness of study abroad is too valuable to eliminate it for some in order to enhance it for a few.

The issue of language prerequisites brings me to my final concern of establishing prerequisites that will force students to begin the language sequence during their first year. As many members of your committee are aware, forcing science students to take a language course in their first year may be difficult. Their schedules already are quite full. As I pointed out, a prospective chemistry major would be taking 2 chemistry courses, 3 math courses, 2 physics courses, and a freshman seminar. If this individual also wanted to take a biology course to maintain an option for a major in either Health Sciences or biology, foreign language (as well as study abroad) will not occupy a position of high priority in the decisions that need to be made. These are precisely the people about whom we like to talk when we talk about participation in study abroad programs.

I want to see our study abroad programs remain strong with high participation rates. I don't believe that will happen at the expense of student's majors or a variety of other considerations that may influence their decisions. The most likely outcomes of reduced participation in study abroad are likely to be: 1) less enriched students, 2) a less enriched over all programs and 3) less distinction for Kalamazoo College. These are rather significant costs to pay in exchange for the enhanced experiences for the smaller fraction of our students who will participate. To put it in terms of another metaphor, it probably is better to have read Homer in the original than in translation, but it clearly is better to have read Homer in any form than not to have read him at all.

I should point out in closing that a number of faculty have mentioned since the meeting that they supported these considerations. It is clear that a wider segment of the faculty should be consulted on these matters before final decisions are made.
To: Faculty
From: Ellen Caldwell
Re: The 3-unit language requirement

While I recognize Paul Olexia's point that Kalamazoo College is nationally recognized for its high percentage of student participation in study abroad, I would also hope, as participation rates at a number of colleges come ever closer to rivaling or surpassing ours, that we will continue to be recognized for the distinctive approach and unusually high caliber of our programs. Although a number of these are already strong, faculty most knowledgeable about our study centers recognize that the experience for our students could be better. Increasing the language requirement to the equivalent of three units for every student is not only educationally sound, but philosophically attuned to the College's emphasis on global citizenship and the spirit of internationalism that informs our curriculum. Further, it is a manageable requirement, given the preparation of today's students, the proposed restructuring of our distributional program and the changes in the crediting of study abroad courses.

Any of us who have tried to manage in another culture for any period of time with the equivalent of two quarters' worth of language know how isolating and potentially alienating the experience can be. The propensity to speak English with one's peers, resist interaction with the culture, and construct psychological as well as linguistic barriers is great. Without three units of language, students lack the ability to carry on a minimal conversation. Yet with additional study, they far more willingly approach a new culture without the bias of severe linguistic limitations. Additional practice in the language and instruction in the culture, through the 420-level course, would better prepare students for studying in a host country, both in the classroom and in service, volunteer, or work projects that they might perform in the community. Opportunities for valuable cross-cultural experiences (and unusual resume additions) are virtually impossible without the linguistic competency of three language courses.

Some faculty express legitimate concern that students in highly sequential majors, such as the health sciences, will be unable to take an additional language course before the junior year and may, as a result, choose not to go on study abroad. Yet an analysis of K'91 through K'96 science students taking the foreign language placement test indicates that over 50% of the students tested into a language at the level of 310 or above (27% in 310, 25% in 420 or higher). If these students were to continue with their high school language, they would have only one or two language courses to complete--no more than what is currently required. The percentage of students testing into 310 and higher levels of language is even greater for the general student population. From 1990-1994 73% to 89% of our students taking the foreign language exams placed into 310 and higher levels of French, German, and Spanish.

Requiring three units of language before study abroad does much to insure a higher level of educational experience--certainly what educators would like. But it seems that our students would prefer this as well. Admissions reports that over 75% of our applicants apply because of Kalamazoo's strong academic reputation. The further strengthening of our programs, then, continues a longstanding tradition of academic rigor. Moreover, the high rate (nearly 50%) of our entering students reporting significant study or travel abroad should encourage us to raise our language requirement. Our market will not only bear it, but would, I think, expect it.
Paul Olexia accurately notes that not all students wish to continue with the language studied in high school. While we do not want to discourage our students from beginning a new language, we might wish to challenge a form of academic dilettantism that encourages students to study a couple of languages superficially, instead of one in sufficient depth. My academic advisees often express a lack of confidence in their high school language skills, especially if they cannot begin serious language study until sophomore year, when they fear they will have forgotten what they once knew. I would rather see students build on the skills they have. If they are interested in studying a second language, the time after study abroad might be the ideal occasion for them to begin.

While the three-unit language requirement will affect only a minority of students (approximately 60 students per year who participate in short-term programs), we must guarantee that such a requirement would not be unfairly burdensome. One suggestion for creating some flexibility might be in the crediting of units earned on study abroad. If the second language course in the short-term program could be redesigned to count for distributional credit as a cultural studies course, students might earn two instead of one distributional credit. C3 and EPC will soon inaugurate discussions of new distributional requirements that would offer additional flexibility in the counting of credits. With these revisions to our academic program, an extra unit of language carries all of the advantages and little additional burden to our students.

I realize that students sometimes choose a short-term program because of their difficulty in studying a foreign language. From my advisees I also hear similar complaints about the difficulty of natural sciences, statistics, or economics courses. But because I am convinced of the educational value of such challenges, I am not willing to exempt a student from a science or literature, and certainly not from a language requirement, except in extraordinary cases. I am confident that the language faculty and TAs provide superb support for our students. Pedagogically, however, we might explore additional ways to help students who are particularly anxious about language study.

Ultimately, the concerns about a three-unit language requirement are not really about student grade anxiety, rigor of program, or participation rates, though these are all factors that we must consider. Nor is there much debate that the increased language requirement is based on sound educational principles; language instructors regularly indicate that more extensive language preparation is the single most important factor in increasing the value of a student’s study abroad experience. Nor should the issue be solely governed by budgetary concerns. If an enhanced language requirement means that we need additional sections of language, I believe the College is (or should be) willing to commit the necessary resources.

The issue, finally, is one of educational philosophy. Strong language preparation is fundamentally tied to our curricular focus on internationalism and our desire to prepare students for global citizenship, respectful attentiveness to the concerns of diverse populations, and thoughtful stewardship of human and natural resources. These goals are at the heart of the College’s Mission and the Mission of the Center for International Programs. The study and practice of language, which is one of the best ways to know a culture, is also one of the best ways to develop the "awareness of . . . and respect for the diversity and shared experiences among peoples of the world" (Catalogue 9). Our curriculum, and particularly our language requirement, should support the values to which we lay claim.
I. Minutes of 4/3/95 meeting (attached)

II. Reports of Standing Committees of the College - Margo Light
   A. Executive Committee - Margo Light
   B. Academic Standards - George Nielsen (15 min.)
   C. Admissions and Financial Aid Committee - Billie Fischer (15 min.)
      • Enrollment report
   D. Educational Policies - Bernard Palchick (5 min.)

III. Calendar/Curriculum Committee - Ellen Caldwell/ Bob Stauffer (15 min.)

IV. Question/Discussion Period - Larry Bryan and Richard Cook

V. Announcements

VI. Adjournment

Celebrate the 1994-95
LUCASSE LECTURESHP for
OUTSTANDING TEACHING

with
CAROLYN NEWTON

Wednesday, May 3, 1995
6:45 pm — Dessert reception, Hodge House
8:00 pm — Presentation, Olmsted Room
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
May 1, 1995

1. President Bryan called the meeting to order.

2. The minutes of the meeting of April 3 were approved.

3. For the Executive Committee, Margo Light provided a brief summary of the presentation she had made to the Board of Trustees at its recent meeting:

   • Faculty morale is poor, due in large part to the perception that the budget is based on unrealistic projections, and that budget shortfalls affect the curriculum

   • Approximately 50 members of the faculty have been meeting regularly as a "committee of the whole" to discuss common concerns

   • In spite of the low morale, the faculty continues to work on recruitment, retention, and curricular issues.

   Dr. Bryan reported that the Trustees had listened carefully to the report on the faculty, that those concerns had been discussed during the meeting, and that several trustees had already taken action to increase their contributions to the College.

   Sally Olexia will present a report on the Supplemental Instruction Program at the Faculty Study session on Friday, May 5.

   Marilyn LaPlante reported that enough faculty have made commitments for the full-week orientation program to go forward. Participation by additional faculty, however, is welcome.

4. For the Academic Standards Committee, George Nielsen moved the waiver of the rule limiting a student to 42 units attempted to earn the 35 units for graduation for Emily Merrill. The motion was approved.

   He then led a discussion of a proposed policy and faculty by-law change on grade changes (attached), scheduled for action at the May 30 faculty meeting. A poll of faculty found support for the policy of allowing changes in grades only when an error was made.
Lonnie Supnick spoke to his role as Associate Provost in mediating disagreements over grades between students and faculty. The intent of the proposed by-law change is to narrow the circumstances under which the faculty would be called upon to vote on a grade change. It is thought that deliberations by the Faculty Hearing Committee would be more appropriate than would a referral to the Academic Standards Committee.

5. For the Committee on Admissions and Financial Aid, Billie Fischer invited the community to an open meeting on admissions scheduled for 4:00 p.m. on May 11.

Arnie Sabatelli reported on "Spiders," an ad hoc group working on coordinating efforts to build the College's World Wide Web home page. Two Career Development interns have added the course listings from the catalog, available for internal access only, and will be developing templates for departments to use in developing their own home pages.

Paul Olexia reported that of 15 Heyl Scholarships offered, twelve have accepted, one has declined the offer, with two offers outstanding.

Terry Lahti reported that 258 acceptances have been received. The traditional May 1 deadline for a response is no longer a firm date, so additional responses are anticipated. The trend in discounting is encouraging at the moment.

6. For the Educational Policies New Course Subcommittee, Leslie Israel moved a two-year approval of Psychology 620, Behavioral genetics. The motion was approved.

7. For the Educational Policies Committee, Jan Tobochnik entertained comments on the proposal that three language courses (or competency through 420) be required for participation in the one-term Spring Quarter study abroad. The motion would leave unchanged the net number of language courses earned by the end of the study abroad program. It is undetermined, however, what requirements the other two courses taken during the study abroad program might satisfy. Up to four additional offerings of the 420 language courses might be required for the Winter Term: one in German, one in French, and two in Spanish.

While student representatives indicate a recognition that the increased language preparedness would be valuable educationally, there is opposition to the introduction of additional inflexibility into the program. It was recognized, however, that far fewer students participate in the one-term program than go on longer program options.
While the percentage of students participating in the study abroad programs is important, it also must be recognized that attention also must be paid to the quality of the programs.

Recognizing that the discussion of the study abroad program needs to be made in the context of the broader general education program, further consideration of the proposal was postponed until the meeting of May 30.

8. For the Calendar/Curriculum Committee, Ellen Caldwell reported that the Academic Standards Committee is working on questions of SIP credit, advanced placement credit, and transfer credit; the Educational Outreach Committee is looking at the concept of an experiential transcript to accompany the academic transcript; the Provost’s Office and the Calendar/Curriculum Committee are studying faculty on/off patterns; the registrar’s office is dealing with the weekly schedule of classes; a subcommittee is wrestling with a cross-cultural experience requirement for those not participating in the study abroad program; the Educational Policies Committee and the Calendar/Curriculum Committee are looking at curricular development and the general education document.

9. For the Calendar/Curriculum Committee, Bob Stauffer reported that the draft statement on general education will be an opportunity for the community to think through the underlying requirements and desired outcomes of general education. The present catalog has no general statement defining what is meant by general education.

10. Dr. Bryan commended those working on the general education document for their efforts.

11. Nora Evers invited nominations for the Pauline Byrd Johnson Award for Excellence in Teaching.

12. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
The following paragraph is from the legendary, lost Faculty Handbook:

A student seeking a grade change should first contact the course instructor, who is responsible for the grades issued and who should not change a grade unless he/she is convinced that an error was made in determining the grade. If the student wishes to pursue the matter, the next appropriate person for the student to consult would be the Department Chair and then the Division Chair. If the Division Chair feels that the matter needs further attention, the Division Chair would then take the issue to the Academic Standards Committee.

As we discussed the issue of grade changes over the last several quarters, we found the above policy statement to be in need of revision. With regard to academic policy, we are proposing modified procedures and guidelines by which students may follow up on concerns about grades received or the grading practices and standards (see Attachment #1). The process ends with the possibility of taking the matter to the Provost's Office. Under normal circumstances the Office supports the authority of the instructor and attempts to mediate between the student and instructor if this seems appropriate. In rare instances there may be grounds for considering a grade change in the face of opposition from the instructor or where the instructor is not available to respond to the concerns. For such circumstances, we believe, a change in the Faculty Bylaws is needed to provide due process and appropriate protection for the rights of faculty members.

In the only instance which any of us could recall, the ASC brought the matter to the Faculty, as a whole, which voted to change the grades for all members of a mathematics course taught by a visiting instructor. It was the consensus of those familiar with the situation that the instructor was probably severely mentally ill. It appears that on that occasion the ASC was not comfortable with the responsibility for making a decision; the current ASC feels similarly. We don't believe that the ASC is the appropriate body for the investigations and judgments involved.

It may be that formalizing the precedent of having the entire Faculty consider the matter of grade changes would best protect the authority of faculty members in such matters, but there are possible circumstances in which such widespread scrutiny of an incident might cause harm to the instructor or student involved. It is for this reason that the ASC proposes a policy which would empower the Faculty Executive Committee to convene the Hearing Committee to consider questions of grade change (see Attachment #2).
Academic Policy on Grade Changes

Individual faculty are responsible for establishing grading criteria and applying them fairly and equally to all students' work. Because it is difficult for a third party to adjudicate fairness and equality in the context of academic course work, our process encourages the student to discuss grading concerns with the faculty member involved as the principal means of resolving problems.

Both the student and the faculty member should understand that a change of an assigned grade should reflect only errors in the evaluation process; it should not be the result of a subsequent decision by the faculty member to accept late, revised or additional work. Additionally, a grade should not be changed simply because of any adverse effect of the grade assigned on the student's scholarships, athletic participation, international study opportunities, etc.

If a student believes a faculty member has made an error in the grade or has a concern about the criteria used in grading, the student should first contact the course instructor who is responsible for the grade issued. The student should initiate this process as soon as possible, but in any case by the end of the sixth week of the student's next quarter in residency or within six weeks from graduation or withdrawal from the College. If, within one year of awarding the grade, a faculty member determines that a grade change is warranted, then the faculty member reports the correction with a written statement of the reason for the change to the Registrar. If more than one year has passed, then approval by the Academic Standards Committee is also necessary for a change of grade. After graduation of the student, only changes that raise a grade will be recorded.

If, after acting in accordance with the above policy, the student believes that the instructor has not given adequate consideration to the problem with the grade and wishes to pursue the matter, he or she should see the Associate Provost.
Faculty-Bylaw Policy on Grade Changes

This policy affirms the authority of individual faculty members and the Faculty, as a whole, in the matter of setting standards for and in the assignment of grades in courses. However, it recognizes that there are rare instances in which Faculty may need to be called upon to render a judgment about the appropriateness of a grade or set of grades given by one of its members. The following procedures are intended to protect the legitimate authority of faculty members, while providing some measure of privacy to them and to students.

Academic policy allows students with concerns about grades assigned or grading procedures to contact the Associate Provost. If, as a result of such a contact, the Associate Provost believes that a grade given by an instructor was a function of the instructor’s incompetence or was given for unprofessional reasons, and the instructor is unwilling to change the grade or cannot be consulted, then he or she may call upon the Faculty Executive Committee to convene the Faculty Hearing Committee1 to review the matter thoroughly, providing full opportunity for all available parties to be heard and all relevant evidence to be considered. Hearings may not be called simply because the student or the Associate Provost disagrees with the grade given. Should the Committee decide that a grade change is warranted, it should first report its decision to the instructor involved, if possible, and then direct the Registrar to make the appropriate changes on the student’s academic record. The decision by the Hearing Committee shall also be reported to the Faculty at its next regular meeting. In addition, the Hearing Committee may choose to consult with the Faculty before reaching a decision.

Under current College policy, the Dean of Students or the Dean of Chapel may be aware of situations not known to anyone in the Provost’s Office in which students have been subject to harassment or discrimination by faculty. Therefore, one of these individuals may also invoke the procedures described above, where such unprofessional behavior might have affected the grade given students.

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1 The Faculty Bylaws already require that a Hearing Committee be designated yearly by the Faculty Executive Committee. Although intended for a different purpose, the make-up of this Committee is appropriate as well to the task at hand.
Agenda for Faculty Meeting, Tuesday, May 30, 1994
4:00 p.m. - Olmsted Room

I. Minutes of 5/1/95 meeting (attached)

II. Emeritus status - Phil Thomas (Richard Cook)

III. Reports of Standing Committees of the College - Margo Light
   A. Executive Committee - Margo Light (10 minutes)
      • Changes to Faculty Bylaws, first reading
   B. Academic Standards - George Nielsen (10 minutes)
      • Revision of Academic Policy and Faculty Bylaws
   C. Admissions and Financial Aid Committee - Billie Fischer (15 minutes)
      • Enrollment report
   D. Educational Policies - Bernard Palchick (10 minutes)
      • New Course Subcommittee
   E. Planning and Budget - Lisa Palchick (brief announcement)

IV. Calendar/Curriculum Committee - Ellen Caldwell
   • General Education

V. Question/Discussion Period - Larry Bryan and Richard Cook

VI. Announcements

VII. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
May 30, 1995

1. The meeting was called to order by President Bryan.

2. The minutes of the meeting of May 1 were approved.

3. Provost Cook moved the awarding of emeritus status to Phil Thomas. The motion was approved.

He then recognized special guests Kurt and Marilee Kaufman and Paul Todd before announcing that Paul Sotherland will be the holder of the Kurt Kaufman Chair for the 1995 - 1998 period. Paul Olexia, the first holder of the Chair, 1993 - 1995, also was recognized.

4. Margo Light reported that the Faculty Executive Committee will be working on committee assignments for the coming academic year later in the week. Those who had not yet returned assignment preference sheets were encouraged to do so. She also reported that the Committee will be meeting during the summer term as needed.

She then presented for a first reading two faculty bylaw changes. Both appear in Appendix A, Definition of Faculty. The first is in section 4, Adjunct Professors and Lecturers, which will read: Members in this category are appointed annually and have the same rights and privileges as those in category 1 above except (b), (e), (f), and (g).

The second change is in section 5, Administrators, part B, Without professorial rank, but with faculty status, which will read: Same rights and privileges as those in category 1 except for (b), (f), and (g).

5. Marilyn LaPlante moved that the procedures established under the College's sexual harassment policy be used for any situations in which a student alleges harassment by a member of the faculty or staff, with appropriate changes in the language. The motion was approved.

The separate policies on harassment and on sexual harassment will remain as separate statements. Under the adopted procedures, the same hearing board would hear either type of case. The suggestion was made that there should be a policy and set of procedures in place to handle allegations of harassment by a student to a member of the faculty or staff.

6. For the Academic Standards Committee, George Nielsen reported that thirteen members of the class of 1995 have received waivers of one quarter of the residency requirement, and that the cases of two additional persons are pending. He also reported that there are 254 in the 1995 graduating class, 44 of whom will be "super seniors."
He moved the approval of a revision to the Academic Policy on Grade Changes (attached). The motion was approved.

He then moved approval of an addition to the faculty bylaws, Article IV, Section 2, and Article IV, Section 6: Grade Changes, as entered for a first reading at the meeting of May 1 (attached). The motion was approved.

7. For the Committee on Admissions and Financial Aid, Terry Lahti reported that there are 336 first-year students and 17 transfers to date. Twenty-seven percent are from outside of Michigan.

8. For the Committee on Admissions and Financial Aid, Billie Fischer reported that questionnaires returned by the faculty will be tabulated over the summer. The administration is investigating the possibility of bringing in an outside consultant to look at enrollment management and marketing strategies.

9. For the Planning and Budget Committee, Lisa Palchick invited the faculty to an open meeting on the budget scheduled for Monday, June 5, at 4:00 p.m.

10. For the Committee on Athletics, Don Flesche moved the approval of Michelle Michael and Paul Blowers as the recipients of the Scholar/Athletes of the Year awards. The motion was approved.

11. For the Educational Policies Committee, Bernard Palchick reported that the three unit language requirement will be kept on the table until after the sixth week of the fall term.

12. For the Educational Policies Committee New Course Subcommittee, Leslie Israel moved the approval of Biology 600, Darwinism, and Anthropology 650, Current Dialogues in Anthropology. Both courses were approved.

13. For the Calendar/Curriculum Committee, Ellen Caldwell extended her thanks to all those serving on standing committees, the participants in the open meetings, and to the members of the Committee for the extensive work on the calendar and curricular questions during the quarter. The Calendar/Curriculum Committee will expire at the end of the term and a newly-constituted committee will continue the work during the summer.

She moved the approval of a motion: The faculty endorses the conception of a new general education program composed of three components -- currently called Foundations, Locations, Connections -- and approves the continued planning and discussion of general education as informed by the broad outlines of the "Framework for General Education at
Kalamazoo College" document. This planning and discussion will continue through the early summer and fall of 1995, preparatory to a vote on a specific plan at the sixth week faculty meeting of the fall term. The motion was approved.

Ellen Caldwell was then warmly applauded for all her time and effort on the calendar and curriculum revisions and planning.

14. Hannah McKinney was congratulated on the publication of her book, The Development of Local Public Services, 1650-1860.

15. When questioned on the status of the Plan of Employment, Lonnie Supnick reported that the document was ready for a final review. Dr. Bryan confirmed that the document would be shared with the faculty before it was forwarded to the Board of Trustees.

16. The meeting was adjourned at 6:20 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMO

TO: Faculty
FROM: Faculty Executive Committee
RE: Proposed By-Law Change

A little background:

On January 23, 1980 a list of teaching faculty, part-time teaching faculty, adjunct lecturers and administrators was distributed to the faculty by the Provost's Office. This list also included privileges enjoyed by each category and was to be inserted in the Faculty Handbook as an addendum to Chapter I, Faculty By-Laws.

On June 9, 1986 a new set of Bylaws was adopted by vote of the faculty. (These Bylaws were amended in 1990, but the changes are not relevant to the issue under discussion here.) In Appendix A a new definition of faculty and administrators' rights and privileges appears and it is changes in this section that the FEC brings to the faculty for its approval.

The FEC feels that adjunct professors and lecturers who are appointed annually are generally not directly involved with the larger issues discussed in faculty meetings and thus should not have a vote. In conformity with long established tradition in academe, the FEC further believes that administrators without professorial rank, although they are obviously a significant part of the college community and directly involved in college affairs, are not entitled to a vote.

We bring this to the faculty for a first reading at the May 30, 1995 meeting, in accordance with the Bylaws.
APPENDIX A

DEFINITION OF FACULTY

The "faculty" is divided into several categories with specific roles and power in faculty affairs.

1. **REGULAR FULL-TIME AND PART-TIME TEACHING FACULTY.** This category includes members of the regular teaching faculty. Members of this category have the following privileges and duties:
   
   (a) attend faculty meetings;
   (b) vote on all issues before the faculty;
   (c) march in academic processions;
   (d) attend division meetings;
   (e) are eligible for appointment by the executive committee or the president to all faculty committees;
   (f) are eligible for positions on the executive committee;
   (g) vote for representatives to the executive committee.

2. **ADMINISTRATIVE/LIBRARY FACULTY**

   Members of this category are without rank but have all the rights and privileges of the members of category 1 above.

3. **TEMPORARY TEACHING FACULTY** (e.g. sabbatical leave replacements)

   Members of this category have all the rights and privileges listed in category 1 above except (f) and (g).

4. **ADJUNCT PROFESSORS AND LECTURERS**

   Members in this category are appointed annually and have the same rights and privileges as those in category 1 above except (b), (e), (f), and (g).

5. **ADMINISTRATORS**

   A. With professorial rank and faculty status.
      Members of this category have all the rights and privileges of those in category 1 except for (f) and (g).

   B. Without professorial rank, but with faculty status.
      Same rights and privileges as those in category 1 except for (b), (f), and (g).

   C. Without professorial rank or faculty status.
      Members of this category have privileges (a) and (c) and may be appointed ex-officio by the president to faculty committees.
6. OCCASIONAL PART-TIME TEACHING FACULTY

Members of this category are appointed quarterly, have only a part-time association with the College and enjoy (a) and (c) only.

7. EMERITI FACULTY

These cherished members of the faculty have the same privileges as category 1 except for (b), (f), and (g).

The President's Office will compile annually a list of faculty members in each of these categories.
To: Faculty  
From: Marilyn La Plante  
Date: May 25, 1995  
I'm afraid that I have to admit that my brain cells are dying! This policy change was discussed long ago by the Faculty Executive Committee, I prepared the document in plenty of time, I discussed with Pat Strawn how to get it on the agenda, then apparently neglected to send the document to Pat to include in the faculty meeting packet. I hope you will agree to add this to the agenda because it should not be left for discussion in the summer when so many faculty are away. Thanks for your patience with an aging dean!

To: Faculty  
From: Marilyn La Plante and the Faculty Executive Committee  
Date: May 30, 1995  
Because there are no procedures for resolving a complaint of harassment involving a student and a faculty/staff member, we recommend that the process approved by the faculty to address sexual harassment be extended to resolving a complaint of harassment. We also recommend a change in the definition of harassment. Following is the policy with the revised definition and the procedure, revised to address both harassment and sexual harassment. We do not propose any changes in the sexual harassment policy.

KALAMAZOO COLLEGE  
Harassment Policy

An environment of mutual respect must prevail if the College is to fulfill its educational mission. The College views the preservation and protection of the dignity of all its members as integral to that mission, and recognizes an obligation to regulate any conduct which threatens its educational ideals.

The mission of the College is predicated upon the open and free exchange of ideas, and the College must welcome the broadest range of diverse convictions and opinion within its educational forums. If the open and free exchange of ideas as well as the ideals of community expectations are to be protected, all individuals must be free from harassment.

Harassment is defined as any behavior, verbal or physical, which:
- victimizes an individual on the basis of race, ethnicity, religion, gender, sexual orientation, creed, ideology, national origin, ancestry, age, marital status, or physical disability; or
- involves an express or implied threat to personal safety; or
- creates an intimidating, hostile, or demeaning environment; or
- has the purpose of reasonably foreseeable effect of interfering with an individual's full and free participation in the educational or extracurricular life of the College.
Change above definition as follows:

Harassment is defined as any behavior, verbal or physical, which victimizes an individual on the basis of race, ethnicity, religion, gender, sexual orientation, creed, ideology, national origin, ancestry, age, marital status, or physical disability; and has one or more of the following impacts on an individual:

• involves an express or implied threat to personal safety; or
• creates an intimidating, hostile, or demeaning environment; or
• has the purpose of reasonably foreseeable effect of interfering with an individual's full and free participation in the educational or extracurricular life of the College.

The defense of the right of all community members to be free from harassment does not imply an institutional endorsement of any particular faith, lifestyle, or affiliation. Rather, the Harassment Policy recognizes and fulfills the College's duty to respect the dignity of each individual and protect its educational ideals.

All community members must assume the responsibility to educate themselves to ensure that harassment does not occur. In the event of violations, the College encourages informal mediation of disputes. The complainant may seek to resolve the matter of inappropriate conduct by discussing it directly with the person(s) alleged to have caused the problem; or the complainant may call upon other members of the community, such as a resident assistant, professor, or counselor, to assist in informal mediation. When such informal mechanisms prove insufficient or unsuccessful, complainants are urged to appeal through formal College mechanisms for resolution and adjudication.

The College recognizes that conflicts may arise between freedom of speech and the right of individuals to be free from harassment and not every act that might be offensive to an individual or a group will necessarily be considered a violation of this policy; moreover, an individual who knowingly and intentionally files a false complaint under this policy may be subject to discipline. Judicial decisions must distinguish between harassment and statements or dissemination of opinion on a case-by-case basis with proper regard for the protection of individual rights, religious and moral convictions, academic freedom and advocacy, as well as the nature and locus of conduct. The College judicial process may result in the imposition of any of a wide range of punitive sanctions, including dismissal.

Add the following statement:

Students seeking redress or information concerning harassment by a faculty member or staff member can consult the following persons:

Dean of Students
Dean of the Chapel

Should either or both of these individuals have a conflict of interest in the matter, the President would appoint an alternate(s) for this role. See the procedures for resolving a complaint of harassment in this section.

Change the heading of the procedures section as follows and place it following the definitions of Harassment and Sexual Harassment:

Procedures for Resolving A Complaint By a Student of Harassment or Sexual Harassment By a Faculty or Staff Member

Drop the word "sexual" as a modifier of harassment as follows:

When a faculty or staff member is accused of (sexual) harassment by a student, the identity of the complainant and the accused will be protected in as far as is possible while the alleged harassment is addressed. The student will be encouraged to take action to stop the harassment; however, it is to be understood that the institution will investigate and take appropriate action in every case brought to the College's attention.

Resolution of First Complaint Against a Faculty or Staff Member

The Dean of Students and the Dean of the Chapel will meet with the student, the accused faculty or staff person, and any witnesses to determine the validity of the accusation. Should the accusation be deemed invalid, no further action will be taken, and no record of the investigation will be kept. Should the investigation suggest that (sexual) harassment has occurred, one of the following steps will be taken:

1. The student complainant shall confront the faculty/staff member about the harassment, explain that the student has discussed the matter with the Dean of Students and Dean of the Chapel, and ask that the harassment cease. The Dean of Students and the Dean of the Chapel subsequently will meet with the accused to ensure that the harassment stops and to develop appropriate ways to avoid negative ramifications.

2. The student complainant shall write a letter to the faculty/staff member describing the harassing activity, the reaction to the harassment, and request that the activity cease. A copy of the letter shall be retained by the student and may be given to the Dean of Students. The Dean of Students and the Dean of the Chapel subsequently will meet with the accused to ensure that the harassment stops and to develop appropriate ways to avoid negative ramifications.
3. The student complainant shall have a discussion with the faculty/staff member mediated by the Dean of Students and the Dean of the Chapel. The discussion will include assurance that the harassment will stop and development of ways to avoid negative ramifications.

4. The student complainant may request that the Dean of Students and the Dean of the Chapel speak with the faculty/staff member on behalf of the student.

In any of the preceding alternative steps to be taken, the accused may be accompanied by an advocate from the College community, if the accused wishes.

The Dean of Students will stay in touch with the student and if the harassment has stopped, the case will be closed, but a report of the incident will be maintained in a confidential file in the Dean's office. The report of a first incident shall not be forwarded to the Provost or any faculty committee for any purpose. However, should a second complaint against the same person be filed, all records of the first action will be forwarded to the hearing body as stated in the subsequent section. The entire process will be completed in a timely manner.

The Dean of Students and the Dean of the Chapel reserve the right to send a case forward for a hearing (following the process set forth below) should the seriousness of the incident warrant a response beyond the ones outlined in the first complaint process.

Resolution of Subsequent Complaints of (Sexual) Harassment Against the Same Person

Should (sexual) harassment against a complainant not be stopped or should there be retributions against the complainant, or should an investigation of a second complaint filed against a faculty or staff person show grounds for such a complaint, the Dean of Chapel and Dean of Students will request a hearing.

A hearing will be conducted by a Hearing Committee in the presence of the student complainant (the Dean of Chapel and Dean of Students may stand in for the student complainant) and the accused faculty/staff member. The student and/or the faculty/staff member may be accompanied by an advocate of their choice selected from the College community.

A report of the Committee findings will be forwarded to the Provost for action in accordance with the findings and recommendations of the Committee. The entire process will be completed in a timely manner.

Note: The hearing committee for a faculty member accused of (sexual)
harassment will consist of three faculty members serving staggered five-year-terms, appointed by the Faculty Executive Committee in consultation with the Provost. The hearing committee for a staff member accused of (sexual) harassment will consist of three administrators/staff serving staggered five-year-terms, appointed by the Director of Personnel in consultation with the President.

Approved by the Kalamazoo College Faculty/March 9, 1992
Revision of Academic Policy & Faculty Bylaws in re Grade Changes

The following paragraph is our current Academic Policy on grade changes:

A student seeking a grade change should first contact the course instructor, who is responsible for the grades issued and who should not change a grade unless he/she is convinced that an error was made in determining the grade. If the student wishes to pursue the matter, the next appropriate person for the student to consult would be the Department Chair and then the Division Chair. If the Division Chair feels that the matter needs further attention, the Division Chair would then take the issue to the Academic Standards Committee.

As we discussed the issue of grade changes over the last several quarters, we found the above policy statement to be in need of revision. With regard to academic policy, we are proposing modified procedures and guidelines by which students may follow up on concerns about grades received or the grading practices and standards (see Attachment #1). The process ends with the possibility of taking the matter to the Provost's Office. Under normal circumstances the Office supports the authority of the instructor and attempts to mediate between the student and instructor if this seems appropriate. In rare instances there may be grounds for considering a grade change in the face of opposition from the instructor or where the instructor is not available to respond to the concerns. For such circumstances, we believe, a change in the Faculty Bylaws is needed to provide due process and appropriate protection for the rights of faculty members.

In the only instance which any of us could recall, the ASC brought the matter to the Faculty, as a whole, which voted to change the grades for all members of a mathematics course taught by a visiting instructor. It was the consensus of those familiar with the situation that the instructor was probably severely mentally ill. It appears that on that occasion the ASC was not comfortable with the responsibility for making a decision; the current ASC feels similarly. We don't believe that the ASC is the appropriate body for the investigations and judgments involved.

It may be that formalizing the precedent of having the entire Faculty consider the matter of grade changes would best protect the authority of faculty members in such matters, but there are possible circumstances in which such widespread scrutiny of an incident might cause harm to the instructor or student involved. It is for this reason that the ASC proposes a policy which would empower the Faculty Executive Committee to convene the Hearing Committee to consider questions of grade change (see Attachment #2).
Academic Policy on Grade Changes

Individual faculty are responsible for establishing grading criteria and applying them fairly and equally to all students' work. Because it is difficult for a third party to adjudicate fairness and equality in the context of academic coursework, our process encourages the student to discuss grading concerns with the faculty member involved as the principal means of resolving problems.

Both the student and the faculty member should understand that a change of an assigned grade should reflect only identifiable and distinct errors in the evaluation process; it should not be the result of a subsequent decision by the faculty member to accept late, revised or additional work. Additionally, a grade should not be changed simply because of any adverse effect of the grade assigned on the student's scholarships, athletic participation, international study opportunities, etc.

If a student believes a faculty member has made an error in the grade or has a concern about the criteria used in grading, the student should first contact the course instructor who is responsible for the grade issued. The student should initiate this process as soon as possible, but in any case by the end of the sixth week of the student's next quarter in residency or within six weeks from graduation or withdrawal from the College. If, within one year of awarding the grade, a faculty member determines that a grade change is warranted, then the faculty member reports the correction with a written statement of the reason for the change to the Registrar. If more than one year has passed, then approval by the Academic Standards Committee is also necessary for a change of grade. After graduation of the student, only changes that raise a grade will be recorded.

If, after acting in accordance with the above policy, the student believes that the instructor has not given adequate consideration to the problem with the grade and wishes to pursue the matter, the student should see the Provost (or the Provost's designee).
Article IV, Section 2:

F. In addition to the responsibilities described above, the Grievance Committee shall consider questions of grade changes as described in Section 6, below.

Article IV, Section 6: Grade Changes

This policy affirms the authority of individual faculty members and the Faculty, as a whole, in the matter of setting standards for and in the assignment of grades in courses. However, it recognizes that there are rare instances in which the Faculty may need to be called upon to render a judgment about the appropriateness of a grade or set of grades given by one of its members. The following procedures are intended to protect the legitimate authority of faculty members, while providing some measure of privacy to them and to students.

A. Academic policy allows students with concerns about grades assigned or grading procedures to contact the Provost (or the Provost's designee). If, as a result of such a contact, the Provost (or designee) believes that the instructor giving the grade may have been incompetent or acted unprofessionally, and the instructor is unwilling to change the grade or cannot be consulted, then he or she may call upon the Faculty Executive Committee to convene the Faculty Grievance Committee\(^2\) to review the matter thoroughly, providing full opportunity for all available parties to be heard and all relevant evidence to be considered. Hearings may not be called simply because the student or the Provost (or designee) disagrees with the grade given. Should the Committee decide that a grade change is warranted, it should first report its decision to the instructor involved, if possible, and then direct the Registrar to make the appropriate changes on the student’s academic record. The decision by the Grievance Committee shall also be reported to the Faculty at its next regular meeting. In addition, the Grievance Committee may choose to consult with the Faculty before reaching a decision.

B. Under current College policy, the Dean of Students or the Dean of Chapel may be aware of situations not known to anyone in the Provost’s Office in which it has been established that students have been subject to harassment or discrimination by faculty. Therefore, one of these individuals may also invoke the procedures described above, where such unprofessional behavior might have affected the grade given students.

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1 Thanks to Joe Fugate for help on untangling our constitutional snarls and to Gail Griffin and John Wickstrom for help in clarifying the intended meaning of portions of the policy.

2 The Grievance Committee referred to here is that constituted under Article IV, Section 2A of the 1986 revision of the Faculty By-laws. In a more comprehensive proposal for revision of the By-laws in progress, this Committee would be redesignated as a Hearing Committee consistent with an enlargement of its scope of responsibilities. The 1986 By-laws contain anachronisms and ambiguities which apparently call for three separate yet similar committees. The intent here is to avoid creating a fourth committee and to anticipate proposed consolidations and clarifications of committee responsibilities.
BIO 600  Darwinism
Instructor  Paul Sotherland
Department  Biology
Prerequisite  Junior and Senior Standing Only (all disciplines)

Study of the origins and development of Darwinism and of its effects on the ways in which we think about ourselves, our society, and the world in which we live.

Quarter Offered  Winter '96 every other year

ANT 650  Dialogues in Anthropology
Instructor  Sandra Kryst (1st year)  Kiran Cunningham (2nd & subsequent years)
Department  S/A
Prerequisite  ANT 405

This course is intended to inform students of major dialogues in anthropological theory today. We will focus on dialogues about, for example, materialism and idealism, knowledge and power, structure and practice. Anthropology's history will also be illuminated as we look for the roots of the ideas central to the dialogues.

Quarter Offered  Winter '96 (every year)

30 May 1995

To:  Faculty/Staff
From:  Calendar/Curriculum Committee
Re:  Here is the motion we will present for a vote at the 30 May faculty meeting.

The faculty endorses the conception of a new general education program composed of three components—currently called Foundations, Locations, Connections—and approves the continued planning and discussion of general education as informed by the broad outlines of the "Framework for General Education at Kalamazoo College" document. This planning and discussion will continue through the summer.
1. The meeting was called to order by Provost Richard Cook.

2. For the Academic Standards Committee, George Nielsen moved that the faculty certify those seniors who have met the requirements for the degree Bachelor of Arts (list attached). The motion was approved.

3. Susan Wong, the staff of the Registrar's Office, and the Academic Standards Committee were applauded for their work.

4. Richard Cook announced the personnel actions taken by the Board of Trustees earlier in the day:

   Granted tenure were: Rose Bundy
                       Hannah McKinney
                       Enid Valle

   Promoted to Professor were: Gail Griffin
                                Lyn Maurer
                                Carolyn Newton

   Thanks were expressed to the Personnel Committee for its careful deliberations over an extraordinary number of files.

   Richard Cook summarized the report he had given to the Board of Trustees. Although the College has survived the various challenges over its history, it would be a mistake to assume that "business-as-usual" will assure its future. Almost all of private higher education is struggling through perilous times. Public attitudes toward higher education are not positive nor is their ability or willingness to pay for the cost of a college degree encouraging.

   Income shortfalls have definite program implications as approximately 85% of the budget is devoted to personnel costs. Thus, there is little flexibility to maneuver.

   These challenges must be met through a team effort. They must be successfully faced before the public phase of a long-term capital campaign is announced. The faculty and administration must find ways to deliver the academic program at a lower overall cost, while the Board needs to enhance non-tuition revenues. The Board was challenged to find ways to make up the annual fund shortfalls of the past several years, to make up the recent shortfalls in the additions to the endowment, and to provide relief to the operating budget from the budgeted debt service. Given that kind of commitment to the future of Kalamazoo College by the Board, the faculty and staff would be further galvanized to work hard, creatively, and in sacrifice.

5. All those who had met with the Board during their meetings were thanked for their efforts with applause.

6. The meeting was adjourned at 11:10 a.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
Adam Abid Afridi
Kelly Lynn Allen
Stephen Charles Allison
Athanasios Christ Anagnost
Timo Edward Anderson
Albert Michael Arends
Jill Ellyn Ashbury
Peter Glen Avis
Mark William Bachman
Shivika Bafna
Lisa Suzann Baker
Vishal Bansal
Jennifer Louise Barker
David John Barkley
Spencer Peterson Barnes
Kassia Bevin Barney
Suzanne Elizabeth Baumann
Rebecca Ann Bayer
Carrie Catherine Beard
Rebecca Irons Beebe
Nancy Ruth Bekofkske
Kristine Elizabeth Bennett
Sara Lynn Bhagat
Birgitta Terese Bisztray
Miles Henry Black
Paul Michael Blowers
Nicholas Anthony Blumm
Scott Charles Boos
David Jonathan Borgsdorf
Allison Lee Bosshart
Sarah Suzanne Bouchard
Paul Douglas Bozyk
Orma Christina Bradford
Kathleen Teresa Bradshaw
Amie Danielle Breithaupt
Jessica Sutherland Brown
Rhonda Lynn Brown
Jason Everett Brownell
Joanna Marie Buese
Eric Eugene Burk
Amy Ellen Butera
Erin Elizabeth Byrnes
Heather Rosalie Carpenter

Patrick Michael Carroll
Lucas R. Chadwick
Roopa Chauhan
Jennifer Marie Christiansen
James Stewart Collins
Heather Lyn Conway
Jason Gibson Correll
Brian Michael Cosgrove
Pieter Johan Coucke
Justin Thomas Crumbaugh
Matthew J. Curtin
Brion Jacob Czaiczynski
Jeffrey S. Daly
Michael William Dellinger
Teresa Louise-Virginia Dennany
Prashant Jitendrakumar Desai
Anjalee Ashok Deshpande
Kimberly Ellen Dixon
Suzanne Dee Drake
Amanda Linn Eldridge
William Frank Ernzen
Mary Anne Falcone
Erik Jason Falconer
Sara Diane Foster
Patricia Ann Frazer
Sascha Freiwald
Scott Alan French
Sara Christine Frier
Maria Belen Garcia
Kenneth Gale Garver, Jr.
Sara Davis Garvin
Jo Anna Gates
Edward William Gaty
Suprotik Ghosh
Jennifer S. Gibson
Jodi Heather Goldstein
Amy Beth Goode
Karow Lum Gordon
Carrie Lynn Gothard
Angela Marie Grabinski
Katherine McGahey Granfield
Jahmal Bashan Green
Theresa Eileen Gutierrez
Kathryn Moira Hackman
Christopher Carr Hall
Annisaa Louise Hambouz
Mercedes Hammer
Helen Heeju Han
Jessica Claire Haney
Leigh Erin Harrington
Britt Elizabeth Hartenberger
Brian Joseph Heintz
Kerry Jean Helmick
Mark Jeffrey Henson
Paule Jocelyne Herodote
Andrew John Hobik
Robert William Holloway
Brad A. Hormon
Hani Houshyar
Cynthia Denise Howard
Sara Elizabeth Howard
Jessica Marie Hughes
Matthew Edward Hyman
Sarah Ann Ingles
Kalpana Rejina Injety
Ivana Ivkovic
Gretchen Marie Jacobson
Sarah K. Jaquish
Susan Nancy Jevitt
Kelly Anne Jirous
David Jamison Johnson
Gregory William Johnson
Kelli Rai Johnson
Darrell Amani Jones
Ryan Patrick Kaltenbach
Laurie Anne Kamego
Khaled A. Kanaan
Jessica E. Keeslar
Jeremy William Kemeny
Erich Christian Kickland
Jihye Kim
John Sung Yoon Kim
Diwakar Kinra
Peter Patrick Knight
Alexander Matthew Kogan
Hakan Omer Koymen
Pauli Rochelle Kurtzman
Erin Michelle Kutter
Joanna Valerie Kyriakopoulos
Jennifer Suzanne Lackey
Jason Lam
Kristie Jean Lang
Sean Phillip Lapekas
Virginia Ann Lautzenheiser
Robert Boyd Leclercq, Jr.
Fred Wolcott Lennox, III
Tarik Kibwe-Nyerere Lester
Win Jir Lin
Johnathan Mark Lively
John Alexander Lobur
John Lane Lucier
Jeffrey Lawrence Lund
Rebecca Marisa Lurie
John Fitzroy Maclean
Jennifer Leigh Marlett
Julie Kathleen Martin
Devon Burnside Martindale
Peter Michael Maurer
Clare Marie McDonnell
Jason Cory McKinney
Leah Meredith Meeuwzenberg
Denise Louise Merson
James Kenneth Brokaw Metcalfe
Patrick Gerard Meyer
Michelle Renee Michael
Erin Eileen Miller
Rachel Miller
Corinne Lynn Minton
Tewodaj Mogues
Jennifer Rae Moore
William Pershing Moore, III
John Joseph Morgan
Steven Antony Morris
John Albert Morrison
Torrey Elizabeth Moss
Heather Denise Mossman
Sriram Mummaneni
Matthew Leander Murphy
Yasaman Hannah Navai
William H. Nichols, Jr.
Todd Brian Noonan
Amy Theresa Nosich
Alison Leslie Ogle
Tiffany Michelle Ogletree
Ford Bongo Olindo
Shari Lynn Order
Dana Michael Orsucci
Becky Ann Page
Andrea Sue Panigay
Edward John Pasternak
Kezia Ruth Pearlman
Michael James Pessetti, II
Jennifer Marie Petty
Kristine Renee Phillips
Shannon Frances Pipik
Peter Donald Poniatowski
Anthony Ryan Prey
Christina Lynn Proctor
Erica Suzanne Pulling
Shawn Richard Quillman
Marc Jason Reeves
Sara Lynn Reschly
Laura Ellen Ricci
Matthew Edward Rich
Anna Lynne Rinehart
Simon Jakob Riveles
Aaron James Robinson
John Edward Rollert
Eric Christopher Rop
Anna Lisa Rosenberg
Daniel Keith Rothenberg
Manuel Roger Rupe
Aimee Lynne Santimore
Jasen Mark Schrock
Rebecca Lea Severson
Barbara Ann Sheehy
Linda Marie Shipley
Kevin Charles Sievert
Mary Alice Siwajek
Thomas Melvin Siwajek
Joanna Theodore Skartsiaris
Margaret Martha Skwira
Benjamin Aaron Slack
Rachel Glenn Smith
Stephanie Maria Smith
Heather Dzintra Smits
Elizabeth Marie Stands
Dafina Makeda Lazarus Stewart
Tracy Ann-Louise Stommen
William E. Sutton
William G. Thoms
Aaron Kaylor Toronto
William Christopher Uicker
Diane Marie Urbanski
Stephen Edward Vance
Amber Danyel VanderKlok
Clay Gordon VanderWall
Sheetal Arun Varde
Thomas Michael Venner
Maria Sol Villasis
Benjamin Thomas Voigts
Jon Eric Voss
Jeannine Eileen Warrow
Lynn Ann Wasielewski
Kathleen Kay Webb
Ida Faye Webster
Raymond Arthur Weigel, IV
Hannah Hope Wells
Michael Philip Wells
Jason Jon Wenzlaff
Jennifer A. West
Debrah Anne Westerkamp
Elizabeth Britton White
Kathryn Marie Wilkens
Susan Jennifer Williams
Belinda Carol Witherow
Aaron Lee Wood
Dean Edward Woolcock
Heather Lyn Workman
Joon Hyeon Yang
Irene Leona Yashina
Rebecca A. Yospyn
Agenda for Faculty Meeting, Monday, August 7, 1995
3:00 p.m. - Olmsted Room

I. Minutes of 5/30/95 and 6/10/95 meetings (attached)

II. Introduction of Summer Quarter new faculty:
   Kristin Johnston, Theatre (Bernard Palchick)
   Thomas Kostrzewa, Political Science (Amy Elman)
   Jacquelyn Light, Psychology (Lonnie Supnick)
   Alwiya Omar, African Languages (Joe Fugate)
   Odile Raffner, French (Henry Cohen)
   Esther Poveda, Spanish (Henry Cohen)
   Elena Sharkova, Music (Les Tung)

III. Executive Committee - Margo Light
   • Election - Judicial Council, two-year term

IV. Question/Discussion Period - Larry Bryan and Richard Cook

V. Announcements

VI. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
August 7, 1995

1. President Bryan called the meeting to order at 3:05 p.m.

2. The minutes of the meetings of 5/30 and 6/10 were approved.

3. Visiting and new faculty were introduced:
   - Kristin Johnston  Theatre
   - Thomas Kostrzewa  Political Science
   - Jacquelyn Light  Psychology
   - Alwiya Omar  African Languages
   - Odile Raffner  French
   - Esther Poveda  Spanish
   - Elena Sharkova  Music

4. For the Executive Committee, Margo Light moved to table the second reading of the proposed by-law change on adjunct faculty privileges until the faculty meeting of Monday, October 30, the sixth week of the fall term. The motion was approved.

   Margo Light then read a statement which had emerged from a meeting of the Committee of the Whole on Friday, August 4:

   In his communication to the faculty and staff of August 3, 1995, the Chair of the Board of Trustees expressed his confidence in the leadership of the College. The faculty does not currently share his confidence in the President's fundraising and budgetary policies to date. It is not convinced that his proposals for a resolution of our present budget crisis will help the College maintain the educational and intellectual quality of its programs. In fact, significant reductions could well lead to a serious dilution of programs and thus to equally serious problems with future admissions, retention, and fundraising efforts. Moreover, with anticipated program reductions, the faculty cannot continue to contribute enthusiastically and creatively to new program directions at the College. Although faculty, of course, have legitimate personal anxieties, these are secondary to other issues. Of central concern to the faculty is its commitment to the future of Kalamazoo College as a distinguished, distinctive, and competitive educational institution.

   A motion was made and seconded to approve this statement, with the request that, if approved, copies of the statement be sent to members of the Executive Committee of the Board of Trustees. The motion was approved with a recorded written ballot: yes, 50; no, 7; abstention, 2; blank ballot, 2.

5. For the Educational Policies Committee New Course Subcommittee, Chris Latiolais moved the approval of the Course Cultural Psychology. The course was approved as a one-time offering in the Psychology Department.

6. Jenny Case was elected to a two-year term on the Judicial Council.

   Respectfully submitted,

   Paul G. Smithson
   Faculty Secretary
New Course Proposal

(PLEASE TYPE)

Title of course: Cultural Psychology
Department: Psychology
Instructor: Gary Gregg Ph.D.

ADDRESS ONLY THOSE QUESTIONS RELEVANT TO THE PROPOSED COURSE.

1. Course description for the catalog
   Examination of theories about how culture shapes thought, feeling, and the development of personality. Study of classic topics in cross-cultural psychology such as: culture and personality, childrearing, psychopathology, cognition, modernization. Students who plan to pursue bilingual-bicultural certification in the education department must see the instructor.

2. Rationale
   State the rationale for offering the course.
   2. Interest in the field of cross-cultural psychology has expanded recently and as our College has an international emphasis so this course is ideal for us. Gary Gregg was hired in part so he could teach this type of course for us.

3. Aims: How is this course related to the educational aims of the college?
   a. This relates well to the College's international emphasis and will help us achieve some of our goals in the diversity and multiculturalism area.
   b. The course fits generally in the social psychology area of our discipline

4. Context: Where does this course fit?
   a. As this course is a modern version of Cultural and Personality it is closely related to Anthropology. In fact, Anthropology would like to cross-list this
I. Call to Order – President Bryan

II. Welcome and Opening Remarks – President Bryan

III. Introduction of new faculty and administrators
   - Admissions (Terry Lahti) - Melissa Newburn and Michael Pessetti
   - Business Office (Tom Ponto) - Julie Kellogg
   - Classics (Gina Soter) - Kosta Hadavas
   - Economics (Ahmed Hussen) - Mike Athey and Jean Kimmel
   - Math/Computer Science (John Fink) - Melanie King and David van Dyk
   - Music (Les Tung) - Tom Evans and Jim Turner
   - Political Science (Don Flesche) - John Dugas
   - Psychology (Bob Grossman) - Gary Gregg and Jackie Light
   - Romance Languages (Henry Cohen) - Mylène Catel, Josep Pamies, and Norma Rua
   - Sociology/Anthropology (Bob Stauffer) - Sandra Kryst
   - Theatre (Gail Griffin) - Clay Everett

IV. Approval of 8/7/95 Minutes (see reverse side)

V. Approval of emeritus status

VI. Faculty Elections
   - Parliamentarian
   - Faculty Secretary
   - Personnel Committee

V. Report of Summer Activities of "C-9" Committee – Gail Griffin

VI. Agenda for Educational Policies Committee – Bob Stauffer

VII. Looking Ahead to 1995-96 – Provost Cook

VIII. Announcements

IX. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
October 2, 1995

1. Provost Richard Cook called the meeting to order at 4:05 p.m. in the absence of President Bryan, who was ill.

2. New colleagues were introduced:
   - Melissa Newburn, Admissions
   - Michael Pessetti, Admissions
   - Julie Kellogg, Business Office
   - Kosta Hadavas, Classics
   - Mike Athey, Economics
   - Jean Kimmel, Economics
   - Xie Peiling, Visiting Scholar in Economics
   - Melanie King, Mathematics
   - David van Dyk, Mathematics
   - Tom Evans, Music
   - Jim Turner, Music
   - John Dugas, Political Science
   - Gary Gregg, Psychology
   - Jackie Light, Psychology
   - Mylène Catel, Romance Languages
   - Josep Pamies, Romance Languages
   - Norma Rua, Romance Languages
   - Sandra Kryst, Sociology/Anthropology
   - Clay Everett, Theatre

3. The minutes of the meeting of August 7 were approved.

4. Tom Smith moved the approval of the title Professor of Political Science, Emeritus, for Franklin Presler. The motion was approved by acclamation.

5. Susan Wong presented the enrollment report:
   - Total enrollment: 1270
   - First year students: 350
   - Transfer students: 30

   An open meeting of the Planning and Budget Committee to discuss the budgetary implications of the enrollment figures is scheduled for October 11, 4:00 p.m.

6. Carolyn Newton conducted elections for the academic year.
   - Parliamentarian: Joe Fugate
   - Secretary: Paul Smithson

   Seven nominations were made for four three-year positions on the Personnel Committee. Those elected were David Evans, Enid Valle, Les Tung, and Margo Light. They join Tom Smith, David Strauss, and Lyn Maurer.
7. Gail Griffin presented a summary of the development of the C-9 Committee report, "Frameworks for the Kalamazoo Experience." The Committee has attempted to simplify requirements, while accommodating inter-disciplinary teaching needs and maintaining a keen interest in the student, both during the college career and beyond.

Open meetings will be held during the term to discuss the proposal in depth.

8. For the Educational Policies Committee, Bob Stauffer reported that the work of the C9 Committee will be phased into the agenda for the EPC. A vote on the adoption of the recommendations on the Kalamazoo experience will be needed no later than the tenth week faculty meeting of the fall term if it is to be included in the catalog for the coming year.

The Committee will be working with the Experiential Education Committee. A General Education Subcommittee will be formed to do preparatory work prior to the formal vote by the faculty. Also, a vote on the question of the number of language credits required for participation in the study abroad program will be needed in the near future.

New course proposals are needed as soon as possible, with any proposals for the winter term already past-due.

9. Carolyn Newton reported that the Faculty Executive Committee will be meeting on Tuesdays, from 2:00 to 4:00 p.m., during the term.

10. For the Faculty Executive Committee, Carolyn moved the endorsement of the following resolution:

Kalamazoo College, as a scholarly community, must be a place where faculty members can openly and publicly air proposals and opinions, and where such statements can be discussed freely and openly. We often circulate signed documents and recommendations, and we require that our students sign any materials that they post. While some might agree with ideas expressed in the so-called "Faculty Newsletter," the Faculty Executive Committee denounces the violation of this principle. Documents distributed on the campus must be signed and free from innuendo.

The resolution was endorsed in a vote of 65 to 0.

Carolyn Newton then reported that on Friday, September 29, 31 senior and emeriti faculty had endorsed the September 26 letter from the untenured faculty to the President and Provost.
11. Marigene Arnold announced that Gail Griffin has been named the Michigan Carnegie Professor of the Year by the Council for the Advancement and Support of Education. A formal announcement will be made by the Foundation on October 17.

12. Richard Cook read a statement from Marilyn LaPlante which expressed her disheartenment and anger at the statements in the so-called "Faculty Newsletter," and the concern whether the damage to the community caused by the document could ever be healed.

Dr. Cook expressed his own sadness for the institution and the damage that might result both internally and externally as a result of the anonymous "newsletter." He appealed for more trust, good will, patience, and self awareness on the part of all so that we not tear apart the very institution that is the reason for our being here. He characterized the external forces on higher education as being so strong that it is imperative that we rise above our internal divisions to work for the benefit of our students.

13. Announcements included:
- David Barclay has had two books published, one in Germany.
- Leslie Israel has been awarded the PhD. degree.
- A local chapter of the AAUP has been formed. An organizational meeting will be held Thursday, October 5.
- A Halloween concert is being planned for the evening of October 27, 10:00 p.m.
- Jenny Case will present the first in a series of lectures, Untenured Faculty Untenured Talks, on October 3, 4:00 p.m.

14. The meeting was adjourned at 5:25 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
**COMPARATIVE ADMISSIONS STATISTICS ON FIRST-YEAR STUDENTS**

Data as of October 2, 1995

### APPLICATIONS

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First year 350 vs 337 vs 337
Transfer 30 vs 32 vs 14
Total 380 vs 369 vs 351

### ACADEMIC QUALIFICATIONS

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Rank Top 10%
- California 4 3 0
- Colorado 3 3 1
- Connecticut 1 0 1
- Delaware 1 0 0
- Florida 1 4 1
- Georgia 1 1 0
- Illinois 15 23 22
- Indiana 9 21 9
- Iowa 2 2 0
- Kansas 1 0 0
- Kentucky 1 5 2
- Louisiana 1 0 0
- Maine 0 3 1
- Maryland 2 1 2
- Massachusetts 2 4 1
- Michigan 254 210 252
- Minnesota 8 8 2
- Missouri 2 1 2
- Nebraska 1 1 2
- New Hampshire 0 1 1
- New Jersey 0 3 0
- New Mexico 0 1 1
- New York 3 3 1
- North Carolina 0 1 1
- Ohio 15 13 18
- Oregon 2 3 0
- Pennsylvania 2 0 1
- South Carolina 0 2 0
- Tennessee 3 3 0
- Texas 3 2 2
- Utah 0 1 0
- Vermont 0 2 0
- Virginia 1 3 3
- Washington 3 1 0
- Wisconsin 2 3 3
- Wyoming 0 1 1
- Int'l Address 7 3 5

### GEOGRAPHIC BREAKDOWN

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# of states 27 34 23

*Note: All 1995 figures are as of October 2, 1995
*CT Composite scores = 261 test takers
*SAT Verbal and Math scores = 180 test takers

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<td>56</td>
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<tr>
<td>Enrolled</td>
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</table>

% of class calculated as:

\[
\text{% of class} = \left( \frac{\text{Enrolled}}{\text{Class Total}} \right) \times 100
\]
Applications: 1982-95

Prepared by Matt Smucker 10/2/95

Enrolled First-Year Students: 1982-95

Prepared by Matt Smucker 10/2/95
Enrolled First-Year Students: Michigan vs. Out of State

Prepared by Matt Smucker 10/2/95

Mean ACT Scores

Prepared by Matt Smucker 10/2/95
I. Minutes of 10/2/95 meeting (attached)

II. President's Remarks

III. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
      • Second reading of Proposed By-Law Change
   B. Academic Standards - Don Flesche
   C. Admissions and Financial Aid Committee - Billie Fischer (10 minutes)
      • Enrollment report
   D. Athletics - Marigene Arnold
   E. Campus Life - Jeanne Hess
   F. Center for International Programs - Dave Evans
   G. Faculty Development - Paul Olexia (2 minutes)
   H. Forum - Gary Dorrien
   I. Personnel - Tom Smith
   J. Planning and Budget - Lisa Palchick
   K. Educational Policies - Bob Stauffer (45 minutes)
      • New course proposal
      • General education discussion

IV. Question/Discussion Period - Larry Bryan and Richard Cook

V. Announcements
   • Susan Allen - United Way

VI. Adjournment
1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the meeting of October 2 were approved.

3. President Bryan shared a quote from Carol Whitcomb at a conference earlier in the year, "The threat to private higher education is greater now than at any time in the past." He stressed the need to enter into the discussions of programmatic change in as positive a way as possible, indicating that the future of the institution is at stake.

4. For the Faculty Executive Committee, Carolyn Newton reported that considerable time had been spent preparing for the meetings of the Board of Trustees on October 19-20. The members of the Committee had come away from the meetings with a sense of hope and a feeling that there can be cooperation between the Board and the Faculty.

    The motion was made to withdraw the proposed change to the by-laws affecting the privileges of Adjunct Professors and Lecturers and Administrators without professorial rank, but with faculty status. To facilitate the discussion, a list of those individuals currently in each category was distributed. The draft of a revised plan of employment document will be taken to the Board of Trustees in January. Since a number of revisions to the bylaws may be necessary if the draft is adopted, including changes to the categories into which the faculty is divided, it was thought preferable to make one set of changes early in 1996. The motion to withdraw the by-law amendment was approved.

5. For the Admissions and Financial Aid Committee, Les Tung reported that a series of campus meetings with James Day of Hartwick and Day Associates had resulted in a preliminary set of findings and prescriptions (copy attached).

6. For the Faculty Development Committee, Paul Olexia requested the submission of sabbatical and academic leave requests by November 10. He also indicated that GLCA travel grants are available for research in Japan.

7. For the Personnel Committee, Tom Smith reported that Dave Evans continues as chair, with Tom serving as co-chair.
8. For the Planning and Budget Committee, Lisa Palchick reported that copies of the College's audited financial statement were available.

An open meeting on the budget will be held on November 20 at 4:00 p.m.

Also, the Committee will be re-evaluating the space allocations in Dewing Hall as several of the present activities are moved to Olds/Upton.

9. Richard Cook announced the 1995-96 Lucasse Award winners. The Lucasse Lectureship for Excellence in Teaching has been awarded to David Collins, while the Lucasse Fellowship for Excellence in Scholarship has been awarded to Jan Tobochnik.

10. For the New Course Subcommittee of the Educational Policies Committee, Carol Anderson moved the approval of PSC 545, Politics in Developing Countries. The course was approved.

The Committee had decided that PSC 545 would replace PSC 540, The Politics of Africa. However, the question was referred back for review by the Committee, in consultation with the Political Science Department and the African Studies Program.

11. For the Educational Policies Committee, Bob Stauffer and Ellen Caldwell reviewed the progress on the general education discussions. Another open meeting will be held on Monday, November 13.

Discussion on the approaches to four areas, Skills, Cultures requirement, Senior Colloquium, and the Liberal Arts Colloquium Credit, culminated in a written "straw vote" intended to guide the refinement of the proposal. A vote on the general education proposal is planned for the meeting of November 27.

12. Susan Allen reported that 50% of the College's goal for the United Way campaign had been pledged. Additional pledges were encouraged. A reception to celebrate the close of the campaign will be held on Monday, November 6.

13. The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMO

TO: Faculty

FROM: Faculty Executive Committee

RE: Proposed By-Law Change

A little background:

On January 23, 1980 a list of teaching faculty, part-time teaching faculty, adjunct lecturers and administrators was distributed to the faculty by the Provost's Office. This list also included privileges enjoyed by each category and was to be inserted in the Faculty Handbook as an addendum to Chapter I, Faculty By-Laws.

On June 9, 1986 a new set of Bylaws was adopted by vote of the faculty. (These Bylaws were amended in 1990, but the changes are not relevant to the issue under discussion here.) In Appendix A a new definition of faculty and administrators' rights and privileges appears and it is changes in this section that the FEC brings to the faculty for its approval.

The FEC feels that adjunct professors and lecturers who are appointed annually are generally not directly involved with the larger issues discussed in faculty meetings and thus should not have a vote. In conformity with long established tradition in academe, the FEC further believes that administrators without professorial rank, although they are obviously a significant part of the college community and directly involved in college affairs, are not entitled to a vote.

We bring this to the faculty for a first reading at the May 30, 1995 meeting, in accordance with the Bylaws.
APPENDIX A

DEFINITION OF FACULTY

The "faculty" is divided into several categories with specific roles and power in faculty affairs.

1. **REGULAR FULL-TIME AND PART-TIME TEACHING FACULTY.** This category includes members of the regular teaching faculty. Members of this category have the following privileges and duties:

   (a) attend faculty meetings;
   (b) vote on all issues before the faculty;
   (c) march in academic processions;
   (d) attend division meetings;
   (e) are eligible for appointment by the executive committee or the president to all faculty committees;
   (f) are eligible for positions on the executive committee;
   (g) vote for representatives to the executive committee.

2. **ADMINISTRATIVE/LIBRARY FACULTY**

   Members of this category are without rank but have all the rights and privileges of the members of category 1 above.

3. **TEMPORARY TEACHING FACULTY** (e.g. sabbatical leave replacements)

   Members of this category have all the rights and privileges listed in category 1 above except (f) and (g).

4. **ADJUNCT PROFESSORS AND LECTURERS**

   Members in this category are appointed annually and have the same rights and privileges as those in category 1 above except (b), (e), (f), and (g).

5. **ADMINISTRATORS**

   A. With professorial rank and faculty status. Members of this category have all the rights and privileges of those in category 1 except for (f) and (g).

   B. Without professorial rank, but with faculty status. Same rights and privileges as those in category 1 except for (b), (f), and (g).

   C. Without professorial rank or faculty status. Members of this category have privileges (a) and (c) and may be appointed ex-officio by the president to faculty committees.
6. OCCASIONAL PART-TIME TEACHING FACULTY

Members of this category are appointed quarterly, have only a part-time association with the College and enjoy (a) and (c) only.

7. EMERITI FACULTY

These cherished members of the faculty have the same privileges as category 1 except for (b), (f), and (g).

The President's Office will compile annually a list of faculty members in each of these categories.
FACULTY ELIGIBLE TO VOTE ON ALL ISSUES BEFORE THE FACULTY
(Kalamazoo College Faculty Bylaws, Appendix A)
1995-96 ACADEMIC YEAR

I. REGULAR FULL-TIME AND PART-TIME TEACHING FACULTY

Carol Anderson
Marigene Arnold
Thomas Askew
Michael Athey
Joseph Baird
David Barclay
Robin Bisha
Joyce Bock
Alyce Brady
Roselee Bundy
Ellen Caldwell
William Calhoun
Margarita Campos
Richard Carpenter
Jennifer Case
Madeline Chu
Henry Cohen
David Collins
Peter Corrigan
Timon Corwin
Rhoda Craig
C. Kim Cummings
M. Kiran Cunningham
David Curl
Theresa Davis
Ralph Deal
Gary Dorrien
John Dugas
Amy Elman
Irving Epstein
David Evans
Thomas Evans
Eleonore Evers
John Fink
Billie Fischer
Donald Flesche
Hardy Flesche
Joe Fugate
Gary Gregg
Gail Griffin
Robert Grossman
Joseph Haklin
Jeanne Hess
Ahmed Hussen
Leslie Israel
Elizabeth Jordan
Robert Kent
Laura Kuhlman
Christopher Latiolais
Sandra Laursen
Margo Light
Deborah Luyster
Marilyn Maurer
Hannah McKinney
Ed Menta
Bruce Mills
Carolyn Newton
George Nielsen
C. Walter Ogston
Paul Olexia
Bernard Palchick
Zaide Pixley
Benson Prigg
Katheryn Rajnak
Stanley Rajnak
Kenneth Reinert
Thomas Rice
Barry Ross
Arnold Sabatelli
Waldemar Schmeichel
Kathleen Smith
Lawrence Smith
Thomas Smith
Janet Solberg
Gina Soter
Paul Sotherland
Robert Stauffer
David Strauss
Karen Struening
Lonnie Supnick
Jan Tobochnik
Leslie Tung
James Turner
Enid Valle
David van Dyk
David Warmack
John Wickstrom
P. Douglas Williams
David Winch
Marcia Wood
Wayne Wright
II. **ADMINISTRATIVE/LIBRARY FACULTY**
   Susan Allen  
   Ann Haight  
   Lisa Palchick  
   Carol Smith  
   Paul Smithson

III. **TEMPORARY TEACHING FACULTY** *(e.g. sabbatical leave replacements)*
   Constantine Hadavas  
   Sandra Kryst  
   Francis Lee  
   Jacqueline Light  
   Timothy Moffit  
   Norma Rua

IV. **ADJUNCT PROFESSORS AND LECTURERS**
   L. Michael Barrett  
   Mary Beth Birch  
   Jill Christian  
   Peter Hopkins  
   Paula Romanaux  
   Karl Schroock  
   Diane Seuss-Brakeman  
   Judith Whaley

V. **ADMINISTRATORS**
   A. **With professorial rank and faculty status**
      Thomas Breznau  
      Lawrence Bryan  
      Joseph Brockington  
      Richard Cook  
      Clay Everett  
      Peter Gathje  
      Julian Kunnie  
      Marilyn LaPlante  
      Sally Olexia  
      Patricia Ponto  
      Janet Price  
      Michael Vande Berg
   
   B. **Without professorial rank, but with faculty status**
      Susan Wong
Kalamazoo College
Financial Aid Optimization Project
Preliminary Findings and Prescriptions

Findings

- The College has Attracted a Market that has become Wealthier
- The College has Lost Market Share Among the “Honorable Middle”
- The MPQ System of Rating Admitted Students is Inconsistently Defined and Assigned
- Aid Awarded Based on the MPQ is Inconsistently Related to MPQ Scores
- The MPQ No Longer Adequately Values the Characteristics the College Values in Students
- Low Risk Avenues Exist for Experimentation with Award and Marketing Strategies
- Need-based Awards are More Efficient Generators of Matriculation than Merit Awards
- In an Unparalleled Way, the College has “Leapfrogged” Itself to a Heady Student Academic Profile, but Requires a Stronger Application Base to Sustain this Position

Prescriptions

- Require Aid Applications
- Establish a Larger Need-based Backbone for the Financial Aid Program
- Award Smaller Merit Grants
- Limit the Total Amount of Merit and Need-based Grant a Student May Receive
- Build the Awards and the Class More from The Middle
- Make Larger Awards to the Middle Market
- Develop More Consistency in Definition and Assignment of MPQ
- Develop More Consistency Between MPQ and Awards
- Create More Balance in Weighting the Academic and Co-Curricular Aspects of MPQ
- Recreate an MPQ that Reflects Propensity to Enroll and Likelihood to Succeed
- Concentrate on Certain Public-Private Overlaps to Build an Stronger Base
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING CURRICULAR ADDITIONS

October 30, 1995
Faculty Meeting

PSC 545    Politics in Developing Countries
Instructor  John Dugas
Department   Political Science
Prerequisite none

Course Description An introduction to the politics of countries in Africa, East and Southeast Asia, Latin America, and the Middle East. Examination of colonialism and decolonization; the socioeconomic context of politics; authoritarian, revolutionary, and democratic regimes; the issues of religion, ethnicity, and the role of women in developing countries.

Quarter Offered Winter Quarter (beginning WI'96)

Office of the Registrar
10/25/95
Agenda for Faculty Meeting, Monday, November 27, 1995
4:00 p.m. - Olmsted Room

I. Minutes of 10/30/95 meeting (attached)

II. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
   B. Academic Standards - Don Flesche
   C. Admissions and Financial Aid Committee - Billie Fischer
      • Enrollment report
   D. Athletics - Marigene Arnold
   E. Campus Life - Jeanne Hess (5 minutes)
   F. Center for International Programs - Dave Evans
   G. Educational Policies - Bob Stauffer (30 minutes)
      • New course proposal
      • Brief report on nearly-completed revisions of curricular proposals and
        plans for a vote early in the Winter quarter.
   H. Faculty Development - Paul Olexia
   I. Forum - Gary Dorrien
   J. Personnel - Tom Smith
   K. Planning and Budget - Lisa Palchick

III. Question/Discussion Period - Larry Bryan and Richard Cook

IV. Announcements
   • David Barclay - travel funds for faculty

V. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
November 27, 1995

1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the October 30 meeting were approved.

3. Dr. Bryan reported that the search for a Vice President for Development had progressed to the stage of conducting reference checks. He also indicated that the Presidential search process was being initiated by the Board and that a search committee chair from the Board of Trustees would be named in the near future. The schedule for the process will be published soon.

He indicated that although the minutes of the October 30 meeting attributed to him the statement that the "future of the institution is at stake," the intent of his comment was that the essence of the program was at risk, not the College's survival.

4. For the Executive Committee, Carolyn Newton reported that there had been meetings with the untenured faculty, the Admissions and Financial Aid Committee, the Planning and Budget Committee, and with several members of the Board of Trustees.

5. For the Academic Standards Committee, Don Flesche reported that there were many issues to be brought to the faculty for consideration during the Winter Quarter.

6. For the Committee on Admissions and Financial Aid, Billie Fischer requested that those who had attended the open meeting with the admissions consultant serve as resource people for those who had been unable to attend.

7. For the Educational Policies Committee, Bob Stauffer moved the approval of the new course, Philosophy 455: Philosophy of the Social Sciences. The course was approved.

He reported that the Committee had met regularly to discuss issues related to curriculum revision, has held several open meetings, and has had several meetings with the Experiential Education Committee. Discussions concerning the qualitative reasoning requirement are continuing.

For the Committee, he moved the approval of the motion to change the current requirement that 22 units must be taken outside the department of the major to: No more than 12 units may be taken in a single department, excluding the Senior Individualized Project. The motion was defeated.

For the Committee, Bob Stauffer moved the approval of the motion to change the current pattern of typically awarding
two units of credit for the Senior Individualized Project to a universal pattern of awarding one unit for all SIPs. Credit would be awarded during the term in which the project is completed. Normally, the unit would count as one of the student's three units for that term. After lengthy discussion, the motion was tabled, with the instruction that the Committee poll departments and programs on the question.

8. For the Faculty Development Committee, Paul Olexia reported that leave applications are being reviewed. Announcements are anticipated early in the Winter term.

9. For the Planning and Budget Committee, Lisa Palchick announced an open meeting for January 9. The meeting's focus will be off-campus programs.

10. David Barclay announced that the Center for Western European Studies has Title VI funds available to support travel and research for projects concerning Western Europe. Those interested were requested to contact David or Janet Riley.

11. Dr. Bryan announced that Jenny Case has completed all requirements for the Ph.D. degree at Washington University, St. Louis. She was warmly applauded.

12. Jo Silberman announced that if the latest federal budget being debated by the Congress were vetoed, as is anticipated, all items negotiated and agreed to for the budget were back on the table for reconsideration in the next round of discussions. It is likely that additional requests for letters to Congress will be needed.

13. The meeting was adjourned at 5:30 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING CURRICULAR ADDITIONS

**PHI 455**  Philosophy of the Social Sciences

**Instructor**  Chris Latiolais

**Department**  Philosophy

**Prerequisite**  None (open to all students)

Introduction to classical and contemporary debates in the logic of social inquiry. What are the epistemological and normative presuppositions of studying human beings? A brief historical introduction to classical figures in social theory will be followed by a systematic review of models of explanation. Special emphasis will be placed upon contemporary criticism of traditional models of development in psychology and sociology. The course features the historical precedents of contemporary concerns with racial, ethnic and gender biases in social research. Recommended for social science majors.

**Quarter Offered**  Spring every other year, alternating with PHI 560 Existentialism.

**Position within the Philosophy Curriculum**  This course replaces PHI 450 Social Philosophy.

Office of the Registrar
11/22/95

EDUCATIONAL POLICIES COMMITTEE
November 27, 1995

**MOTION**
Change current requirement that 22 units must be taken outside the department of the major to **No more than 12 units may be taken in a single department**.

**MOTION**
Change current pattern of typically awarding 2 units for the SIP to a universal pattern of awarding 1 unit for all SIPS. Credit will be awarded during the term in which the write-up or other activity is completed. Normally, this unit will count as one of the student's 3 units for that term.
I. Minutes of 11/27/95 meeting (attached)

II. Introduction of new faculty
   • Chemistry (Rhoda Craig) - Barbara Simes Tucker

III. Portfolio Demonstration on "the Web"
    • Emily Springfield, senior
      (Introduction - Ellen Caldwell)

IV. Discussion and Action on Curriculum Proposal
   • Bob Stauffer, et al.

V. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
      • Selection of faculty membership on Presidential Search Committee
        (slate to be distributed in advance of Faculty Meeting)
   B. Academic Standards - Don Flesche (5 minutes)
   C. Planning and Budget - Lisa Palchick (5 minutes)
   D. Campus Life - Jeanne Hess (2 minutes)

VI. Announcements
    • Ed Menta - Martin Luther King Day

VII. Adjournment
1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the November 27, 1995, meeting were approved.

3. Dr. Bryan reported that the Presidential Search Committee will have ten members. Committee chair Preston Parish will be joined by trustees Helen Pratt Mickens, Roger Brownell, and Marlene Francis, Admissions Office Associate Director Kyle Malone, one representative from the Alumni Association Executive Board, one student, and three faculty members. Tom Lambert, Chair of the Board of Trustees, will be an ex officio member. Jan Berghorst will serve as secretary.

4. Barbara Tucker, a new colleague in the Chemistry Department during the winter and spring terms, was introduced, in absentia.

5. Marilyn LaPlante introduced senior Emily Springfield who gave a demonstration of a web site portfolio prototype.

6. For the Educational Policies Committee, Bob Stauffer moved to remove from the table the motion that all Senior Individualized Projects receive one unit of credit. The motion was approved. The motion was then withdrawn. He noted two corrections to the "Addenda to the Education at Kalamazoo College" document:

   - The Curricular Requirements for Graduation page should list "Literature & Fine Arts" rather than "Literature & Creative Expression."

   - On the list of Specific Curricular Changes, item 7, the third sentence was changed to read, "One of the three courses may be taken on study abroad."

Stauffer moved the approval of the motion: The faculty of Kalamazoo College approves the overall plan of education as described in "Education at Kalamazoo College: Renewing the 'K' Plan" and the Addenda to this document, including the proposed revisions of general education requirements. This approval does not include proposed academic policy changes, other than the proposal to require and award a unit for completion of five physical education activity courses.

In subsequent discussion, it was clarified that those students doing student teaching would continue to receive three units for the term. Also, it was noted that the physical education courses are credit/no credit so that the one unit of credit will not be part of the cumulative grade point calculation. The portfolio is intended to integrate the disparate elements of the "K" experience, a goal of the original "K" Plan. Each of the three North Central accreditation reviews since the Plan's inauguration have cited the lack of integration as a problem.

An amendment to the motion was approved to exclude from the vote any change to the Liberal Arts Colloquium Credit (LACC). The LACC is to be discussed further by the Educational Policies Committee and the Forum Committee before being brought back to the Faculty for action.
The motion, as amended, was approved in a paper ballot by a vote of 64 "yes," 12 "no," with one blank ballot.

7. For the Faculty Executive Committee, Carolyn Newton introduced a slate of nominees for the faculty representatives to the Presidential Search Committee, with two tenured and one untenured tenure-track faculty to be elected (as indicated by Board Chair Tom Lambert). David Barclay and Marcia Wood were elected as the tenured faculty representatives, and Leslie Israel was elected as the untenured representative.

Considerable concern was expressed that there may be no public forums planned for the community to meet the finalist candidates. Carolyn Newton reminded the community that representatives of the Academic Search Consultation Service would be on campus during the week, with open meetings scheduled for Thursday, January 11, at 1:30 and 2:45 p.m.

8. For the Academic Standards Committee, Don Flesche presented the case of Karow Gordon of the class of 1995, and moved the waiver of .1 units of credit for the graduation requirement, to be combined with the .2 units of credit which the Committee is authorized to waive without action by the faculty. The motion was approved.

9. A reminder was given of the open meeting scheduled for Monday, January 15, to discuss proposed academic policy changes.

10. For the Campus Life Committee, Jeanne Hess reported that a review of the judicial policy had been made during the fall term, and that the procedures were modified to strengthen the support for students in such cases. Also, approval was given for changes to the student government constitution.

11. Ed Menta announced campus events in conjunction with the Martin Luther King, Jr., Birthday. Several classes will be paired for discussions of relevant topics, a vigil will be held in the chapel the evening of January 15, conversations on ethnicity will be conducted in a variety of locations on January 17, and the chapel service on January 19 will include a multicultural component.

12. For the Planning and Budget Committee, Lisa Palchick announced an open meeting on January 9 to discuss off-campus programs. She also indicated that the Committee will be studying the uses of spaces vacated by the move into Olds/Upton.

13. Appreciation was expressed by Dr. Bryan to all those who had worked so long and so hard on the calendar and curricular changes.

14. The meeting was adjourned at 5:50 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
As the Executive Committee determined, certain key areas NSAC and other organizations have focused on in the past few years remain relevant for the future. These include:

1. **Innovative Solutions**
   - Development of new technologies and methodologies.
   - Collaboration with various stakeholders.

2. **Education and Training**
   - Enhanced training programs for emerging professionals.
   - Continued support for academic research.

3. **Public Policy Advocacy**
   - Effective lobbying strategies.
   - Engagement with government officials.

4. **International Cooperation**
   - Strengthening partnerships with international organizations.
   - Promoting global standards and best practices.

5. **Community Engagement**
   - Active involvement with local communities.
   - Building strong ties with community leaders.

6. **Finance and Budget**
   - Effective financial management.
   - Strategic planning for resource allocation.

The Executive Committee recommends that NSAC focus on these areas to ensure continued success and growth.

Additionally, the committee suggests the regular review of current strategies to ensure alignment with evolving needs and opportunities.
Attached is a set of small additions to and corrections of the "Education at Kalamazoo College" proposal which all of you received prior to the holiday break. Please attach these addenda to your proposal or otherwise take note of these modifications.

We thank the many faculty who attended the divisional meetings on January 2. These were valuable opportunities for us not only to clarify the proposals but to hear useful comments, some of which have informed these addenda.

You also should have received by now a second document entitled "Academic Policy Changes." This includes a set of changes in academic policies proposed jointly by EPC and the Committee on Academic Policies.

With regard to the forthcoming votes, our plan is to focus first on the curricular changes as described in "Education at Kalamazoo College" and the appendices attached to that proposal. Much of the faculty meeting on Monday, Jan. 8 will be devoted to that vote. Should there still be time next Monday, we will turn to the Academic Policies proposals, although it is likely that the vote on those may need to wait until the special fourth week faculty meeting on Jan. 22. It will be helpful, however, if everyone has read carefully both sets of proposals by next week's meeting.

Along with the addenda, we are attaching here a list of the specific curricular changes requiring a vote. (The specific academic policy changes are clearly delineated as proposals throughout that document). This list of specific items is for your clarification only, however; the actual voting will be on the two packages of issues (i.e. curricular and academic policy), rather than on each specific item. Of course, amendments to specific components may be proposed before the packages are voted on.

Thanks for your continued attention and patience. We think we are almost there, and we hope you agree that all of this collective work over the past several years has resulted in changes which incorporate both the best of the old and significant energizing new directions.
Addenda to "Education at Kalamazoo College"

Please note the following changes and additions to the document you have received:

p.2 Foundations Requirements should read:

1. Gateway Seminar
2. Quantitative Reasoning course
3. Satisfaction of second language proficiency, equivalent to the intermediate level
4. Physical Education Activity courses

p.3 Explorations Requirements should read:

1. Area of Study
   A. Literature and Fine Arts: 3 units, of which one must be in creative expression and another in literature in any language (includes literature in translation).
   B. Natural Science, Mathematics, and Computer Science: 2 units, at least one in natural science.
   C. Philosophy and Religion: 2 units.
   D. Social Sciences: 3 units in at least two different departments.

2. Cultures Requirement: Three units (may be met by Area of Study courses or courses in major or minor; only one course taken on study abroad may be used to satisfy this requirement). Of these three units: Two units that study the cultural complexity of two of the following regions: Asia, Middle East, Africa, Latin America, Europe (EPC strongly recommends that students take at least one course on campus related to the geographic area of their international study) and One unit that studies the cultural complexity of the United States.

3. Requirements in department or program major, minor, or concentration.

p.4 Top of page. Add, as the first Explorations Goal:

* Acquire new knowledge and understanding in diverse fields of study.

p.4 Bottom of page. Change first Connections goal and add second goal as follows:
* Capitalize on the study abroad experience after returning to campus
* Develop independent scholarly, research, and creative skills

p.6 See following revised requirement summary

p.7 Next to last line of 2nd paragraph. Change "that they" to "will"

p.9 Third "bulleted" paragraph from the bottom. Change last sentence to:
Attention to reaching an optimal balance between teaching context areas and
skills development needs to be addressed.

p.13 First paragraph, 2nd clause of the last sentence should read: some of the
quantitative reasoning courses may **alternatively** count toward a specific Area
of Study.

p.13 Second paragraph, sentence beginning in line 10 should read: Similarly, a
course used by a student to satisfy the quantitative reasoning requirement
may not be used **by that student** to satisfy an Area of Study requirement.

p.25 Second paragraph: Delete all but the first sentence. (The Academic Policy
Changes document section on study abroad units indicates why the rest of
this paragraph is no longer relevant.)
# Curricular Requirements for Graduation

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unit</td>
<td>Gateway Seminar (Does not satisfy Area of Study requirement)</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Quantitative Reasoning (Does not satisfy Area of Study requirement)</td>
</tr>
<tr>
<td></td>
<td>Language (Proficiency at the Intermediate Level)</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Physical Education (Five activities)</td>
</tr>
<tr>
<td>3 Units</td>
<td><strong>Fine Arts</strong>&lt;br&gt;1 unit minimum of literature in any language&lt;br&gt;1 unit minimum of creative expression</td>
</tr>
<tr>
<td>2 Units</td>
<td>Natural Science, Mathematics, and Computer Science:&lt;br&gt;1 unit minimum of natural science</td>
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<tr>
<td>2 Units</td>
<td>Philosophy &amp; Religion</td>
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<tr>
<td>3 Units</td>
<td>Social Science: units from at least two different departments</td>
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<td></td>
<td>Cultures: (May satisfy Area of Study, Major, Minor, or Concentration&lt;br&gt;requirements.)&lt;br&gt;1 unit study of United States culture&lt;br&gt;2 units study of other cultures</td>
</tr>
<tr>
<td>8-12 Units</td>
<td>Major</td>
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<tr>
<td>1-2 Units</td>
<td>Senior Individualized Project:&lt;br&gt;1 unit minimum</td>
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<td></td>
<td>Comprehensive Examination</td>
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<td></td>
<td>Portfolio</td>
</tr>
<tr>
<td>37 Units</td>
<td>Minimum Required for Graduation:&lt;br&gt;24 units of “C-” or better</td>
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SPECIFIC CURRICULAR CHANGES REQUIRING A VOTE, AS PROPOSED IN "EDUCATION AT KALAMAZOO COLLEGE: RENEWING THE 'K' PLAN"

1. Gateway Seminar replaces the current First-Year Seminar. It will emphasize skills development, primarily written and oral expression. Unlike the First-Year Seminar, the Gateway Seminar may not also meet "Area of Study" requirements.

2. All students will be required to take a Quantitative Reasoning course, selected from a list of designated courses. Students may not count the course they choose for Quantitative Reasoning as an Area of Study course.

3. All students will be required to take five physical education activity courses and will receive one unit of credit when the five are completed.

4. The literature and fine arts requirements are combined for a three unit "Area of Study" requirement, one of which must be in literature and one of which must be in creative expression.

5. The number of units in the natural sciences, mathematics, and computer science requirement is reduced from three to two, at least one of which must be in natural science.

6. The number of units in the social sciences requirement is reduced from four to three, from at least two departments.

7. All students must take at least one course from a designated list which deals with the cultural complexity of the United States and two courses from a designated list which deal with the cultural complexity of two of the following regions: Asia, Africa, Middle East, Latin America, Europe. Courses meeting these requirements may also meet Area of Study, Major, Minor, or Concentration requirements. No more than one of the non-U.S. courses may be taken on study abroad. It will be recommended that students take on campus at least one course related to the geographic area of their international study. *One of the three courses may be taken on study abroad.*

8. The LACC will be eliminated, as faculty and student organizations develop alternative mechanisms to promote attendance and involvement at LAC events. 
   **To be discussed later.**

9. All students must complete a Portfolio which illustrates their development at "K," including the connections between curricular study and other contexts of learning.

In addition to the above requirement changes, the faculty is asked to vote as well on the following curricular innovations:
10. Departments will identify and/or develop courses when feasible that provide opportunities for continued development of writing and quantitative reasoning skills AND for systematic development and practice of oral expression and information and computer literacy. These courses will be publicly identified, and teachers and advisors will recommend such courses to students when relevant.

11. Departments will determine from the list of alternative SIP options which one or several work(s) best in their major. It is anticipated, however, that more one-unit SIPS will be done (in summer or fall, typically) and that two-unit SIPS normally will be done over two terms, whether summer/fall or fall/winter. It also should be recalled that the SIP is a COLLEGE requirement, and students are free to seek out SIP advisors and schedules in any department.

PLEASE NOTE: The foregoing items are listed only to clarify the specific matters contained within the "Education at Kalamazoo College" document which require a faculty vote. The actual vote will be on the package as a whole, and the various components should be understood as parts of an integrated and coherent overall plan.
TO: Colleagues
FROM: Educational Policies Committee
RE: Proposed Changes in General Education & Academic Policies

The attached documents include a substantially revised proposal for general education; a set of appendices which provide rationales for and more elaborated descriptions of some of the less familiar elements of this proposal; and a statement regarding experiential education which reminds us of some of the thinking which has informed—and will continue to inform—our educational revision. A summary from the Academic Standards Committee of existing academic policies and proposed policy changes will be sent within the next few days.

We urge all of you to read these materials over the break and to seek out members of EPC regarding any questions you have. On January 2, faculty will have a structured opportunity to seek clarification of these proposed changes at the special divisional meetings occurring from 1 to 3 p.m. The proposals will then be brought to the faculty for a vote on January 8 (the first regular faculty meeting of the winter) and, if needed, on January 22 (a special extra meeting Monday of the 4th week).

As we think you will see, these proposed changes build on work from the Calendar Task Force, the C3 and C9 committees, the Experiential Education Committee, and the many useful criticisms and suggestions you have provided in various meetings over the past year. While additional and legitimate concerns no doubt will—and should be—voiced, we hope you will recognize in these proposals some of the spirit of compromise in which we have worked and through which we think many of the ideas actually have become sharper, better integrated, and more feasible.
EDUCATION AT KALAMAZOO COLLEGE: Renewing the "K" Plan

The mission of Kalamazoo College is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. (Academic Catalogue, p.8)

Kalamazoo College provides students a challenging undergraduate liberal arts curriculum and opportunities for experiential education on and off campus, domestically and internationally, through its distinctive "K" Plan. During their four years at the College, students develop foundations skills to prepare for lifelong learning; they are encouraged to undertake explorations that challenge, deepen, and extend their understanding of themselves and the world they inhabit; and they are guided in establishing connections among their educational experiences, thereby enabling them to function successfully within a complex world. This holistic perspective on education, broadened by a multicultural curriculum and work experiences in several settings, equips "K" graduates to fulfill their greatest potential in a diverse and rapidly changing world.

Five complementary attributes characterize students who benefit from the "K" Plan. First, in their commitment to lifelong learning, students demonstrate intellectual curiosity and excitement about the many branches of knowledge studied in their liberal arts curriculum. Second, they integrate their knowledge, talents, and experiences for career readiness in a competitive and changing job market. Third, they demonstrate social responsibility through their commitment to offering community service. Fourth, they make a conscientious effort to promote intercultural understanding, by learning to interact effectively with others quite different from themselves. Fifth, they demonstrate leadership in all of the above, based not on formal authority, but on their ability to communicate, understand, and work well within a diverse community. Progress in each of these categories is charted through the student's portfolio. This personalized narrative of challenges, ranging from course work and international study, to participation in student organizations, to career preparation and community service, records the "K" Plan's version of wide-spectrum education. In developing the potential of the "whole student," Kalamazoo College encourages students to benefit from exploring a variety of learning experiences in traditional as well as non-traditional settings.

To develop this repertoire of attributes, each student, with the aid of advisors and older student mentors, sets goals and devises a program of developmentally progressive activities to meet those goals. A more carefully structured system of advising that includes self-assessment, discussions with older student mentors and within peer groups, and guidance from an official advisor, assists the student in compiling a portfolio. (This
Renewing the "K" Plan

method of encouraging, chronicling, and assessing the development of these attributes is discussed in Appendices III and IV.)

I. FOUNDATIONS

Requirements:
1. Develop writing proficiency through the Gateway Seminar.
2. Enhance quantitative reasoning ability through a designated course.
3. Develop proficiency in a second language, equivalent to the third level in the curriculum.
4. Participate in physical education through activity courses.

"Foundations" emphasizes the acquisition and enhancement of skills vital not only for the classroom, but for the world of work and lifelong learning. These transferable skills include effective oral and written expression in at least two languages, quantitative reasoning, and information/computer literacy. Students will develop these skills systematically over the full four years in three ways. First, in a variety of courses (especially Area of Study courses), students receive instruction and practice in, as well as assessment of, their reasoning, speaking, writing, and research skills, which will help them monitor their progress to guide their academic and experiential choices. (See Appendix I.) Second, written expression and quantitative reasoning are enhanced through specific course work and workshops. (See Appendix II.) Third, regular assessments are provided through department and program majors. The Educational Policies Committee recommends that departments designate those courses where special attention is paid to these skills so that students and advisors may more easily identify opportunities for skill development.

Besides receiving instruction in and assessment of Foundations skills in their course work, students are encouraged to participate in skills assessment workshops early in their college careers to assist them in planning their curriculum and developing career options. Students may further develop their academic skills through participation in Supplemental Instruction, Writing Center tutorials, or other workshops offered on campus. Cooperative learning and community-building skills are also sharpened through participation in the Land/Sea program, in the residential housing system, varsity sports, and student organizations. Working with a group on a common writing, musical, or theatrical project offers practical experience as well as the possibility of partial academic credit.

Finally, physical education provides vital integration of a student's intellectual, emotional, and physical well-being. Satisfaction of this requirement not only builds physical skills, but also develops cooperative group and leadership skills, discipline, and maturity, as well as habits for a healthy lifestyle.

Goals:
• Assess strengths and weaknesses.
• Develop Foundations skills in various settings by taking courses in more than one Area of Study
• Begin contributing to communities through participation in student organizations and/or community service.
• Participate in workshops and cooperative learning groups.
Opportunities for Meeting Goals:
K'xx Orientation, advising, counseling, participating in tutorials and workshops,
skill/value identification, interest inventories, goal setting, participation in musical and
athletic groups and other student organizations

II. EXPLORATIONS

Requirements:
1. Natural Science, Mathematics, and Computer Science: 2 units, at least one in natural
   science.
2. Social Sciences: 3 units in at least two different departments.
3. Philosophy and Religion: 2 units.
4. Literature and Fine Arts: 3 units, of which one must be in creative expression and
   another in literature in any language (includes literature in translation).
5. Cultures Requirement: Three units (may be met by Area of Study courses or courses
   in major or minor; only one course taken on study abroad may be used to satisfy this
   requirement). Of these three units:
   & Two units that study cultures in two of the following: Asia, Middle East, Africa,
   Latin America, Europe (EPC strongly recommends that students take at least one
   course on campus related to the geographic area of their international study).
   & One unit that studies the cultural complexity of the United States.
6. Requirements in department or program major, minor, or concentration

A Kalamazoo College education is a process of guided exploration which, in turn,
serves as the basis for further exploration of life in a pluralistic world. Similarly, in the
structure of the "K" Plan, those elements comprising "Foundations" provide the basis for
"Explorations," which acquaints students with a variety of ideas, experience,
epistemological tools, and perspectives. The educational goal is to encourage wider vision
and more complex understanding. This emphasis, central to the College's tradition of
international education and represented by the opportunity for international study, is
reinforced on campus by the Cultures requirement, which asks students to study courses
that will ground them in the cultural complexity of the United States and the world
beyond.

Whether choosing courses or ways of participating in campus and community life,
students can shape their undergraduate education according to their interests, abilities, and
professional goals so that their development of the "K" attributes (commitment to lifelong
learning, career readiness, social responsibility, intercultural understanding, and
leadership) become the basis of their "K" Plan. While requirements for the major aim for
depth, the areas of study requirements aim for breadth, providing a fine balance in
intellectual development. Through local community involvement, and later through
career internships and study abroad, students learn to enter each new social group—in
volunteer or service capacities, or in a work or academic setting—with a combination of
heightened personal independence and adaptive learning strategies. Whether involved in
intercultural service learning, a career internship, or an extended international stay,
students use their training to learn from and shape a vital role in each new environment.
Renewing the "K" Plan

Goals:
• Undertake a greater leadership role in student life or community service.
• Look for opportunities to mentor or teach others.
• Prepare skills that will enhance career internship opportunities.
• Define and shape major course of study and identify other areas of study for additional complementary work by satisfying requirements.
• Reflect on accomplishments, and reflect on how to prepare for international study.

Opportunities for Meeting Goals:
internships, international study, volunteer service, resume workshops, leadership roles in student organizations, RA, SI, tutor/training roles, mentoring, leadership roles in team sports, theater productions, departmental internships, campus employment, GLCA programs, Kalamazoo Quarter

III. CONNECTIONS

Requirements:
1. Senior Individualized Project
2. The Kalamazoo Portfolio

"Explorations" of the "K" Plan encourages students to move simultaneously inward, to a deepening comprehension of themselves, and outward, to an engagement with traditions and lived experiences other than their own. "Connections" continues this process, providing occasions for the student to bring together the building blocks of the "K" Plan: skills acquisition and practice, explorations in the major and related fields, and experiential work and service. In a number of majors, programs, and concentrations, a Major Seminar and the Senior Individualized Project provide a perspective on four years of work within a field of study and often a test of those principles in internships, service learning, and independent research. Such opportunities as the Senior Colloquium, an elective, team-taught, interdisciplinary course, would challenge students to link not only disciplinary fields but the academic and the experiential in their collaborative investigations.

Linking intellectual development with the other four attributes of the Kalamazoo College student (career readiness, social responsibility, intercultural understanding, and leadership) occurs throughout the educational experience. The Portfolio (see Appendix III), however, provides a record for students of what progress they have made in developing each of these attributes. Through regular occasions for self-assessment and reflection as well as review by faculty and advisors, students construct through their portfolios the personalized story of a distinctive undergraduate education for employers and graduate and professional school applications. The portfolio finally becomes a passport from "K" into the future.

Goals:
• Develop ways of capitalizing on the study abroad experience after returning to campus.
• Assess skills development and goals/expectations in light of SIP and career plans.
• Look for mentoring roles to play in the major department.
• Consider what attributes (commitment to lifelong learning, career readiness, social responsibility, intercultural understanding, leadership) could be further strengthened through future courses, work, involvement in campus life, and SIP.
• Reflect on connections across disciplinary boundaries and among the "K" attributes

Opportunities for Meeting Goals: Advanced disciplinary study and interdisciplinary projects, applications and resume preparation, practice interviews, SBI, SIP, Chamberlain, portfolio, leadership/mentoring roles, training/leading roles in student governance, independent study
### Graduation Requirements

<table>
<thead>
<tr>
<th># Units</th>
<th>Requirement</th>
</tr>
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<tbody>
<tr>
<td>1 Unit</td>
<td>Gateway Seminar (Does not satisfy Area of Study requirement)</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Quantitative Reasoning (Does not satisfy Area of Study requirement)</td>
</tr>
<tr>
<td></td>
<td>Language Proficiency</td>
</tr>
<tr>
<td>1 Unit</td>
<td>Physical Education (Five activities)</td>
</tr>
</tbody>
</table>
| 3 Units | Literature & Creative Expression:  
|         | 1 unit minimum of literature in any language  
|         | 1 unit minimum of creative expression |
| 2 Units | Natural Science & Mathematics/Computer Science:  
|         | 1 unit minimum of natural science |
| 2 Units | Philosophy & Religion |
| 3 Units | Social Science:  
|         | units from at least two different departments |
| 3 Units | Cultures:  
|         | 1 unit study of United States culture  
|         | 2 units study of other cultures |
| 8-12 Units | Major |
|         | Senior Individualized Project:  
|         | 1 unit minimum |
|         | Comprehensive Examination |
|         | Portfolio |
| 37 Units | Minimum Required for Graduation:  
|         | 24 units of "C-" or better |
|         | "Residency" Requirement:  
|         | 6 quarters of full-time study on campus, including the 3 quarters of the senior year |
Appendices

I. Skills: Description, Infusion, Assessment Model
II. Skills: Written Expression and Quantitative Reasoning
III. Kalamazoo Portfolio
IV. Student Advising
V. Senior Individualized Project
VI. Liberal Arts Colloquium
APPENDIX I
Skills: Description, Infusion, and Assessment Model

Rationale:
When EPC and C3 asked departments, programs, and students what skills are important to develop during a college education, the list was fairly consistent: proficiency in written and oral expression, quantitative reasoning ability, and information/computer literacy. (Please see the lists of descriptors at the end of this appendix.) To some degree, all of these skills are accommodated presently in many of our courses, and some (e.g., oral expression) are emphasized in special projects (e.g., Diebold and Hightower symposia and other SIP presentations). Because written expression and quantitative reasoning seem to need more development, the building of those skills must occur in courses that focus on skill development in a meaningful context. (See Appendix II)

The New "Skills" Proposal:
This proposal has three components. First, all four skills will be developed by having most courses in the curriculum—particularly the Area of Study courses—pay special attention to the development of one or more of these skills. This "infusion" model means that students will encounter instruction and practice in a skill, or skills, in two ways: in courses that strongly emphasize skills development and in a number of other courses where attention to skills is included. Thus, students attend to skills development while also satisfying their major and general education requirements. This method helps ensure better retention and development of skills by providing students with repeated practice and critiques in a variety of settings. Second, descriptions of courses in the curriculum will highlight what skill is addressed, so that students and advisors may more easily identify opportunities for skills development. Third, faculty will receive training in teaching and assessing these skills through workshops, and that they be provided some model rubrics they might employ in skill assessment.

Additional Policies related to Skills:

1. The New Course Proposal form will be modified to include a request for information about which of the four skills and/or what combination of the four skills will be addressed in the course, as a requirement for EPC and faculty approval.
2. Each department will be asked to submit a list of courses that emphasize skills development. Faculty teaching those courses will be asked to indicate what skill(s) will be addressed, and in what ways, in each course, and syllabi of the courses will be reviewed by a subcommittee of EPC. This information will be made available, either through the catalogue or some other means, to advisors, other faculty, and students.
3. While students will take required courses to build some of these skills (i.e., written expression and quantitative reasoning), they will also be encouraged to seek out those courses with a strong emphasis in skills where their weaknesses may be addressed. Advising, skills-assessment workshops, tutorials, and supplemental instruction will also aid in the development of these skills.
4. While course work is an obvious area for skills development, it is not the only one. Oral expression, for example, may be practiced through certain types of community service or involvement in student organizations. Written expression, information literacy, or quantitative reasoning may be honed in career internships or work assignments.

5. Departments and programs will help majors apply these skills to meet special needs of their disciplines through attention to skills in required courses, the senior seminar, or other requirements or cognates for the major.

6. Attention in each student's portfolio will be given to charting the progress made in developing these skills, both in curricular and co-curricular venues.

Advantages of the Proposed "Skills" Model:

- Students will gain regular practice in, and attention to, skills that will serve them in their years at—and after—Kalamazoo College.
- Rather than making the building and assessment of every skill another add-on requirement for students, students will learn from faculty what skills are taught in conjunction with content in their courses.
- To help them enhance development of skills in their courses, faculty will be able to attend workshops. Assessment rubrics (brief forms that faculty may use to evaluate students or students may use for purposes of self-assessment) will also be provided.

Problems, Questions, and Issues:

- This "Skills" Proposal asks for a serious commitment from faculty to consider ways in which they may prepare students not only for the major, while also providing instruction in the liberal arts, but also for contributing to the world our students will be entering. In some cases, this commitment will require changing a syllabus, redesigning an assignment, or working with other faculty or student mentors to develop new strategies to enhance student learning. Expectations of what can be done to develop skills, especially in large classes, seems realistic; expectations placed on faculty are manageable and are supported with time and incentives for "retooling."
- The subcommittee of the EPC will monitor departments' attention to the development of skills in their majors and will make recommendations in consultation with departmental and divisional representatives. Attention to teaching content areas and skills development needs to be reached.
- The relationship between the Portfolio and the assessment and development of skills needs to be addressed. Some form of student self-assessment and solicited faculty assessment of a student each year seems to be in order.
- Development of these skills is an additional "burden" in courses that are already filled with other skill-building and content. These new demands on faculty time must be negotiated.
Renewing the "K" Plan

Conclusion:
Faculty and students overwhelmingly support attention to the development of lifelong learning skills needed in their courses and, later, in a variety of careers selected by graduates. Moreover, students would benefit from consistent attention to and feedback about those skills particularly identified as important. This new "Skills" model provides a mechanism to guarantee individualized practice in and assessment of these skills throughout each student's education.
Suggested Descriptors of Skills

Please note: emphasis on a skill should encourage and improve a student's ability as described.

I. Written Expression:
• organize ideas effectively
• communicate ideas and information clearly
• construct an argument using evidence persuasively
• use correct grammar, syntax, and mechanics, including quotation and citation of sources
• adapt writing ability to a variety of contexts
• produce written documents without undue struggle or delay, relying on a variety of writing strategies
• develop a strong, flexible personal voice in writing
• identify persistent individual writing weaknesses and strengths
• use word processing programs effectively and efficiently

II. Oral Expression
• organize ideas effectively
• communicate ideas and information clearly
• construct an effective argument
• make a presentation without overdependence on notes or outlines
• respond to audience feedback, verbal and nonverbal
• adapt a presentation to convey a topic effectively to an audience
• use concrete, direct, and colorful language appropriate for presentation
• use voice and body effectively
• control anxiety and demonstrate confidence
• create appropriate visual aids and use them effectively
• listen and respond to oral presentations critically and constructively
Renewing the "K" Plan

III. Quantitative Reasoning
- organize ideas effectively
- communicate ideas and information clearly
- construct and defend an argument using evidence persuasively
- interpret and create graphs and tables
- use various measurement scales when interpreting data
- apply simple mathematical models
- interpret statistics

IV. Information and Computer Literacy
- plan and execute a logical information search strategy
- use general and discipline specific print, media, and on-line resources to define and locate information
- recognize points of access to different types and formats of information in different fields
- obtain documents from local and non-local sources
- evaluate and analyze information content from a variety of sources within a discipline
- demonstrate an understanding of the correct way to cite sources
- use available computers for creating a document and information transfer
- know how to learn new software
- understand some basic components of computers
- be facile with one or more software package
APPENDIX II
Skills: Written Expression and Quantitative Reasoning

Rationale:
While all four skills noted previously receive attention throughout the curriculum by being infused in courses where most appropriate, written expression and quantitative reasoning require instruction, practice, and feedback in courses devoted primarily to developing each skill. Courses emphasizing skills development are not uncommon in our curriculum. Students have been, and will continue to be, required to demonstrate proficiency in a second language equivalent to the third level in the curriculum, and many students fulfill this requirement through course work in the language. Furthermore, students in the First-year Seminars have worked on improving their written expression in a variety of distinctive, at times unusual, courses developed by faculty in a variety of disciplines. Not infrequently, however, more emphasis has been placed on learning subject matter, rather than writing, in these Seminars because they have also "counted" as one of the distributional courses. Written expression and quantitative reasoning will be emphasized strongly in the proposed Gateway Seminars and Quantitative Reasoning courses respectively; courses used to meet the quantitative reasoning requirement "count" toward a specific Area of Study.

The "Gateway Seminar" and "Quantitative Reasoning" Proposal:
The proposed Gateway Seminar, as discussed in meetings by First-year Seminar instructors and members of the Calendar/Curriculum Committee, will have several components of the current First-year Seminar (e.g., a strong writing emphasis), and there is some interest in adding a substantive oral component to the course work. As such, these Seminars would be structured around provocative topics that might draw from the perspective of several disciplines; a characteristic of the Gateway Seminar, distinguishing it from the First-year Seminar, would be that topics will serve primarily as a means of engaging students in developing their written expression. Credit (toward graduation) given for these courses will be part of a student's general education, but will not be included in any Area of Study. Similarly, courses used to satisfy the quantitative reasoning requirement will receive credit that will count toward a student's general education, but not toward an Area of Study. Many courses already being taught in the Mathematics and Computer Science department and in the Economics department will probably function well as Quantitative Reasoning courses (please see list of possible courses in the "Problems, Questions, and Issues" section of this appendix), but there will most likely be a need to offer some new courses to provide enough "seats" for all students to satisfy this requirement. To this end, and in the spirit of offering courses with potentially "provocative topics" to engage students more effectively, "Case Studies" courses will be developed by a few faculty interested in teaching quantitative reasoning. Possible "Case Studies" courses may address such topics as causes and impacts of epidemics, temporal patterns of immigration, characterization of family structures, geographic patterns of resource use, personal income and gender, politics and industrialization, and influence of recycling on environmental quality. The unifying activity in all of these "Case Studies" courses is engagement with data-rich topics that provide many opportunities for analysis,
Renewing the "K" Plan

interpretation, and construction of persuasive arguments. The issue of paramount
importance in these, and any other, new courses (along with courses currently taught), is
that there must be a strong emphasis on many of the aspects of quantitative reasoning
listed as "descriptors" in Appendix I.

Policies related specifically to Written Expression and Quantitative Reasoning:

1. Gateway Seminars and Quantitative Reasoning courses (new and those already being
taught) must be reviewed by a committee (established by EPC), one for Written
Expression and another for Quantitative Reasoning, as a requirement for EPC and
faculty approval. Course approval will be contingent upon a course sufficiently
addressing skills, as described in Appendix I, according to guidelines established by EPC
and the faculty.

2. The Gateway Seminar Program and the Quantitative Reasoning Program will be
organized and run by Coordinators whose responsibilities will include running
workshops for faculty and organizing relevant aspects of the Collaborative Learning
Center for students. The Quantitative Reasoning Coordinator would also be
responsible for initiating and teaching sections of the "Case Studies" courses.

Problems, Questions, and Issues:
• An obvious (and entirely reasonable) question to ask is whether we can offer enough
classes to provide sufficient room for students to fulfill these requirements. The college
has already made a commitment to provide enough Gateway Seminars so that all first-
year students can take one of these courses sometime during their first two quarters on
campus. If we were to limit enrollment in the Quantitative Reasoning courses to 25
students (i.e., 50% more than the enrollment in Gateway Seminars, but still low
enough to allow for reasonable interaction between faculty and students), then we
would need about 12 courses each year to provide "seats" for 300 students, which is
half-way between the (approximately) 350 we enroll and the (approximately) 250 who
graduate. If, for example, we include applied statistics (3 sections), calculus (5 sections),
pre-calculus (a course in need of a new name; 1 section), and the economics course
quantitative methods (2 sections) we already have eleven of the twelve requisite
courses. However, students now taking these courses may typically take more than
one, but enrollments in these courses are currently greater than 25. Be that as it may,
we are close to having sufficient room for students to meet the Quantitative Reasoning
requirement and we will certainly have sufficient room with the addition of the "Case
Studies" courses. Furthermore, it is important to note that the list of courses used is
certainly not a complete list of all courses that may provide a strong emphasis on
quantitative skills development—including courses in Computer Science, Psychology,
Sociology, and the natural sciences—but an exhaustive list cannot be assembled until
faculty, wishing to have courses they teach be designated as fulfilling the Quantitative
Reasoning requirement, submit their courses for approval by EPC and the faculty.
• Another question is in regard to whether the Quantitative Reasoning requirement is
an additional general education requirement. The Quantitative Reasoning
requirement will stand apart from the Area of Study requirements (as the Gateway
Seminar does). To keep the number of general education units at twelve the number
Renewing the "K" Plan

of natural science, mathematics, and computer science units required for graduation will be reduced to two (from the current three). This seems to make sense given that many of the courses taken by students to fulfill the Quantitative Reasoning requirement will probably be offered by faculty in the division of Natural Science, Mathematics, and Computer Science.

- As indicated in Appendix I, we recommend that faculty receive training in teaching and assessing written expression and/or quantitative reasoning through workshops so that students can learn these skills in the most effective ways.
Renewing the "K" Plan

APPENDIX III
Kalamazoo Portfolio

Rationale:

The portfolio provides a systematic method of integrating and reflecting upon the elements of a renewed "K" Plan that comprise a complete education. The portfolio provides the documentation and examples of the student's work during the four-year program. It will show evidence of student development among the five attributes: commitment to lifelong learning, career readiness, social responsibility, intercultural communication, and leadership.

By making visible those learning experiences that traditional academic transcripts ignore, the portfolio gives a "K" graduate the opportunity to present the personalized story of a distinctive undergraduate education to employers and graduate and professional schools. Of equally importance, through the portfolio, students construct that story for themselves. The portfolio affords students opportunities for reflection and a means of recording how much they have done as they move into their futures.

Portfolio Framework:

The form of the portfolio can be:

• A collection of papers, notes, self-assessments, etc.
• A combination of paper, tapes, artwork, videos, computer records
• A "World-Wide Web" site or other computer format

When is a portfolio created?

• The portfolio will be initiated during the orientation program when a student, in consultation with an advisor, develops a beginning plan. With the help of various advisors, teachers, coaches, supervisors, and peer mentors, the student will add to and modify the portfolio during the entire four-year program. Finally, the student and the advisor will reflect on the goals and content of the portfolio in its final form.

What might be included in the portfolio?

• An academic transcript
• Specific important experiences (both in and out of the classroom) that show growth among the five attributes: commitment to lifelong learning, career readiness, social responsibility, intercultural communication, and leadership.
• Specific experiences that contribute toward the development of the required learning skills of oral communication, written communication, information and computer literacy, and quantitative reasoning
• Papers, tapes, video clips, artwork, assignments, etc. that show examples of accomplishments and understanding of the connections among the various parts of the educational process
• Awards, citations, honors
• Student statements of goals and reflections at various times during the four years
Who will help a student develop and reflect on the portfolio?

- Advisors will be responsible for addressing goals and progress among the attributes.
- Teachers may offer specific skills assessments to be included and/or suggest that a particular assignment should be included in the portfolio.
- Coaches, organization advisors, etc. will help a student reflect on a particular experience and how it might fit into the learning plan and portfolio.
- Job supervisors and internship directors will help a student reflect on the skills and work knowledge gained and their relation to the dimensions.
- Student mentors will be trained to help with the reflection process.

Additional Policies relating to Portfolios:

The portfolio is a requirement for graduation.

Advantages of the Portfolio:

- Places more responsibility on the student for designing and connecting educational opportunities.
- Requires students to think more about the full educational process.
- Provides graduates with specific examples of their work and goals.
- Enables students to articulate the importance of the various parts of their education.

Problems, Questions, and Issues:

- Provide a guideline for developing a learning plan.
- Develop a table of contents for materials and information to be included in a portfolio.
- Develop templates for the portfolio that can be stored on the computer and made easily accessible.
- Provide examples of growth and development of each of the dimensions, guiding questions for each area, examples of courses that offer opportunities under each dimension, and examples of how workshops, on and off campus employment, participation in athletics, music groups, theater events, internships, etc. can contribute.
- Organize information about requirements, policies, procedures related to course enrollment, participation in workshops, internships, study abroad, etc. so students may find more of this information for themselves.
- Revamp advising to include advisors from administrative areas, redefine the advising role, control the advising load more carefully, and plan how to assign advisors.
- An Approach to Clusters:
The C9 Committee proposed a requirement that all students must define and complete an interdisciplinary cluster of three courses which are united by a common focus, theme, or subject. EPC strongly endorses the goal of students seeking to make connections between courses across disciplines. But EPC also supports the effort to simplify requirements, especially if the intent of the requirement can be substantially achieved in another way. The activity of reflecting upon interdisciplinary course connections is an ideal task for the portfolio. Students will know this is an issue about
Renewing the "K" Plan

which they will be asked to write in their portfolios and thus will be encouraged to seek out interconnecting courses in completing Areas of Study requirements or other electives. (Some of these connections will be made through team-taught courses in which the entire experience will be one of exploring multiple ways of knowing about a common topic.) Students will not be required to identify interconnections before enrolling in courses and thus are freer to write about the unexpected but often personally relevant connections they happen upon in their academic work.
APPENDIX IV
Student Advising

Rationale:

Advising is the process of helping students select realistic and achievable goals, make wise choices of courses and experiential opportunities to move one towards those goals, and reflect on the connections, meaning, and importance of all of the educational activities.

The New Student Advising Framework:

Who will advise?
• All faculty and senior administrators in the academic support areas and student services will be part of student advising.
• Older students will be trained to be peer advisors and will be paired with an advisor in the advising process.
• Gateway seminar faculty may become primary advisors for entering students

Orientation Advising
• Students will attend an advising and portfolio development workshop designed to help them understand the process of advising, the responsibilities of both student and advisor in the advising process, the requirements of the portfolio, the initial steps of beginning a portfolio, and the process of setting goals and reflecting on experiences.
• Students will be trained to use computer programs to find specific information about requirements, policies, procedures and use templates for a portfolio.
• Advising will focus on selecting first-quarter courses and setting goals.
• A student will continue with the first advisor throughout the first year. However, there will continue to be a process changing advisors earlier.

Advising
• The focus of advising during the first and second years will be to help students select courses for the subsequent quarter, develop plans for subsequent quarters, review their academic performance, develop and review portfolio goals and educational activities, and review educational progress.
• The advisor will ask the student to bring the portfolio to advising sessions to review progress, set new goals, select courses in light of those goals.
• At the end of the second year, all students will be encouraged to select an advisor from the department of the major.
• In the third and fourth years, the advisor will focus more on career options as well as the development of the major curriculum.
• At each advising period, the advisor and the student will continue to review the portfolio and set new goals.
• At the last portfolio review before the date of submission, the advisor and the student will finalize the portfolio.
Renewing the "K" Plan

Student responsibilities:
- Know how to find information about requirements, policies, and procedures.
- Understand the graduation requirements and monitor progress toward meeting them.
- Keep portfolio current and bring it to appropriate advising sessions.
- Take responsibility for finding course work and out-of-class experiences to meet goals.
- Be prepared to show connections among various educational opportunities.

Advantages of the Proposed Student Advising Structure:
- Helps make advising more than a requirement-monitoring function.
- Places more responsibility for information-seeking on the students.
- Equalizes the load of advising over more people.
- Integrates the portfolio development and review into the process of selecting courses and other educational activities.
- Links the Gateway Seminar with the process of developing goals, selecting educational experiences, developing the portfolio.
- Creates a developmental approach to the process of advising.

Problems, Questions, and Issues:
- If all full-time faculty and senior administrators from academic and student services were part of the advising pool, each would have to advise about 12-15 students.
- Departments with few majors would have more first-year advisors and fewer major advisors.
- Each first-year advisor would probably work with another advisor as a team and would have at least one senior peer advisor to help in whatever way was appropriate.
- Advising is an expectation in the job description and will need to become more thoroughly evaluated.
- Advisors would be freed from much of the logistical work of keeping track of policies, monitoring graduation requirements, explaining requirements and course content, etc. to enable them to work with students on larger educational issues.
- Develop computer access to all advising, course selection, policy, procedural, etc. information for students to consult outside of the advising sessions, and for advisors to access from the computers at their desks. We must also develop easily accessible ways for students to monitor their own progress toward graduation requirements.
- Determine the portfolio submission deadline and the related procedures.
APPENDIX V
Liberal Arts Colloquium

Proposal Summary:

Eliminate the current one-unit LACC requirement and link required attendance at and reaction to LAC events to particular groups of courses and/or student organizations. Credit will not be given; the lost unit will be made up with credit in physical education.

Rationale:

EPC strongly supports the retention of a lively series of special lectures; dramatic, musical, and dance productions; films; and the other events which have made up the Liberal Arts Colloquium. These events are important complements to classroom learning, providing direct access to a much broader range of scholarly work and creative experiences than can otherwise be offered by even a very good small college. Further, these events are a form of general education, in that attendance or participation is part of the "collective curriculum." And these events are particularly important in providing exposure to a diversity of perspectives and cultures, especially sustained and enhancing the college's education in African, Asian, Latin American, and Western European studies.

The LACC requirement, however, seems increasingly problematic as a mechanism to assure participation in these desirable events. The requirement was introduced some years ago both to provide a needed additional unit for graduation and to respond to the frequently meager turnouts at forum events. In purely numerical terms, this requirement must be considered a grand success; virtually every LACC event now is reasonably well-attended, and often remarkably well-attended. Yet it is obvious that many students attend "in body" only; attention seems limited and many actually do homework during the event. Moreover, almost all students leave at the earliest possible opportunity, and there is seldom follow-up discussion. In addition, the requirement has had the effect of making attendance at any event dependent on that event providing LAC credit, thus leading organizers of events routinely to request that their events receive this credit. The result has been an increasingly long list of LAC activities which, from the students' viewpoint, no doubt look equally significant (or insignificant) and which means that almost no events become major college occasions.

It is time, then, to abolish this requirement. But how can participation, and especially involved participation, be achieved?
Renewing the "K" Plan

Proposal:

1. Faculty members, including area studies program chairs, who wish to arrange a Liberal Arts Colloquium event AND have this event advertised on the quarterly schedule (and possibly receive monetary support from the Forum program) will need to present a proposal to the Forum Committee. This proposal will indicate (a) which of the faculty member's classes will be expected to attend this event; (b) what follow-up activities (short response papers, e-mail responses, class discussions, etc.) will be used both to integrate the event into the course and serve as a confirmation of students' attendance; (c) what other one or more faculty have agreed to require attendance at this same event for one of their courses; and (d) the follow-up plans of those faculty. No proposal will be approved for LAC advertising (or support) unless those questions are satisfactorily answered.

2. Student groups (e.g. various organized living units) also could initiate events, following the same procedures as in 1 above. Also, faculty could include student groups as co-sponsors, or student groups could include faculty members (and a particular course) as co-sponsors. In each case, however, assurance of follow-up activities (and verification of attendance at the event) will be required.

3. For major, annual lectures (Armstrong, Scholar's Day, Thompson, etc.), the Forum Committee will identify those faculty whose courses are particularly related to the event and urge that these faculty require attendance and plan follow-up activities. This also could be with student organizations. When possible, faculty or organizations with interests especially germane to the general area of a given annual lectureship should be included in the planning of the event.

4. When attendance at an event is required for a class but students are unable to attend for legitimate reasons (e.g. scheduled rehearsals, employment, practices), faculty should honor these competing demands but require of these students some alternative, related activity—a short reading, listening to a tape, etc.—and participation in follow-up activities.

Discussion:

This proposal involves tradeoffs with the existing system. The Forum Committee, for example, will take on some new duties—reviewing submissions, involving more faculty and students in planning, identifying appropriate classes or groups for annual lectures, etc.—but the Chapel Office is relieved of the burden of collecting and recording LACC slips. Moreover, the general education contribution of LAC events is reduced somewhat in that audiences more often will be attending events linked to courses rather than being exposed to something less familiar. On the other hand, the audiences often WILL be more interested and, at least as importantly, will be required to reflect on the event. Finally, this plan probably will mean fewer events; among other things, it will be more "trouble" to sponsor one. But this
Renewing the "K" Plan

actually may be a good thing. So many activities exist now that little is seen as
special or particularly important.
Renewing the “K” Plan

APPENDIX VI
Senior Individualized Project

What follows is a rationale for and description of how SIPs might function under the planned calendar change. In addition, problems and issues associated with the changes in the nature and timing of the SIP are raised.

Rationale

The value of the SIP as a “capstone” experience for students is generally unquestioned, even though the planned calendar makes necessary fundamental changes in the way in which it will be carried out. It is for many students an opportunity for in-depth personal and intellectual exploration of a particular interest. For others, it is instrumental to admission to graduate or professional school or provides an inside track to subsequent employment in their chosen field. For still others, it provides a means of testing a potential career choice. However, for more than a few it is primarily, if not exclusively, a much-dreaded obstacle to graduation. In addition, some students are simply not ready for the SIP as currently constituted. These assumptions stand behind the proposed changes in the SIP, which are designed to:

1) Maintain the SIP as a requirement for all students.

2) Encourage students to do some or all of their SIPs in the Summer Quarter, reflecting a continued commitment to year-round education, independent learning, and to kinds of experiential learning not usually possible when living on campus and taking courses. This also facilitates student-faculty collaborative research and scholarship.

3) Provide increased choices to students in the timing and framework of their SIPs, in a calendar in which students are expected to be “in residence” for all three quarters of their senior year.

4) Maintain the current degree of departmental and individual SIP advisor autonomy in determining SIP requirements and form while providing additional flexibility.

5) Provide for the less prepared or less motivated student.

6) Maintain the current kinds of opportunities for internships, collaborative work with faculty, or individual projects.

7) Provide ways for students who need to work summers to do worthwhile SIPs.
The New SIP Framework (Flex-SIP-bility)

All students will be required to complete a SIP; they may, however, petition to have this requirement waived, as in our current policy. Students may choose from among four basic options for the SIP, conditional on departmental approval. SIPs will receive one or two units of credit, and be carried out over one to three quarters. In all cases the nature of the product or activity required will be determined by the department or program in which the SIP is being credited.

No fee would be charged for a Summer Quarter SIP. The number of units required for graduation will mean that a student not doing a SIP in the Summer Quarter would lack a unit needed for graduation, unless he or she had an extra unit through AP credit, a previous overload, or had participated in a one-quarter study abroad program.

Option A—Summer Quarter SIP—one unit:

The final product for a Summer Quarter SIP might well be the same sort of thing currently required by a department. However, it will be important to take into consideration that only one unit of credit is involved and, possibly, there would be reduced preparation time and faculty supervision. We must be careful to scale expectations appropriately, and not hold students to norms for current SIPs now earning two units.

It may be valuable to develop other models for a Summer SIP. Some examples: a collaborative research project with a faculty member with structured assignments; a reading assignment to produce an annotated bibliography or short paper; an internship in a scientific or applied setting, requiring a short report, data summary, or field notes; or preparation for a performance, recital, or exhibit.

While a student may elect Option A, it should be possible for a student to decide to continue work on the project, as described under Options C or D. Thus, in many instances it may be desirable to define the requirements for the Summer Quarter SIP in such a way as to make possible meaningful expansion and refinement of the work done during that quarter.

It is expected that a one-unit SIP will make it possible for a student to hold a full-time job during the Summer.

Option B—Fall (or Winter) SIP—one unit:

Students electing this option would enroll for the SIP as one of their three units. That is, they would take two regular courses plus the SIP. Thus, in effect, the student pays regular tuition for this SIP. Overloads would not be allowed during a quarter in which the SIP is being completed, since it would probably be very difficult for the SIP to compete with the structured demands of three regular courses, no matter how capable the student.
Renewing the “K” Plan

SIPs undertaken this quarter could be of the traditional sort or take a new form. Again, paring down the requirements in consideration of the single unit credit is a necessity. Since all SIPs done under this option have the possibility of closer supervision by a faculty member, this would be a desirable option for students needing more structure or for those undertaking more challenging projects.

As with Option A, a student electing this option might decide to expand the SIP into the Winter Quarter, transforming it into the form of Option D, described below.

Option C—Summer & Fall (or Winter)—two units:

In many respects this comes close to the form of the SIP required by many departments. That is, a two-unit SIP in which one portion of the work involves an internship, research, or preparation for a performance, with the production of the final product done under more direct supervision of a faculty member. However, this need not be the case. The academic department, faculty SIP supervisor, or student may devise any sort of academically meaningful combination of activities.

It is assumed that a student would receive a separate grade for each unit. If that is the case, then it will be possible for the student to elect to not continue after the Summer Quarter. Sometimes the student loses interest. The project itself may turn out not to warrant additional work. Faculty SIP advisors might advise students not to continue. Any number of circumstances might make it desirable that the student not complete the second unit, even if this was the original intention. Thus, for some students Option C might be transformed into Option A. Obversely, as was mentioned earlier, a student originally intending to do a Summer SIP might “catch fire” and decide to expand the SIP into a second quarter.

As under current policy, there is nothing to prevent a student from undertaking two entirely different SIPs, each in a different department or on unrelated topics. The willingness of a faculty SIP advisor to approve and undertake responsibility for both SIPs is the only barrier.

As in Option B, the student would enroll for the Fall or Winter second unit as one of three units, in effect paying regular tuition for that unit while receiving the first unit “free.”

Option D—Fall & Winter SIP—one or two units:

This option also provides for a form of SIP currently required by many departments. In it the student would work closely with a faculty SIP advisor over a longer period of time. As with the other options, there is also considerable freedom to define new structures and expectations.

Students electing this option would enroll for a SIP along with two regular courses in both the Fall and Winter quarters, thus paying regular tuition for both quarters. An additional choice allowed would be to have each quarter’s SIP count as one-half unit, rather than a
whole unit. Thus, only one-unit would be earned. This, however, has a potentially important advantage: it would allow a student to underload without losing financial aid, since 2.5 units is considered a full load while 2 units is not.

As with Option C, a student electing this option for two units might elect or be encouraged to discontinue after completing only one unit. However, this would not be possible for the student completing only one .5 unit SIP, since the College SIP requirement is for a minimum of one unit.

Additional Policies relating to SIPs:

1) No overloads allowed in either Fall or Winter Quarters in which a student is enrolled for a SIP. This includes students electing the two .5 unit SIPs under Option D.

2) No SIPs allowed during the Spring Quarter. This is consistent with current policy, but one which has been violated in recent years. The rationale for this policy is twofold: one, to avoid piling up work in the Spring, when such things as Comprehensive Exams may be involved; and two, to avoid last-minute crises affecting a student's graduation. Both issues point to a problem which occur when the evaluation of the SIP, along with possible revisions, occurs within a week or so, if not a few days, before commencement.

3) The wide-spread practice of granting "in progress" grades needs to be curtailed. Policies 1 and 2, above, are intended to reduce pressures on students during the senior year, when comprehensive examinations and other important learning experiences in the compete with one another for their time and energy. Inappropriate use of "in progress" grades tends to create unrealistically heavy loads for students.

4) A maximum of two units in course work may be earned while enrolled for a Summer SIP, subject to prevailing limitations and other policies regulating transfer credit. This limitation applies both to transfer credits and units earned at K, if the latter possibility exists.

Advantages of the Proposed SIP Policy

While meeting substantially all seven designated outcomes mentioned earlier, additional advantages of the proposed changes are:

1) Student resentment about the SIP fee may be reduced. This occurs most often when a student is completing a project with little or no direct supervision by a faculty member. On the other hand, in Fall and Winter SIPs, the more intensive involvement of faculty is "paid for" by the student equivalent to that for a regular course.
Renewing the “K” Plan

2) A student failing or withdrawing from a Summer or Fall quarter SIP has a “second shot” at the SIP so as to be able to graduate on schedule, assuming all other requirements can be met. This, in turn, encourages faculty SIP advisors to better uphold academic standards, since under the present system giving a failing grade to an inadequate SIP tends to have more serious consequences: the loss of two full units without the possibility of “making them up” before commencement. In such circumstances, it is commonly recognized that faculty may lower their standards, especially when they feel the student has made a good effort while the product is inadequate.

Problems, Questions, and Issues

There are some serious problems, questions, and issues we face in adopting this proposed change. Some are specific to the particulars of the proposed change, but others come out of our decision to change the calendar: the implementation of any proposed SIP policy must deal with these.

1) Sufficient structure and preparation for the Summer SIP is problematic, especially so for students who will have not been on campus the preceding Spring. Internships will have to be planned far in advance for this latter group of students. More generally, students will have one less quarter of course work behind them before undertaking the SIP.

2) SIPs will compete with regular courses during the Fall and Winter Quarters. As a rule, structured activities such as courses having set assignments and deadlines will tend to have priority over a less-structured SIP.

3) Faculty have less experience with one-unit SIPs and with variants of the SIP which might emerge from this new approach. In particular, there is the problem of balancing expectations so as to avoid the extremes of granting credit for inadequate effort, on one hand, or of over-loading students, especially in Fall or Winter SIPs, on the other.

4) Students may not take a Summer Quarter SIP seriously, since they are not paying tuition for it. This is especially true in circumstances where students have a full-time job off campus. This might lead to an excessive number of “Fail” grades or requests for “In progress” grades.

5) Students doing inadequate work on a SIP might pressure faculty to give them a passing grade with the promise that they will do better on the second unit. In effect then, the second unit might become just a remediation of deficiencies of the first SIP unit.

6) Departments and programs will need to decide how to handle the load generated by the new SIPs. Although students doing SIPs during the Fall or Winter are taking other courses, the SIP is part of that load. That may not be true for faculty. For some
Renewing the "K" Plan

areas, the situation may not be changed substantially, depending on how much individual supervision is already being provided. For others, however, this might involve a significant increase in load, requiring that one or more faculty members have a reduced teaching load or that some other mechanism be used to make things equitable and doable.

7) In several departments the SIP is tied to a senior seminar or other requirement for the major. For example, Biology and Sociology/Anthropology have the Diebold and Hightower symposia, respectively. The new SIP policy might present problems for these highly desirable kinds of innovations.

8) The relationship of this form of SIP to the emerging portfolio system is not entirely clear. This needs further study.

9) It may be that a one-unit SIP is too limited to constitute a true "capstone" experience. Also, some of the forms proposed for the SIP might be less suited as an integrative experience than others. This also likely to be the case when a student decides not to continue a planned second unit.

Conclusion

While potential problems have been identified with the proposed plan, and others may come to light, the variety of formats for the SIP proposed here provides an attractive means of encompassing the many different ways in which departments and students approach the SIP. In addition, the prospect for retaining learning opportunities in the Summer Quarter, through SIPs carried out on campus with faculty or off-campus under varying circumstances helps maintain the distinctive character of a "K" education. Experience may show that some formats work better than others, but there is no way of determining this without trying.
### Options Under Proposed SIP Policy

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**Senior Year**
Renewing the "K" Plan
An Educational Rationale for Change

Since the decision to change the academic calendar, almost all of the discussion about a new curriculum has centered on issues relating to general education and distributional requirements. Discussion originating in the Experiential Education Committee, however, became progressively broader in considering the role of career development and experiential education in the "K" Plan. The result was not simply a plan for career development in a new calendar, but a proposal for a revitalization of how we view the educational experience of "K" students. What follows is a rationale for the specific proposals being offered jointly by the Experiential Education Committee and the Educational Policies Committee, building upon the earlier work of C3 and C9.

The overwhelming success of the "K" Plan in exciting the interest of students and invigorating an otherwise traditional liberal arts college has long overshadowed its principal failure and one important loss. It has failed to provide a means of integrating the diverse experiences it provides. At the same time, students and faculty lose at least some of the feeling of community characteristic of small, liberal arts colleges. This loss results from the continual movement of students and faculty on-and-off campus. Both problems, acknowledged in three successive comprehensive evaluations by the North Central Association occurring over a 30 year period as well as by numerous internal committee and college-wide discussions, are principal reasons for the current change in calendar. Yet changing the calendar, in and of itself, does little to integrate the "mix" of educational experiences provided by the "K" Plan, even if it has greater potential for building community. To achieve greater integration, a reconceptualization of what we are about is needed, one which is in fact closer to the original intention of the "K" Plan than is the program as students and faculty now know it.

The Problem of Integration

The founders of the "K" Plan assumed that moving from a semester system to a quarter system in which students took "only" three courses and faculty taught "only" two would give them discretionary time to spend in discussion of students' entire education, including their experiences in the off-campus programs—Career/Service and Foreign Study—which were centerpieces of the Plan. Their idyllic vision of campus life was never realized. They also saw greater structural integration of off-campus programs with on-campus programs. For example, Career Development was not simply an internship, but was seen as a continuing process occurring over four years, through activities on and off campus. But Career Development became compartmentalized, so that many of today's rich experiential opportunities such as campus work/study jobs, collaborative research with faculty, volunteer service, and SIP internship experiences are not clearly recognized by students as being integral to career development. Instead, Career Development
refers to a particular quarter or notation on the transcript, just as majors, distributional requirements, experiences abroad, and the SIP are compartmentalized activities, some of them simply to be checked off or "taken care of." That is not to say that integration does not occur, but that if it happens, it does so in spite of inherent obstacles. In many instances faculty or other College staff play critical roles in helping students to better understand their "K" experience, but this is at best haphazard.

The Need to Renew the "K" Plan

Even if the "K" Plan worked reasonably well, over time even the best of institutions and programs tend to become stale and their structures bureaucratized. Almost all of the originators of the current "K" Plan are gone. The sense of ownership and excitement they felt does not transfer automatically to faculty hired in recent years. Change is needed to reinvigorate even excellent educational ideas. Even if this is not entirely the case at K, there is the question of whether today's students are the same as those who came to "K" more than thirty years ago. There are many who suggest that there are important differences in abilities, expectations, and perceptions which have significant pedagogical implications.
Assumptions

1) **We need to work toward better integration of the traditional liberal arts and experiential components of the "K" Plan.** This has been the principal failure of the "K" Plan and the current calendar change provides an opportunity to address this issue.

2) **A new "K" Plan should provide a broader definition of experiential education, one which emphasizes on-campus opportunities for experiential learning.** Many important experiential learning opportunities exist at "K" which do not "count" somehow because they were not considered as elements of the "K" Plan. Examples of these include collaborative research with faculty, campus work/study jobs extended over several quarters, and participation in campus governance and student organizations.

3) **Faculty need to be involved in Career Development, which looms larger in significance in the minds of students and their parents than in faculty's perspective.** This "poor relation" of the "K" Plan needs as much attention from faculty as is given to our international and intercultural programs.

4) **Student advising needs to focus on the whole educational experience of the student, not just on the major and graduation curricular requirements.**

5) **A new "K" Plan should include leadership development.** The College's mission statement includes the goal of developing students as leaders, but despite the fact that there are many opportunities for leadership development provided at K, there is little explicit emphasis upon this important goal.

6) **Community Service should be a distinct part of the "K" Plan.** The original "K" Plan called for both career development and service to others. Some years ago, the latter was subsumed under the former: the Career/Service quarter became the Career Development quarter.

6) **The framework of foundations, explorations, and connections works well for the entire "K" Plan, not just for general education.**

Educational Policies Committee
Memorandum

To: Faculty
From: Faculty Executive Committee
Date: Jan. 5, 1995
RE: Addendum to Agenda for Faculty Meeting, Monday, Jan. 8

The Board of Trustees has invited us to choose three faculty members (two tenured and one tenure-track) to serve on the Presidential Search Committee.

After a careful consideration of representation of the various divisions, experience cohorts, and gender, the Faculty Executive Committee proposes the following slates of candidates for these positions to be voted on at the Jan. 8 Faculty Meeting.

**Tenured Faculty**

- David Barclay
- Marilyn Maurer
- Paul Olexia
- Marcia Wood

**Tenure-track Faculty**

- Theresa Davis
- Leslie Israel
- Ken Reinert
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
January 22, 1996

1. President Bryan called the meeting to order at 4:05 p.m.

2. For the Academic Standards Committee and the Educational Policies Committee, Don Flesche moved to approval of the document Academic Policy Changes, dated January 2, 1996, excluding sections "Units to Graduate" and "LACC."

In the discussion of the motion, it was noted that

- the document is an attempt to implement the spirit of the Calendar Task Force Report and Recommendations, dated June 30, 1994.

- the reduction in the residency requirement does not create fiscal problems because of other factors built into the program which should cause students to be in residence additional quarters.

- The Academic Standards Committee will continue to handle student requests for program variances.

- Students are classified for class standing only once each year, at the start of the fall term.

- Six-month Senior Individualized Projects are considered valuable educationally for some students, but, because of the small numbers involved, it is thought these should be handled through requests for variances rather than to make a policy change to include them.

- A two-unit SIP could be done in the fall term without the student enrolling in a third course if the student could earn sufficient other credits to meet the graduation requirements.

- The cost of participation in the study abroad long-term program increases under the new plan, but the number of credits earned also increases. An advantage of the new structure is that families will be charged for three, rather than 3.5, quarters during the junior year.

- There are positive financial aid implications for stipends received for work in the summer when a student is not fully enrolled. Such monies do not count against the College's financial aid awards.

The motion passed unanimously by voice vote.

3. The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
Academic Policy Changes

effective in achieving their intended purposes. Nevertheless, they are cognizant of unresolved issues, problems, and uncertainty. The following points should be noted:

1) We will undoubtedly experience tension and conflict in phasing in some of the more restrictive policies, e.g., on transfer credit, because pre-existing attitudes and expectations of current students will undoubtedly be communicated to entering students. Over time, however, the new expectations should develop.

2) Requiring students to be on campus in the senior year assumes that we will provide distinctive experiences in that year. Departmental and other programs should be designed and offerings scheduled which support that assumption. Otherwise, it will be difficult to enforce the policy.

3) The increase in units earned in study abroad heightens concern that the quality of those educational experiences be comparable to those offered on campus. At the present time, the only response to this concern we offer is a call for increased communication between on-campus faculty, on one hand, and the Center for International Programs and those teaching our students abroad, on the other. Already there have been many positive developments along these lines.

4) While there will undoubtedly be unforeseen circumstances which will require flexibility in the application of these new policies, this change-over provides an opportunity for us to reverse practices of routinely granting waivers of requirements for reasons which are educationally unsound and fiscally detrimental to the College. The ASC, faculty advisors, and the Faculty will be responsible for maintaining integrity and consistency in application of these policies.

5) Some of these policies, particularly those relating to transfer, AP, and dual enrollment credits may have adverse impact on admissions, but this is predicted to be small. We must make a clear decision as to where our long-term interests and commitments lie and be prepared to hold to our principles. In other words, we need to have the courage of our convictions.
Agenda for Faculty Meeting, Monday, February 5, 1996
4:00 p.m. - Olmsted Room

I. Minutes of 1/8/96 and 1/22/96 meetings (attached)

II. Introduction of Bruce Downsbrough, Vice President for Development and Public Affairs

II. Reports of Standing Committees of the College - Carolyn Newton

A. Executive Committee - Carolyn Newton

B. Academic Standards - Don Flesche (10 minutes)

C. Admissions and Financial Aid Committee - Billie Fischer (5 minutes)
   • Enrollment report

D. Educational Policies - Bob Stauffer
   • New course subcommittee (10 minutes)

III. Question/Discussion Period - Larry Bryan and Richard Cook

IV. Announcements

V. Adjournment

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Celebrate

with

David Collins, Lucasse Lectureship for Excellence in Teaching

and

Jan Tobochnik, Lucasse Fellowship for Excellence in Scholarship

Thursday, February 8, 1996
6:45 pm — Dessert Reception, Hodge House
8:00 pm — Presentations, Olmsted Room, Mandelle Hall
President Bryan called the meeting to order at 4:05 p.m.

The minutes of the meetings of January 8 and January 22 were approved.

Dr. Bryan reported that at its January meeting, the Board of Trustees had approved the 1996/97 operating budget. The budget includes a 3% pool for salary increases, and 3% for non-compensatory items.

Dr. Bryan introduced Bruce Downsbrough, Vice President for Development and Public Affairs.

For the Faculty Executive Committee, Carolyn Newton reported that at the January Board of Trustees meeting, Patricia Rueckel, Academic Search Consultant Service, gave a synopsis of the written report which has been submitted to the Board. The report summarizes the college community's perceptions of the challenges to be faced by the next President and the professional strengths and personal qualities desirable for that individual. A copy of the report will be placed on reserve in the library.

Advertisements for the position have been placed in the Chronicle of Higher Education, Black Issues in Higher Education, and Initiatives.

An open meeting of the Faculty Executive Committee and the faculty members on the Presidential Search Committee will be held on February 14 at 4:00 p.m.

The Faculty Executive Committee has explored a variety of multicultural issues this quarter, and will be discussing methods of evaluating teaching and scholarship in the coming weeks.

For the Academic Standards Committee, Don Flesche moved the approval of a statement on the units required to graduate:

Kalamazoo College awards the Bachelor of Arts degree upon the successful completion of 38 units. The 38 units requirement includes Areas of Study, Quantitative Reasoning, the Language Requirement, Gateway Seminar (or First-Year Seminar), an academic major, Senior Individualized Project, Liberal Arts Colloquium Credit, Physical Education, and the 3, 6, or 9 units on Study Abroad. The requirements apply to all students matriculating in the fall of 1996 or later, and, optionally, to students enrolled earlier.

Although the discussions on the liberal arts colloquium credit have not been concluded, a vote on the motion was needed to have a statement which could be published in the catalogue. The motion passed.
For the Committee on Admissions and Financial Aid, Billie Fischer reported that applications are being received at about the same rate as last year, with the overall quality of the applicants also being about the same as last year. Forty states are represented to date.

All were invited to view a new video on the football program, produced by Dhera Strauss of the Fetzer Media Services, to be shown at the conclusion of the meeting.

For the Educational Policies Committee, Bob Stauffer reported that Kathy Smith was chairing the New Course Subcommittee this quarter.

The Committee is scheduled to discuss the weekly class schedule revision proposals later this term.

He also reported that the Committee had approved two new minors in the Economics Department: International Commerce (replacing a concentration), and Business. The course ECO 945 will include a multinational enterprise emphasis.

The following new courses were approved:
- BIO 3XX Microbes and Resistance
- CHE 972 Advanced Biochemistry with Lab
- MUS 425M Western Music Before 1750
- MUS 430M Western Music in the Classical and Romantic Eras
- MUS 435M Western Music in the Twentieth Century
- MUS 465 History of Jazz
- MUS 900 Junior Seminar
- MUS 970 Senior Seminar
- PHI 945 Biomedical Ethics
- PHY 200 Contemporary Topics in Physics
- PHY 570, 580 Electromagnetics and Electronics I and II with Lab
- PSY 660 Learning Disabilities
- PSY/ANT 760 Cultural Psychology

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
EPC SUBMITS
THE FOLLOWING CURRICULAR ADDITIONS,
FOR FACULTY APPROVAL

BIO 3XX  
Microbes and Resistance  
Instructor  
Walter Ogston  
Department  
Biology  
Prerequisite  
None (non-majors course)

Quarter Offered  
Spring '96 ONE TIME ONLY for a Science Distributional

CHE 972  
Advanced Biochemistry with Lab  
Instructor  
Joyce Bock  
Department  
Chemistry  
Prerequisite  
BIO/CHE 732 required, BIO 447 & MAT 415 recommended

ailed treatment of lipid, amino acid, and nucleotide metabolism. Molecular aspects of the expression and transmission of genetic information, including protein biosynthesis, processing and targeting. Study of selected topics in biochemistry/molecular physiology through review articles and primary research literature, emphasizing experimental methods, critical analysis and interpretation of data, and integration of biomedical concepts. Laboratory will utilize an investigative approach to strategies of protein purification and characterization.

Quarter Offered  
Yearly, beginning Spring '96, but will move to Fall or Winter.

PHI 495  
Biomedical Ethics  
Instructor  
Jennifer Case  
Department  
Philosophy  
Prerequisite  
None

Biomedical practices include experimentation on human and animal subjects, genetic engineering, abortion, euthanasia, the control of reproduction, and the allocation of medical resources. Which practices are morally required? In this course, students will learn to articulate and defend answers to this question and to evaluate the answers offered by contemporary philosophers, physicians, and jurists.

Quarter Offered  
Every other spring alternating with Philosophy of Science.
MUS 465  History of Jazz
Instructor  Thomas Evans
Department  Music
Prerequisite  None

This course is intended to introduce students to the cultural context, instrumentation, theory, form and analysis of jazz, from its early West African roots to contemporary times. Emphasis will be placed on listening to various artists and styles.

Quarter Offered  Spring

MUS 900  Junior Seminar
Instructor  Leslie Tung
Department  Music
Prerequisite  MUS 435M

Upper division course comprised of in-depth investigation of individual works, composers, or genres reflecting interests of class members, and drawing upon analytical and research skills of prerequisite courses

Quarter Offered  Spring

MUS 970  Senior Seminar
Instructor  Leslie Tung
Department  Music
Prerequisite  MUS 900

Upper division course whose objective is to encourage integration and discovery of relationships between such areas as academics, performance, CD, SIP and careers in music. Research and analysis skills will be connected to contemporary issues in musical life, themes in music history, and alternative perspectives in style analysis.

Quarter Offered  Spring
PHY 200  Contemporary Topics in Physics
Instructor   Departmental Faculty
Department   Physics
Prerequisite None

A weekly meeting devoted to the exploration of topics of contemporary interest in all fields of physics and related areas. Appropriate for first-year as well as upper-class students. One unit of credit, graded pass/fail, toward graduation and the major, is awarded after the student has participated in the course for five quarters.

Quarter Offered   Every Quarter

PHY 570,580  Electromagnetics and Electronics I and II with Lab
Instructor Thomas Askew
Department Physics
Prerequisite PHY 422 and MAT 425

Two course sequence study of electromagnetic field theory with advanced techniques in vector calculus developed as needed. Lab portion of the course emphasizes practical experience with modern electronics using integrated circuits and electronic instrumentation.

Quarter Offered Winter and Spring
These courses replace PHY 522 and PHY 910, which will be eliminated.

PSY/ANT 760  Learning Disabilities
Instructor Jacquelyn Light
Department Psychology
Prerequisite PSY 400, and PSY 450 or EDU 600, or Permission

This course is designed to provide students with an overview of the rapidly growing field of learning disabilities. The course is divided into three major topic areas: (1) definitions and diagnosis, (2) etiology and clinical correlates, and (3) remediation strategies. Students will be reading and discussing current research findings from several research perspectives.

Quarter Offered Spring

PSY/ANT 760  Cultural Anthropology
Instructor Gary Gregg
Department Psychology
Prerequisite PSY 400 or ANT 405

Stories of how culture shapes thought, feeling, and the development of personality. Critical survey of topics in cross-cultural psychology, including culture and personality, childbearing, psychopathology, cognition, modernization and underdevelopment. This course is cross-listed in Anthropology.

Quarter Offered Fall and possibly Spring
This course replaces PSY 410
Agenda for Faculty Meeting, Monday, March 4, 1996
4:00 p.m. - Olmsted Room

I. Minutes of 2/5/96 meeting (attached)

II. Honorary Degrees

III. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
      • Faculty Bylaws Revision - Jenny Case (5 min.)
   B. Admissions and Financial Aid Committee - Fischer/Lahti/Silberman - (10 min.)
      • Enrollment report

IV. Question/Discussion Period - Larry Bryan and Richard Cook

V. Announcements
   • Student Employee Appreciation Week - Stacy Cooper, Graduate Intern, CDC

VI. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
March 4, 1996

1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the meeting of February 5 were approved.

3. Honorary degrees were approved for Daniel C. Maguire and Santiago G. Gangotena, to be awarded at the 1996 Commencement ceremonies.

4. For the Ad hoc Committee on Faculty Bylaws Revision, Jenny Case reported that the Committee began its work by studying the three major documents from which the faculty bylaws are derived and which constrain their contents: the College Charter, the College Bylaws, and the Plan of Employment (a trustee document). Since the faculty bylaws should be both self-contained and long-lasting, the Committee's draft excises procedural details. Its next deliberations will center on voting rights, the definition of the Faculty Executive Committee, and the definition of the Faculty Personnel Committee. An open meeting is planned for the spring at which the draft document will be discussed.

5. For the Educational Policies Committee, Bob Stauffer reported that the Committee will be compiling responses to the recent survey on the weekly class schedule. Models will be discussed at an open meeting of the faculty during the Spring term. If approved, a new model would be given a trial during the summer '97 term, with full implementation in the fall of 1997.

An open meeting to discuss the Liberal Arts Colloquium Credit also is planned for the spring term.

6. For the New Curriculum Subcommittee, Kathy Smith reported that the Committee has been exploring means of implementing changes in the general education program. The faculty will be receiving packets of materials for input as to which courses could be used to satisfy the various requirement areas. The goal is to have the information available for first-year students as they register for the coming year's courses.

7. Lonnie Supnick reported that agreement had been reached among all parties concerned and that Walter Ogston would teach BIO 310, Microbes and Resistance, in the spring term.
8. For the Committee on Admissions and Financial Aid, Billie Fischer reported that 1192 applications have been received, 914 acceptances have been made, 21 deposits received. The class rank, ACT and SAT scores are comparable to those of last year's class. Applications are off from last year's numbers by about 6%.

The College has been included in two new publications, Peterson's Top Colleges for Science, and 40 Colleges that Change Lives.

9. Joellen Silberman summarized information received from consultant Jim Day. High school academic preparation seems to be predictive of whether a student will stay at the College. Also, the information on the financial condition of the family as it is received by the College seems to correlate well with retention rates. Those students who need financial aid between $1 and $8,000 are more likely to leave the College than are those who require no financial assistance and those who require more than $8,000 in aid. Our retention rate from first to sophomore years is comparable to that at many schools, but the retention rate from sophomore to junior years is lower than those at other schools. Dr. Bryan commended Joellen Silberman for the depth of her knowledge in the area of financial aid.

10. Richard Cook reported that Zaide Pixley has been named Director of the First-Year Experience, with funding from the Mellon Grant.

11. For the Presidential Search Committee, Leslie Israel reported that the review of candidate files has begun.

12. Stacy Cooper of the Career Development Center announced Student Employee Appreciation Week for April 8-12, the third week of the Spring term. That week's Friday chapel will celebrate those student employees nominated by their supervisors for special recognition. Other activities are left to the discretion of individual offices.

13. The meeting was adjourned at 4:55 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
MEMORANDUM

February 28, 1996

TO: Faculty Colleagues
FROM: Lawrence D. Bryan
SUBJECT: Honorary Degrees

The purpose of this memorandum is to propose honorary doctorates of divinity and science respectively be awarded to Daniel C. Maguire and Santiago G. Gangotena at Commencement, 1996.


Santiago G. Gangotena is the founder of the first private university in Ecuador, Universidad San Francisco de Quito, a university that has grown from 100 students and 12 professors to 1050 students and 200 professors in five years. Its academic quality has given the university a high status as the best liberal arts college in Ecuador. The university has established relations and study abroad opportunities with several American universities and colleges including Kalamazoo College. Dr. Gangotena received his B.S. and M.S. in physics from Auburn University, his Ph.D. from University of North Carolina at Chapel Hill, and serves currently as the Chancellor of Universidad San Francisco de Quito.
Agenda for Faculty Meeting, Monday, April 1, 1996
4:00 p.m. - Olmsted Room

I. Minutes of 3/4/96 meeting (attached)

II. Introduction of new faculty
   • History (John Wickstrom) - Babatunde Agiri
   • Theatre (Gail Griffin) - Deborah Johnston

III. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
   B. Academic Standards - Don Flesche
   C. Admissions and Financial Aid Committee - Billie Fischer
      • Enrollment report
   D. Athletics - Marigene Arnold
   E. Campus Life - Jeanne Hess
   F. Center for International Programs - Dave Evans
   G. Educational Policies - Bob Stauffer
   H. Faculty Development - Paul Olexia
   I. Forum - Gary Dorrien
   J. Personnel - Tom Smith
   K. Planning and Budget - Lisa Palchick (5 min.)

IV. Experiential Education - Marilyn LaPlante (20 min.)

V. Question/Discussion Period - Larry Bryan and Richard Cook

VI. Announcements

VII. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
April 1, 1996

1. President Bryan called the meeting to order at 4:05 p.m.

2. The minutes of the March 4 meeting were approved.

3. New faculty colleagues were introduced:
   • Babatunde Agiri    History
   • Deborah Johnston   Theatre

4. For the Faculty Executive Committee, Carolyn Newton moved that the faculty meeting scheduled for Monday, May 27, be held on Tuesday, May 28, because of the Memorial Day observances. The motion passed.

   She reported that the Committee is continuing its discussions of multiculturalism, that it would be meeting with the administration to discuss capital campaign priorities, and that it would be preparing for the Board of Trustees meetings during the week of April 8.

5. For the Academic Standards Committee, Don Flesche moved the approval for Peter Cook, '95, to enroll in College courses in lieu of the SIP. The motion passed.

6. For the Admissions and Financial Aid Committee, Billie Fischer reported that the numbers of admitted students was approximately the same as those reported a month earlier and that the primary effort is to convert admitted students to enrolled students.

   She reported that copies of two recent publications which include the College were on display: Peterson's Top Colleges for Science and Loren Pope's 40 Colleges that Change Lives. Copies of a paper by Don Hossler, "The Economics of Private Higher Education," also were available.

7. For the Center for International Programs, Dave Evans announced that the program in Nairobi has become affiliated with the University of Nairobi and that the program director will be an individual affiliated with the university.

8. For the Educational Policies Committee, Bob Stauffer announced an open meeting for Monday, April 22, to discuss the weekly schedule. The previously-announced open meeting on the Liberal Arts Colloquium Credit has been dropped in favor of having a discussion as part of the faculty meeting on April 29.

9. For the New Curriculum Subcommittee, Kathy Smith requested responses by April 17 to the materials distributed for identifying courses which are appropriate for meeting the new requirements in the general education program: written expression, quantitative reasoning, oral proficiency, and information and computer literacy.

10. For the Planning and Budget Committee, Lisa Palchick announced an open meeting on April 15 to discuss space allocation in Humphrey House and in Dewing Hall.
11. Richard Cook announced that Susan M. Allen had completed the work for her Ph.D. degree at UCLA. She was warmly applauded.

He called attention to the "A" and "B" versions of the K Plan distributed with the agenda for the meeting. A separate sheet to demonstrate the various SIP options may be needed. It was noted that the GLCA Philadelphia and New York Arts programs will be available by application.

12. Susan Wong called attention to the need for communication on the transition to the new calendar. Charts and other visual aids are available to help explain the ways the various classes may be affected. Individual circumstances will need special consideration. Departmental meetings with majors may be particularly helpful. An April 17 meeting has been scheduled for first-year students to help explain details.

13. Marilyn LaPlante reported that the Experiential Education Committee has identified great educational value in the experiences outside the classroom. A handout exploring the dimensions of experiential education was made available.

The student portfolios are designed to be created on computers, with the possibility that they could become WWW sites.

14. Lonnie Supnick provided an historical perspective on the K Plan. The Experiential Education Committee has been working to overcome the problems which have been associated with the Plan, such as the lack of integration between the classroom and extra-classroom experiences.

15. Zaide Pixley addressed the first year experience, noting that the program is designed to help students make the transition to college more quickly and easily than generally is the case otherwise.

16. Joe Baird reported that the Student Learning Center plans to bring together under one umbrella Supplemental Instruction, Collaborative Learning, tutoring, and the Writing Center. It is designed to be a haven for hard and creative workers rather than a remedial center. In the future, the focus could include speed reading training.

17. For the Presidential Search Committee, Leslie Israel reported that candidate files are being reviewed. The Committee is in agreement that public forums on campus for the candidates are indispensable.

18. Teresa Lahti reported that representatives from *U.S. News & World Report* would be visiting the campus in April for an article which is scheduled to appear in October.

19. The meeting was adjourned at 5:35 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
## The "K" Plan • A

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<tr>
<th>Quarter</th>
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<td><strong>Fall Quarter</strong></td>
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<td>11 Weeks</td>
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<tr>
<td><strong>Summer</strong></td>
<td>Work/Vacation</td>
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### Orientation Program
- **On Campus**: 3 courses

### Peer Advising (invited)
- **On Campus**: 3 courses

### Study Abroad
- **On Campus**: 3 courses
  - **Extended Study Abroad Option**

### Peer Mentoring (invited)
- **On Campus**: SIP write-up + 2 courses
  - **Student Teaching Option**
- **On Campus**: SIP + 2 courses
  - **Extended SIP Option**

### Career Development Internship
- **Civic Participation Option**

### Senior Individualized Project
- Internship/Research

### Work/Vacation
- 1 Wk

### Graduation!
The "K" Plan • B

Fall Quarter 11 Weeks

1. ORIENTATION PROGRAM
   ON CAMPUS
   3 courses

Break 3-4 Wks

Winter Quarter 11 Weeks

2. PEER ADVISING (invited)
   ON CAMPUS
   3 courses
   ON CAMPUS
   3 courses

Spring Quarter 11 Weeks

3. ON CAMPUS
   3 courses
   STUDY ABROAD
   3 courses
   WORK/VACATION
   CAREER DEVELOPMENT INTERNSHIP (Civic Participation Option)

Summer

4. PEER MENTORING (invited)
   SIP write-up + 2 courses
   (Student Teaching Option)
   ON CAMPUS
   3 courses
   (Student Teaching Option)

ON CAMPUS
3 courses

ON CAMPUS
3 courses

ON CAMPUS
3 courses

SENIOR INDIVIDUALIZED PROJECT
Internship/Research

WORK/VACATION

GRADUATION

Break 1 Wk

Break 1 Wk

Break 1 Wk
Definition of Experiential Education

Experiential education is a process through which a learner constructs knowledge, skill, and value through carefully selected direct experiences supported by reflection, critical analysis, and synthesis.

Principles of experiential education practice:

- Experiences are structured for learner initiatives, decision-making, and accountability.
- The learner must be involved in active questioning, investigating, experimenting, and creating.
- The learner is engaged intellectually, emotionally, socially, and physically in the experience.
- Learning from the experience can occur from either success or failure, and forms the basis for future learning.

(Taken from the Association for Experiential Education definition and principles)
Lifelong Learning

Lifelong learning is the passion for exploring new ideas. It is the capacity for expanding and adapting our conception of self and world. In-depth exploration of a discipline, acquisition of broad-based knowledge, and experiential activities establish models of learning that can be applied to new areas of interest throughout a lifetime. Students learn foundational skills that will help in the exploration of a variety of educational opportunities. These explorations encourage students to make connections among experiential and intellectual activities that can enrich their lives and enhance their understanding of the world. Becoming a lifelong learner cultivates the following:

- openness and curiosity about new ideas
- ability to discover and analyze new knowledge
- conceptual understanding of the bases of many disciplines
- strengthening of aesthetic values and nourishment of the life of the mind and spirit
- effective writing, speaking, and critical thinking skills

The development of lifelong learning is nurtured in many curricular and experiential components of the “K” education. Some of the opportunities are as follows:

- in-depth study in a major
- areas of study courses
- in-depth course projects
- reading, singing, playing, painting for pleasure
- involvement in volunteer activities
- discussions with mentors
- attending lectures, plays, concerts, galleries, etc.
- travel and study abroad
- interaction with faculty who are passionate about their areas of study
- involvement in student organizations
Leadership

Leadership is the ability to envision new possibilities and the capacity to motivate, organize and empower ourselves and others to fulfill those possibilities. It arises from personal principles and talents used collaboratively, rather than from formal authority. Leadership is transformational in that it establishes new ways of understanding ourselves, others, and the world around us. Successful leadership development results in the following skills:

- ability to see the larger picture and develop goals
- strategic planning to achieve goals
- active listening and effective communication
- conflict resolution
- creativity and problem solving
- consensus building and collaboration

Leadership development occurs in the curricular and experiential components of the "K" education. Some of the opportunities are as follows:

- seminars
- Small Business Institute projects
- Golden Key Leadership Program
- student organizations
- athletics
- positions as Resident Assistant, Land/Sea Leader, Study Abroad Group Leader, orientation mentor, admissions guide
- apprentice research and teaching positions
- student management positions in theater and music
- campus employment
- internships and Senior Individualized Projects
- volunteer positions
Intercultural Understanding

Intercultural understanding is an awareness that there are many ways to experience and organize the world and that no single cultural frame of reference is necessarily privileged or superior. Developing intercultural understanding involves moving from considering events, ideas and beliefs through the filter of one’s own culture, to learning about and experiencing other cultures on their own terms, to affirming the contributions of all cultures to the collective human wisdom. Personal convictions are thereby informed by an understanding of and appreciation for other lived experiences. Achieving intercultural understanding results in the following:

- ability to use a second language
- effective communication across cultural boundaries
- willingness to see things from another’s perspective while suspending judgment of that culture
- respect for cultural differences

Intercultural understanding is nurtured in many of the curricular and experiential components of the “K” education. Some of the opportunities are as follows:

- study and travel abroad
- Individualized Cultural Research Projects
- student organizations
- internships
- residential life and living/learning units
- GLCA programs
- Civic Education and Activism Quarter
- language and culture courses
- service learning projects
Career Readiness

Career readiness is the ability to apply one's experiences and self-knowledge to the formation and pursuit of career goals. It is the development of transferable skills and attributes that allow students to succeed in a changing job market. As students explore a range of interests and possibilities that are increasingly challenging and require higher levels of responsibility, they develop the essential attributes of flexibility, adaptability, self-confidence and maturity. By the conclusion of the college career, students have a repertoire of skills that will facilitate their transition from the world of academics to the world of work. Career readiness yields the following:

- clear and compelling communication skills in both written and oral forms
- practical application of theory
- ability to learn from experience and apply knowledge to new circumstances
- cooperative as well as independent work habits
- effective use of career planning resources and job search techniques.

Career preparation occurs in the curricular and experiential components of the “K” education. Some of the opportunities include the following:

- Career Development Center workshops and resources
- Career Development internships
- individual and group career counseling sessions, mock interviews, job fairs
- projects and labs that apply theory to practice
- Individualized Cultural Research Projects
- service learning opportunities
- LAC events, presentations, panel discussions, guest speakers in classrooms
- campus employment
- relationships with faculty and student mentors
- Senior Individualized Projects
- volunteer positions
- student organizations
- athletics
Social Responsibility

Social responsibility is the commitment to an ethical value system and service to each community to which one belongs, taking on the roles that need to be filled for the common good. As students voluntarily accept responsibilities that transcend individual self-interest, they learn to make commitments to broader principles and accept increasingly complex roles. By contributing to the growth of the community, they also further their own personal growth. Developing a sense of social responsibility will result in the following:

- honesty and integrity
- sensitivity to the rights of others
- ability to transcend self-interest and work for the interests of the group
- taking on and fulfilling social obligations

The development of social responsibility is nurtured by membership in the Kalamazoo College community and participation in its many curricular and experiential activities. Some of the opportunities are as follows:

- service learning projects
- course work involving collaborative learning projects
- residential life
- volunteer work in the community
- volunteer work on campus
- athletics
- student organizations
- Civic Education and Activism Quarter
- campus employment
- internships and Senior Individualized Project
- courses which emphasize knowledge and understanding of community
- GLCA programs
- commitment to the Honor System and involvement in resolving conflicts within the community
Purpose:
The K-Portfolio is the means for an on-going integration and reflection on the combined learning experiences. Its primary purpose is to help students discover, articulate, and document the relationship among educational goals, opportunities, and progress. In the process of shaping the ever-evolving K-Portfolio, students will be asked to reflect on how their diverse experiences address the five dimensions of their educational development: lifelong learning, career readiness, social responsibility, intercultural communication, and leadership. The portfolio will also be used to monitor the development of the skills of oral and written expression, information and computer literacy, and quantitative reasoning.

Assisted by advisors, but including others such as career development counselors, employment supervisors, internship supervisors, coaches, and faculty, staff and student mentors; students will select and compose materials for the portfolio beginning in the first year. These materials may emerge from academic coursework, LAC events, workshops, student activities and organizations, volunteer work, internships, employment, and study and travel abroad. Each will be accompanied by reflection statements that describe connections among the components of education, clarify educational and career goals, and articulate emerging values. The K-Portfolio involves constructing rather than simply credentializing college life. From the portfolio, a student may assemble distinctive documentation necessary for internship applications, job interviews, graduate school applications and other purposes.

Structure:
The materials, reflections, and connections among educational experiences will first be collected and structured as a World Wide Website. This initial structure has been selected because the emphasis in the portfolio will be to examine the connections among many academic and experiential activities both on and off campus and because of its portability and ease of access. Later, other structures, such as those suggested below, may serve more appropriately as a student begins to compose a set of credentials for a specific purpose.

- hypercard stack
- video collection
- audio-visual presentation
- collection of materials stored in computer files
- loose-leaf notebook of written work and reflections
- artist's portfolio of creative work supplemented by written documentation and reflection
- combination of above formats

Requirements:
The portfolio is a graduation requirement and therefore must be submitted for final review in the last quarter of the student's degree program. There are, however, some minimal requirements to be verified each year in order to be reclassified to the next class level.

To achieve classification as a sophomore, the following must be included in the portfolio:

- preliminary portfolio design which may be modified as needed
- reflection on the connection between one course and/or experience in each dimension (See below)
- self assessment of progress toward proficiency in one skill area (See below)
To achieve classification as a junior, the following must be included in the portfolio:
- resume
- description of and reflection on a career related experience
- goals and preliminary plan for selecting a major, gaining employment, and/or study abroad
- self-assessment of progress in two additional skill areas (See below)
- reflection on progress in each dimension (See below)

To achieve classification as a senior, the following must be included in the portfolio:
- updated resume
- reflection on the relationship among educational experiences, the selection of a major and career goals

To be eligible for graduation, the following must be included in the portfolio:
- updated resume
- reflection on progress and interrelatedness of all five dimensions
- evidence of achievement in each skill area and their relationship to the major or career plans
- final credential file for the purpose of employment or graduate school application.

Dimensions
- Lifelong learning
- Career readiness
- Social responsibility
- Intercultural communication
- Leadership

Skills
- oral expression
- written expression
- information and computer literacy
- quantitative reasoning
The Role of an Advisor—DRAFT
Monday, April 01, 1996

1. The advisor helps students reflect upon their educational experiences so as to better understand and integrate them. This involves periodic and systematic discussion and review of students “K” portfolios with them.

2. The advisor is a guide, helping students find important and timely information about the curriculum, courses and course schedules, requirements, and College regulations¹. In this role, the advisor provides linkages to other people and resources on campus. The advisor may also provide information about the social environment or campus “culture.”

3. The student advisor is the personal representative of the College to the student. The face-to-face aspect of advising is important beyond the content of the information it provides. The advisor helps personalize the College while at the same time upholding and articulating its standards, values, and traditions.

4. The advisor helps students feel connected to the College by letting them know the College cares about them as individuals, not just as students taking courses and paying tuition.

5. The advisor is an advocate of students, helping them overcome problems in dealing with the College and other members of the College community.

6. The advisor helps students develop responsibility and independence in the pursuit of personal, academic, and career goals.

7. The advisor provides recognition to students, by acknowledging their accomplishments and aspirations.

8. The advisor is a counselor who provides personal support, to encourage students, help them mature, and overcome personal problems.

We recognize that not every advisor is comfortable with all aspects of the role. In particular, many do not see themselves as capable of counseling while others question of whether this is an appropriate function for advisors. Further, we note that some of these functions may come in conflict with one another: e.g., being a student advocate versus developing student responsibility and independence. Overall, however, there is general agreement that there are a number of facets to the role of advisor which go beyond simply providing curricular information and advice.

¹ The advisor is not expected to answer every question. Students are best served when they learn how to answer their own questions.
Agenda for Faculty Meeting, Monday, April 29, 1996
4:00 p.m. - Balch Playhouse

I. Minutes of 4/1/96 meeting (attached)

II. Approval of emeritus status - Dave Evans

III. Reports of Standing Committees of the College - Carolyn Newton
   A. Executive Committee - Carolyn Newton
   B. Admissions and Financial Aid Committee - Billie Fischer (5 min.)
      • Enrollment report
   C. Athletics - Marigene Arnold/Bob Kent (10 min.)
   D. Educational Policies - Bob Stauffer (30 min.)
      • New Course Subcommittee
      • LACC discussion
   E. Personnel - Dave Evans
      • Faculty Bylaws update - Tom Smith (10 min.)
   F. Planning and Budget - Lisa Palchick (5 min.)

IV. Question/Discussion Period - Richard Cook

V. Announcements

VI. Adjournment
1. Provost Richard Cook called the meeting to order in the Balch Playhouse. He reported that President Bryan and Bruce Downsbrrough were out of town.

2. For the Personnel Committee, Dave Evans moved the approval of emeritus status for David Collins, Stan Rajnak, and Larry Smith. The motion was approved.

3. For the Executive Committee, Carolyn Newton thanked Kim Cummings, Hannah McKinney, and Doug Williams for their presentations to the Board of Trustees during their meeting of April 13. She also thanked those who had volunteered to Trustees attend their classes. The Trustees who participated presented very favorable reports to the rest of the Board.

The Trustees hope to improve communication between that group and the rest of the College community. They may try news releases to the Index after each quarter's meeting.

She also thanked Tom Smith, Jenny Case, Don Flesche, and Lonnie Supnick for their work reviewing the Plan of Employment. The document was approved by the Board. Work on the Faculty Bylaws can now proceed.

The Academic Affairs Committee of the Board passed a resolution that expenses at the beginning of the next capital campaign will not be funded through reductions in the college's operating budget.

4. For the Academic Standards Committee, Don Flesche moved that Warren Kelly, '83, be permitted to substitute, for the foreign language graduation requirement, a set of courses to be approved by the Academic Standards Committee upon the recommendation of the Counseling Office and the Foreign Languages Division. The motion was approved.

5. For Admissions and Financial Aid, Billie Fischer thanked those faculty who wrote letters to prospective students. Deposits have been received from 168, which represents about half the class. No word has been received from 850 admitted applicants.

6. For the Educational Policies Committee, Chris Latiolais moved the approval of PHY 310, Energy and the Environment. The motion was approved. He then moved the approval of FRE 450, Topics in French and Francophone Cultures, and SPA 450, Topics in Hispanic Culture. These are both topics courses for which students may enroll multiple times. The motion was approved.

7. For the Educational Policies Committee, Bob Stauffer thanked those who had attended the open meeting on the weekly schedule. He welcomed additional feedback on the models distributed.
8. For the New Curriculum Subcommittee, Kathy Smith reported that a list of courses eligible to satisfy the creative expression, the area studies, and the quantitative reasoning requirements would be distributed by the end of the week. Also to be distributed is the information about the skills components of most courses. A draft list of the courses which meet the cross-cultures requirement was distributed.

9. For the Educational Policies Committee, Bob Stauffer opened a discussion of the Liberal Arts Colloquium Credit (LACC). Student Michael Mundall was invited to join the meeting.

The EPC now recommends that the LACC be retained and that the number of LAC events required for completion of the credit be kept at 25, but has recommended that the program promote more engagement of students and to find ways to use LAC events to build community.

10. For the Ad hoc Committee on Faculty Bylaw Revision, Tom Smith reported that he, Jenny Case, and David Strauss are working on a set of revisions designed to make them consistent with current practice. An open meeting to discuss proposed revisions is scheduled for May 20.

11. For the Planning and Budget Committee, Lisa Palchick reminded the faculty of the open meeting on the budget scheduled for May 13.

12. Richard Cook reported that the latest AAUP figures on faculty salaries show the College falling further behind. He will take the information to the PAC and to the Trustees.

13. Carol Anderson announced that the students in the Native American Religions course have invited Native American activists and speakers to visit campus. A schedule of events will be distributed.

14. For the Presidential Search Committee, David Barclay reported that a great deal of activity was taking place and that a report should be released soon.

15. Mike Athey gave a reminder of the Monroe Lecture scheduled for Wednesday, May 8. Joel L. Prakken will speak on the politics and economics of the flat tax.

16. The meeting was adjourned at 5:40 p.m.

The minutes of the meeting were prepared from notes taken by Jenny Case.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING CURRICULAR ADDITIONS

April 29, 1996

Faculty Meeting

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>INSTRUCTOR</th>
<th>DEPARTMENT</th>
<th>PREREQUISITE</th>
<th>COURSE DESCRIPTION</th>
<th>QUARTER OFFERED</th>
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| PHY 310  | Energy and the Environment                 | Wayne Wright| Physics    | High School Algebra              | A study of the concepts of energy and entropy, and the societal implications that follow from alternative modes of energy production, amount of energy consumption, and the ways energy is used. Efficiency of energy conversion and environmental impact of energy production and use will be discussed. Designed primarily for students not majoring in the physical sciences, and especially appropriate for those in the Environmental Studies Concentration. | Winter Quarter (beginning WI’97)  
Fall Quarter (beginning FA’97) |
| FRE 450  | Topics in French and Francophone Cultures  |             | Romance Languages  | FRE 430 or equivalent            | Reading, research, and discussion on selected topics and issues in the French-speaking world. Given in French. May be taken in addition to FRE 501 and any advanced literature course in the French sequence; may be repeated when the topic changes.                                                                                                                                            | Twice annually (beginning Spring and Summer 1997) |
| SPA 450  | Topics in Hispanic Culture                 |             | Romance Languages  | SPA 430 or equivalent            | Reading, research, and discussion on selected topics and issues in the Spanish-speaking world. Given in Spanish. May be taken in addition to SPA 501 and any advanced literature course in the Spanish sequence; may be repeated when the topic changes.                                                                                                                                            | Twice annually (beginning Spring and Summer 1997) |
I. Call to order and opening remarks - Richard Cook

II. Minutes of 4/29/96 meeting (attached)

III. Reports of Standing Committees of the College - Carolyn Newton

   A. Executive Committee - Carolyn Newton
      • Election of Faculty Executive Committee member-at-large for 96-97
      • Election of Personnel Committee members for 96-97

   B. Admissions and Financial Aid Committee - Billie Fischer
      • Enrollment report

   C. Athletics - Marigene Arnold/Bob Kent

   D. Educational Policies - Bob Stauffer

IV. Announcements

V. Adjournment
MINUTES OF THE KALAMAZOO COLLEGE FACULTY MEETING
May 28, 1996

1. Provost Richard Cook called the meeting to order. President Bryan was away from campus.

2. The minutes of the meeting of April 29 were approved.

3. New colleague Craig Schmidt (Financial Aid) was introduced.

4. On the occasion of his last regular faculty meeting at the College, Richard Cook offered recommendations and words of encouragement (copy attached). The comments were applauded.

5. For the Faculty Executive Committee, Carolyn Newton conducted three elections:

   Gail Griffin was elected as a new alternate representative to the Personnel Committee for a five-year term.

   Lynn Maurer was re-elected to a three-year regular appointment on the Personnel Committee.

   Ken Reinert was elected to the Faculty Executive Committee in the At-Large position. Continuing on the Committee are Joe Baird, Billie Fischer, Ahmed Hussen, Carolyn Newton, and Lisa Palchick.

6. For Admissions and Financial Aid, Terry Lahti reported that 349 first-year student deposits have been paid. Approximately 150 admitted students have not reported a decision on whether to enroll as first-year students. The overall quality of the students is about the same as last year's class.

   Susan Wong reported that this year's retention rate is about the same as last year's, and is on target for the budget.

   Billie Fischer extended thanks to Terri Lahti, Joellen Silberman, and their staffs for all the hard work invested in the admissions process, and to all those who had made contacts with prospective and admitted students. The invitation was extended for those interested to continue making contact with enrolled students over the summer months.

7. For the Athletics Committee, Marigene Arnold moved the approval of Jeremy Cole as the recipient of the Kalamazoo College Athletic Association Award, and of Sara Musser as the recipient of the Mary Long Burch Award. Both were approved.
8. For the Educational Policies Committee, Chris Latiolais moved the approval of the new course BIO 435, Invertebrate Biology with Lab. The course was approved.

Carol Anderson moved the approval of the new course CHI 415, Chinese Cultural Motifs Through Calligraphy. The course was approved.

Bob Stauffer moved the approval of a new major: Classical Studies. The motion was approved.

Stauffer reported that, during the past year, the Committee had reviewed and brought for approval seventeen new courses; reviewed program changes in biology, music, and economics; and had conducted discussions on the modification of the Liberal Arts Colloquium Program.

Conversations about a computer science major are continuing.

The provisional list of courses eligible for meeting the Cultures Requirement in the new curriculum was judged too inclusive, and the Committee is reworking the list. Application forms will be available for faculty wishing to propose courses for inclusion under new guidelines to be distributed.

9. An open meeting on faculty by-law revisions was announced for Monday, June 3.

10. The meeting was adjourned at 5:25 p.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
Opening remarks at the May 28, 1996 Faculty Meeting
Richard Cook, Provost

As I preside over what will be my final regular faculty meeting at Kalamazoo College, I ask that you permit me to make some remarks about the College and its future. As we contemplate change in the presidency and all the uncertainties that go along with that during challenging times for higher education, let us remind ourselves of a reassuring characteristic of Kalamazoo College: steadiness. I have likened "K" to a large ship, whose speed or direction is difficult to change because of its momentum. That characteristic can be frustrating when one would like to change course purposefully; however, that same characteristic can be wonderfully reassuring when seas get choppy.

I know the other GLCA colleges in some depth, and I also have become acquainted with many other institutions. In that context, let me reassert something I have said before and that bears repeating: Kalamazoo College has a combination of history, reputation, program, and people that set it apart from the crowd.

We should be pleased and proud of all that we have accomplished here. Let me list a few of those things to which so many have contributed. In the nineties, we have found thirty promising new faculty members to fill the large voids left by dedicated retiring veteran faculty. We continue to attract some of the best students around anywhere. While they are here, they excel not only in academics but also in sports, artistic performance, and a host of other things. The proportion of woman faculty has doubled from twenty to forty percent. New leadership has been found to replace others stepping down in the library, international programs, the registrar's office, and more recently, the career development center—filling large shoes indeed in each case.

Over a remarkable three years, we have reaffirmed our belief in the philosophy of the "K" Plan and have found ways to come closer to achieving its goals. Both structural change and curricular change promise to better meet the learning and social needs of our students and to give us a greater chance to build community through continuity and challenge. We have created a number of extra-classroom learning opportunities for students. We are inserting new vigor into the orientation program and the entire First-Year Experience, including seminars and a new approach to student advising.

Along the way there have been disappointments and there has been pain. Disagreements about approaches and priorities can run deep, can be divisive, and can even remove our focus from what brought us all together here: the education of students. Reductions in budgets and positions have a chilling effect at any small and good place; positions have faces and feelings. Communication becomes most difficult just when communication is most needed. But the best places overcome these difficulties and focus on the mission and common values; they return to that which brings us together rather than those things that divide us.

We have recently had re-confirmed by our presidential candidates that we run a lean operation—faculty, staff, and program budgets. Furthermore, our salaries have fallen behind the benchmarks that the Board has set and will need attention to attract and keep excellent faculty and staff. Buildings require maintenance and improvement and needs for instructional equipment and operating budgets are substantial. Faculty development and student project funds could benefit from enhancement. And we know that scholarships are essential to attract the types of students that will benefit most from a Kalamazoo College education. Student recruiting and fund raising are important contributors to meeting these and other resource needs, but they will not be enough if we do not offer a very special education and are ready to demonstrate that fact.

As much as we have accomplished, there is still and always will be important work to be done. I am fond of paraphrasing the old saying: If we want everything to stay the same (i.e., our recognized leadership in the collection of features that we call the "K" Plan), then some things are going to have to change. Indeed, we recognized that fact some time ago and acted over these past three years. We will need to keep
reminding ourselves of the tendency of things either in planning or implementation to return to the old, comfortable forms. We are in that sense something like a spring with an excellent memory for returning to its original shape. We must be bold as we recognize that trying to avoid risk or inconvenience is a near-sure way to expose ourselves to much greater risk: that of stagnation, ineffectiveness, and irrelevance.

My own view is that our distinction has come and will continue to come from our ability to offer sound intellectual opportunities and challenges in the best tradition of the liberal arts, coupled with real-world experiences. Sound grounding in the intellectual tradition and opportunities in experiential education are not incompatible; indeed, I would go further to assert that they are complementary and that each is essential. The liberal arts are at once conservative and radical; so was the Kalamazoo Plan. To remain effective and attractive, the educational opportunities we offer must address the world as it has become. Such change need not threaten rigor or important intellectual traditions; some of the strongest traditional programs in the country are incorporating new approaches which preserve and strengthen the educational experience.

The world that many of us knew is hardly the world that our students know and will face. Increased diversity of our faculty, staff, and students and attention to the curriculum to reflect the realities of the world will need to be ongoing goals. You have heard the demographic projections about the workplace and the economy, now consider this: nearly forty percent of Harvard’s undergraduate student population is reported to be non-Caucasian. International boundaries have less and less significance, and distance and location mean little anymore. Virtual offices, virtual companies, virtual jobs, and yes, virtual colleges and universities are more than just a virtual reality. Tomorrow is already here, and we need to face it as an opportunity rather than a threat.

We will need to agree upon the detailed elements of the curricular design and do our very best to implement them successfully. The ideas and efforts from the First-Year Experience should be carried forward into the later years, helping students understand why they are here and making it more likely that they will want to stay. The career development portion of our program historically has lacked the kind of attention, resources, and respect that the other elements have been accorded; that must change if we are to take our unique and time-tested approach to liberal education to the next level. And with seemingly every type of college and university embracing internationalism, internships, and individualized study opportunities as if they just invented them, taking ours to a new level will be absolutely essential.

If we are to flourish, we need to keep exploring for more effective approaches for intellectual development of our students and to help them, as we indeed help ourselves, find ways to set goals and priorities and to make optimum use of time and resources. Using the increased continuity in the new calendar and adopting creative weekly and quarterly schedules, we should strive for a reduction in the often frustrating and counter-productive frenetic behavior practiced by many of us and so well learned by our students. Part of this progress will be made in leaving behind the inefficiencies of coming and going, starting and stopping. Part of it will need to be an attitudinal shift—working together to achieve important goals has been known to turn work into pleasure. And we will be called upon to more thoroughly and legitimatly document the effectiveness of a “K” education through student evaluation and accomplishment.

I conclude by appealing to your love for and dedication to this special place. It will be through coming together with generous spirit, empathy, self-awareness, openness, breadth of view, and respect—all things that we seek to instill in our students—that this institution will resist the external pressures that would crush it. This will require unselfish faculty-wide leadership and never-ending efforts to communicate, understand, and work cooperatively to embrace fundamental common values—even and especially during the most difficult times. I believe that you can do it, and I know that Bernard Palchick and the new president can count on your good will, understanding, and support. It has been my privilege and honor to work with you, and I wish you and Kalamazoo College the very best.
EPC SUBMITS FOR FACULTY APPROVAL
THE FOLLOWING CURRICULAR ADDITIONS

BIO 435
Invertebrate Biology with Lab
Instructor David A. Evans
Department Biology
Prerequisite BIO 412 or Permission

Study of diversity, phylogeny, life cycles and adaptations of invertebrate fauna. Particular emphasis on environmental roles, whether as parasites or components of marine ecosystems. Laboratories will cover comparative morphology of organisms and anatomy of major organ/systems.

Quarter Offered Spring Quarter every year

CHI 415 Chinese Cultural Motifs Through Calligraphy
Instructor Madeline Chu
Department Chinese
Prerequisite None

This course introduces the origin of the basic components of the Chinese scripts and provides hands-on practice of Chinese calligraphy. Chinese scripts are windows to East Asian cultures. Learning the etymology of the characters helps one to better understand the cultural background and thinking process of the Chinese people and at the same time enrich one’s knowledge of their language. To internalize the linguistic and cultural significance of these scripts, frequent revisits and consistent and persistent practice are required. To make this practice an enjoyable cultural experience is to learn Chinese calligraphy. The course is designed to include practice of calligraphy following the introduction of the formation and meaning of characters. With this course, the student will have the opportunity to learn the scripts not only as linguistic symbols but also as culture motifs and art forms.

Quarter Offered Fall 1996, then possibly Winter or Spring Quarter alternating with Chinese Literature.

NEW MAJOR: CLASSICAL STUDIES
REQUIREMENTS FOR THE MAJOR: Majors must take a minimum of 9 courses not including the SIP.

A) Core-courses (4 required):
1) CLA 490 Classical Mythology
2) HIS 500 Roman Civilization OR HIS 505 Greek Civilization
3) CLA 485 Vergil and the Age of Augustus OR CLA 400 Homer and Greek Tragedy
4) ART 500 Ancient Art OR CLA 495 Ancient Comedy and Satire OR CLA/HIS 720 Sex, Gender, and Society OR CLA/REL 730 The Religions of Ancient Greece and Rome OR PHI 510 Ancient Philosophy

B) Greek or Latin language courses above the 420 level (2 required).
C) Electives (2 required):
ART 450 Introduction to History of Art I
HIS 499 Civilizations of the Ancient Near East
HIS 550 Late Antiquity and the Early Middle Ages
PSC 460 Classical Political Theory: Justice and the Political Community
REL 450 Introduction to the New Testament
REL 555 Studies in Paul
Additional classes from A or B above or as approved by the department

D) CLA 9xx Senior Studies

Office of the Registrar
5/22/96
1. Provost Cook called the meeting to order at 10:30 a.m.

2. For the Academic Standards Committee, Don Flesche congratulated the Registrar and her staff on having performed admirably under very tight deadlines. All were warmly applauded.

He moved that the Faculty certify to the Board of Trustees that the seniors listed in Groups 1-3 have met the requirements for the degree of Bachelor of Arts. The motions were approved. (Copy attached)

For the Academic Standards Committee, he moved the waiver of the rule requiring 22 academic units outside the major for Joseph Miller, Melaina Maraldi, and Rita Maraj. The motion was passed. The action moved Miller and Maraldi to Group 4.

Flesche then moved that the Faculty certify that the seniors listed in Group 4, as amended, have met the requirements for the degree of Bachelor of Arts. The motion was approved.

He then moved that the Faculty certify to the Board of Trustees that the 52 seniors in Group 5 have met the requirements for the degree Bachelor of Arts upon the completion of the required work. The motion was approved.

3. The members of the Academic Standards Committee, and Don Flesche in particular, were applauded for their fine work throughout the year.

4. The faculty members of the Presidential Search Committee were applauded for their work over the past months.

5. The Faculty Secretary was instructed to send a letter to Paul Manstrom, Director of Facilities Management, thanking him and his staff for achieving the nearly impossible task of having the quadrangle ready for the Commencement ceremonies.

6. Richard Cook reported that the Board of Trustees had voted to increase the salary pool from 3% to 5%. He also reported that Theresa Davis and Chris Latiolais had been granted tenure, with promotion to Associate Professor.

7. Richard Cook was applauded for his many years of work on behalf of the faculty.

8. Paul Sotherland suggested a need to re-examine the evaluation process for faculty.

9. The meeting was adjourned at 11:05 a.m.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
Agenda for Faculty Meeting, Monday, August 5, 1996
3:00 p.m. - Olmsted Room

I. Approval of Minutes of 5/28/96 and 6/8/96 meeting (previously distributed)

II. Introduction of Summer Quarter new faculty:
   - Michael Burgess, Music (Les Tung)
   - Marc Dyksterhouse, Mathematics (George Nielsen)
   - Robert Havira, Art (Tom Rice)
   - Alwiya Omar, African Languages (Joe Fugate)
   - Victoria Pineda, Romance Languages (Kathy Smith)
   - Kristin Tyrrell, Theatre (Gail Griffin)

III. Executive Committee - Carolyn Newton

IV. Question/Discussion Period - Jimmy Jones and Bernard Palchick

V. Announcements

VI. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
August 5, 1996

1. Provost Bernard Palchick welcomed the College's 16th President, James F. Jones, Jr., to the campus.

2. President Jones thanked the assembly for the warm welcome he has received since his arrival. He expressed his wish to gain the confidence and trust of the faculty and pledged to do everything in his power to earn these. He announced that he plans to visit all the faculty, one by one, in their offices during the next two to three months.

3. President Jones called the meeting to order at 3:11 p.m. He announced a change to the agenda, inviting three students to address the meeting. Tricia Smith, Erik Olson, and Hope Nguyen, representing "a concerned group of students," summarized their concerns on campus diversity which they also distributed in a memo (copy attached). They announced that a meeting to discuss campus diversity issues would be held on Thursday, August 8, in Humphrey House lounge.

4. The minutes of the meetings of May 28 and June 8 were approved.

5. New faculty for the Summer Quarter were introduced:
   Michael Burgess, Music
   Marc Dyksterhouse, Mathematics
   Robert Havira, Art
   Alwiya Omar, African Languages
   Victoria Pineda, Romance Languages
   Kristin Tyrrell, Theatre

6. For the Faculty Executive Committee, Carolyn Newton welcomed President Jones. She then reported two items:
   - Don Hossler of the University of Indiana met in July with faculty and administrators to discuss student retention issues. Among the points he made were:
     - We must learn which questions to ask in order to understand campus attrition
     - Our retention problem is not desperate
     - Long-term retention is greatly influenced by students' experiences during their first few weeks on campus
   - Last Spring, under Ahmed Hussen's leadership, the Faculty Executive Committee prepared a document on multiculturalism which was presented to the president. Carolyn agreed to circulate copies of the document to the Faculty.

7. Dr. Jones announced that Danny Sledge has been appointed Associate Dean of Students, and will start on August 26. He will teach a first-year seminar, work on multicultural issues, and work with African American students. Dr. Jones thanked Marilyn LaPlante and Larry Bryan for making Sledge's appointment possible.
8. Bernard Palchick announced that
   • Department chairs will receive a memo soliciting recommendations for
department chairs for the coming academic year. He indicated there would be
some changes to the functions of the position.
   • Key administrators are working on standing committee agendas. These
recommendations will be sent to the Faculty Executive Committee.
   • The administration is in the process of adding temporary staffing positions to
address the recommendations made by Don Hossler during his visit.
   • Five tenure-track position searches will be conducted during the coming academic
year. The Provost also will be involved with the mounting of searches to fill the
positions of Director of International Programs, Director of Academic
Computing, and Director of Admissions. He asked the faculty to recommend
candidates for consideration by the search committees.
   • Marcia Wood has been named the Governor's “Michigan Artist of the Year.”

9. Joellen Silberman announced that 375 students are expected in this year's incoming class,
and provided some statistics about the class.

10. Lonnie Supnick alerted faculty to the existence of a World Wide Web site that makes
available the text of college term papers.

11. Dr. Jones requested that each faculty member forward to him a current curriculum vitae,
a statement on teaching goals, and a statement of research interests. He indicated that he
plans to meet with all alumni clusters during the coming nine months, and that he intends
to develop a strategic plan for the College as it enters its capital campaign.

12. Carol Anderson invited all to a reception for Dr. Jones on August 14, hosted by the
campus chapter of the AAUP.

13. Joe Fugate announced a lecture that evening by André Heintz of Caen, France.

14. President Jones described as positive his experience of living in a residence hall during
his first days on campus.

15. The meeting was adjourned at 3:55 p.m.

The minutes of the meeting were prepared from notes recorded by Jenny Case.

Respectfully submitted,

Paul G. Smithson
Faculty Secretary
To: Faculty and Administrative Colleagues  
From: Faculty Executive Committee  
Date: July 25, 1996  
Re: Campus Multicultural Initiative

During the Winter quarter, the FEC conducted four separate discussions devoted primarily to multicultural issues. The meetings included invited groups of administrators, faculty, staff and students. We did this in an attempt to get a more comprehensive view of the multicultural issues on our campus.

Members of the FEC initiated these discussions with two objectives in mind: First, to produce a document that reflects campus sentiment on the current status of multicultural and diversity initiatives at Kalamazoo College. Second, to recommend specific actions for the College to create a campus climate conducive to establishing sustainable multicultural programs and initiatives.

The following is not a summary of all the comments of our guests, but rather focuses on some of the points of agreement reached in our meetings. The recommendations stemming from these discussions illustrate steps that would move us closer to our desired goal of multicultural education.

1. At present, in our campus, multicultural initiative is equated with diversity as it specifically relates to racial issues.

2. We need to broaden the scope of our multicultural initiatives. What multiculturalism should convey is recognition and appreciation of differences in perspectives, mannerisms, lifestyles and opinions. The source of the "difference" could be race, economic status, nationality, religion, or ethnicity.

Therefore, ideally, multicultural initiative should be all-encompassing. It should reflect respect for, tolerance and celebration of diversity—regardless of its source(s). For example, we need to ensure that Asian and Latin American students, faculty, and staff are part of multicultural initiatives.

3. Currently, our campus is not diverse enough. There is a need to further strengthen the college's commitment to minority recruitment in the admissions area and staff and faculty hiring.

The social benefit of diversity is most fully realized when the smallest minority group attains a critical mass (in terms of number) so that they are able to attain a certain level of comfort in their coexistence with the majority. When this is achieved we will have a deeper and more meaningful association among campus citizens in all their variety.
4. **We should change the mindset that underrepresented students are the primary beneficiary of multicultural initiatives on our campus.** The danger of such mindset is that it overlooks the significant **positive contribution of diversity to learning**—the core mission of our institution. As John Milton stated in the *Areopagitica*, where there is diversity "there of necessity will be much arguing, much writing, many opinions; for opinion in good [people] is but knowledge in the making." If we acknowledge this, we are obliged as an institution of higher learning to create an atmosphere that would be stimulating in the variety and quality of academic and non-academic offerings and activities.

What specific actions should our college take to resolve the above concerns? Below are our panel's suggestions. Of course, we have no intention here to offer a set of recommendations that would, if implemented, once and for all resolve multicultural and diversity concerns in our campus. It should be noted also that these recommendations resulted largely from the extended discussions we have conducted with four different constituents of our institution—faculty, administrators, staff members, and student commission. Last but not least, we are fully aware of the financial implications of the recommendations we are about to offer and of the need to seek new resources in order to implement these recommendations fully. However, we make our recommendations with a strong belief that, in sustaining and implementing multicultural initiatives on our campus, **unwavering institutional commitment is required.** *Progress toward achieving diversity on our campus must be included among the institution’s pressing needs and top priorities.*

1. **The College should intensify its efforts in recruiting, enrolling and retaining underrepresented students**—African-Americans, Asian-Americans, Hispanic-Americans, Native Americans, etc. This can be done through increased admissions personnel time towards minority recruitment, and through a commitment to meet the financial needs of these students—through scholarships and attractive financial packages. Furthermore, the college should make a serious effort to implement specific measures that are directed towards the retention of underrepresented students. This can be done in part through more effective student counseling and by ensuring that the College’s learning center adequately addresses the specific needs of minority students. Indeed, over the past seven years, the college has made some visible and not insignificant financial investment in the admissions area targeted towards the recruitment and enrollment of underrepresented students. However, the results of this effort have been far below the institutional expectations. *We have yet to attain a critical mass of minority students of any group.*

In addition, over the past decade the college has made no significant headway in its effort to recruit and retain underrepresented faculty and staff members. *This should be a major concern, and the college needs to redouble its efforts in this area.* Support for more effective networking and advertising of positions must be made available to assist in identifying more representative pools of candidates. The consensus view seems to be that our students need to interact with scholars and professionals from a diversity of background.
2. One of the main reasons for our difficulty in attracting and retaining underrepresented students has been the lack of a conducive campus climate. Underrepresented students are unlikely to function well in what they perceive to be a threatening and non-supportive environment. To remedy this, the college will be required to take several initiatives.

- **The College needs to improve the coordination of its multicultural initiatives and programs.** The belief here is that improved coordination of multicultural activities and initiatives would significantly contribute to an improvement of the campus environment. In this regard, the consensus view seems to be that the college's multicultural programs would be effectively executed if they were coordinated and shared by carefully selected people. For example, the academic component of the multicultural initiatives is likely to find wider and quicker acceptance if is coordinated by a member of the faculty. On the other hand, coordination of campus-wide multicultural events is better executed if it is done by a staff member with a familiarity, training, and experience in such activities. It should be noted that this decentralized approach to the coordination of multicultural activities in our campus constitutes a departure from the college's recent past practice—a single director of minority and multicultural affairs.

- **The college needs to develop effective means of supporting the special academic and counseling needs of underrepresented students.** This objective can be attained by establishing: (i) an effective channel of communication between minority students and their faculty advisors, (ii) formal mechanisms of communicating with underrepresented students about career development and international study opportunities, and (iii) mechanisms within the existing learning center, by which minority students are effectively served and included as tutors. Our record of minority retention has been rather disappointing. We believe that endeavors of the above nature, if done in earnest, would have the potential of significantly increasing the retention of underrepresented students.

- **The College needs to redouble its efforts towards convincing all of its constituents on the intrinsic value of multicultural education.** For this to take place the college has to educate its citizens on the value of multicultural and diversity issues. This can be done by regularly sponsoring high caliber multicultural events and workshops on our campus and by encouraging faculty and staffs to attend professional meetings designed to discuss and share ideas on multicultural issues.

- **The College needs to intensify its efforts in recruiting international students and faculty.** International students and faculty contribute a good deal towards the diversity of our campus population and the richness of our students' educational experience.
To: Kalamazoo College Community
Re: Issues of diversity on our campus

Theresa Davis, Dr. Benson Prigg, and Dr. Julian Kunnie, professors who have been involved with issues of multiculturalism, have announced their resignations from Kalamazoo College. Their departure represents the latest step in the deterioration of our diverse education and community. Over the last year, the Office of Multicultural Affairs was eliminated, in addition, cuts were made in women's studies, non-Western history, and Russian and Italian language and literature. These and other professors maintained a constant support for diversity. However, these problems are not solely limited to faculty and administration, but are prevalent within the student body. Many students harbor a feeling of apathy, while others are outright hostile. As a community, we cannot ignore this trend any longer.

An initial step has been taken to reverse this self-destructive process. The recent trustee gift given to increase campus diversity and multicultural education has prompted a series of reforms, including support in student recruitment, curriculum development, campus programming, and the appointment of an Associate Dean of Students, Danny Sledge. Obviously, this is not an end-all solution, and with the complex issues before us, we cannot expect easy answers.

Communication is the most effective method of bringing specific problems into the open and planning strategies to combat them. A task force on diversity composed of administration, faculty, and students would facilitate such communication. Keeping with this spirit, administrative decisions on issues of diversity that fall outside the task force could also include student input. Also, the curriculum could be altered to include a wider range of courses, and further changes could be made in existing courses. Integration of more non-canonical texts would increase awareness and promote discussion on diversity within classes.

The task before us cannot fall upon faculty and administration alone. Most of the responsibility lies in the students' hands, and no sweeping changes can occur without the involvement of the student body. Organizations that deal with issues of diversity must continue to challenge harmful perceptions and beliefs on campus. Furthermore, there has been a movement to reinstate CORD, the Coalition on Race and Diversity, as an umbrella group to foster communication among these student organizations and work toward a more open and harmonious atmosphere.

This silent protest calls for change, a long process that begins here and must include faculty, administration, and students. Let us work together to foster a greater sense of community among us all.

-A concerned group of students