I. Meeting Opening—President Wilson-Oyelaran

II. Faculty Executive Elections
   a. Faculty Secretary
   b. Parliamentarian

III. Approval of Minutes from June 1, 2015 Faculty Meeting

IV. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Vice President Sarah Westfall
   c. Provost Michael McDonald

V. Introduction of New Faculty

VI. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Eric Barth, Educational Policies Committee (1 min)
   c. Ed Menta, Faculty Personnel Committee (1 min)
   d. Dennis Frost, Mike Sosulski, Shared Passages Program (5 min)
   e. Ahmed Hussen, ACSJL Advisory Board (2 min)
   f. Graduate Fellowships (1 min)

VII. New Business

VIII. Announcements
   - Ed Menta, AAUP
   - Jan Solberg

IX. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
September 21, 2015

1. President Wilson-Oyelaran called the meeting to order and shared Rainer Maria Rilke’s poem “Going Blind.” She encouraged attendance at the 9/22 celebration of the successful completion of the campaign, the 9/24 All-Campus Gathering, the 9/24 ground breaking for the Fitness and Wellness Center, and the 11/3 Kalamazoo Community Foundation annual gathering featuring Ta-Nehisi Coates.

2. Andy Mozina was elected Parliamentarian. Paul Smithson was elected Secretary.

3. The minutes of the June 1st, 2015, meeting were approved.

4. Dean Sarah Westfall provided an update on Title IX issues and campus efforts to educate members of the College community about responsible sexual conduct and to reduce sexual misconduct. The November 26th deadline was noted for faculty and staff to have completed the online video training program.

5. Provost McDonald
   - thanked Nicole Kragt for serving as Acting Registrar and Margaret Wiedenhoeft for serving as Acting Director of the Center for International Programs
   - congratulated Peter Erdi on being named the Editor-in-Chief for the journal *Cognitive Systems Research*
   - congratulated Danny Kim on having his documentary “The stories They Tell” shown at the Lake Erie Arts & Film Festival
   - congratulated Jon Reeves on being awarded the Arts Council of Greater Kalamazoo’s Community Medal of Arts award
   - congratulated Henry Cohen on the publication of his article, “Racine’s *Esther*: In Praise of Historiographers and Historians” in *Cahiers du Dix-Septième*
   - congratulated Di Seuss on the publication of her poem “Still-Life with Turkey” in the July 27th issue of *New Yorker*
   - congratulated Babli Sinha on the publication of her article “Dissensus, education and Lala Lajput Rai’s encounter with W.E.B. DuBois” in *South Asian History and Culture*
   - congratulated Justin Berry on the publication of his article “Silent citizenship among Asian Americans and Latinos: opting out or left out?” in *Citizenship Studies*
   - congratulated Kyla Day Fletcher on being awarded an NIH grant for “Substance Use and Partner Characteristics in Daily HIV Risk in African Americans”
   - reviewed GLCA faculty salary comparisons over the last eight years
   - noted that four tenure track searches have been launched, one in Critical Ethnic Studies, one for a European historian, and two in Anthropology/Sociology
   - called attention to the reports on the Mellon Diversity and Inclusion Grant, the summer workshop, and the proposal for the roll out of the mini-grant program
• introduced new faculty colleagues:
  Selin Gülgöz   Psychology
  Sarah Koenig   Religion
  Sōichirō Motohashi  Japanese
  Matthew Newman  Classics
  Stephen Oloo   Mathematics
  Santiago Salinas  Biology
  Melanie Garcia Sympson  Art
  Dwight Williams  Art
  Cookie Woolner   Social Justice and Women, Gender, and Sexuality
  Rachelle Busman  Psychology
  Danny Kim   Documentary Production
  Anna Swank   Arabic Language Coordinator
  Diomedes Solano-Rabago  Spanish
  Josh Moon  Educational Technology Specialist

6. Eric Barth, for the Educational Policies Committee, requested that Winter Quarter course proposals be submitted by October 2nd.

7. Ed Menta, for the Faculty Personnel Committee, reported that the Committee would be meeting with the untenured faculty.

8. Dennis Frost and Mike Sosulski announced the creation of the Stone Circle, an honorary society to recognize faculty who have taught in the Shared Passages Program for at least five years and the availability of mini-grants to support the development of Shared Passages courses.


10. Dennis Frost reported that application deadlines for various graduate fellowships will be shared with faculty to encourage more students to apply for them.

11. Regina Stevens-Truss and Patrik Hultberg reported on their experiences with the Mellon Summer Workshop in August.

12. Faculty encountering students struggling with English as a second language were requested to refer them to Candace Combs.

13. President Wilson-Oyelaran confirmed that the perpetrator of the email threat against the faculty remains unknown and that the case is considered closed until additional information becomes available.

14. Lisa Brock encouraged faculty to take copies of the presentation schedule for the Global Prize weekend, October 9 and 10.
15. The reminder was given that grant monies are available from the Teaching and Learning Committee.

16. The reminder was given that Dhera Strauss’ retirement celebration would be held Friday, 9/25.

In electronic reports,

- The Faculty Executive Committee reported that Jan Tobochnik was elected Chair and Andrew Koehler was elected Vice-Chair
- The Faculty Personnel Committee reported that it will be discussing the faculty evaluation form with the Faculty Executive Committee and the Teaching and Learning Committee, and that it would be meeting with the untenured tenure track faculty to review the retention and tenure review process
- Educational Policies reported that Organic Spectroscopy and Structure Determination, CHEM 395, was approved as a one-time course offering
- The Faculty Development Committee invited application for professional development and travel support. It also announced a November 6th Faculty Study by Adriana Garriga-Lopez
- The Teaching and Learning Committee announced a visit by Samford University cognitive psychologist Stephen Chew on October 7th
- The Arcus Center for Social Justice Leadership announced a Science and Social Justice Think Tank for April 21-24, 2016; reminded that the Second Bi-Annual Global Prize weekend is October 9-10 and a welcoming reception for Cookie Woolner is on October 28th
- Graduate Fellowships noted the November deadlines for the Critical Language Scholarship and for the Soros Fellowship for New Americans
- The Information Services Advisory Committee welcomed Franki Hand, Media Coordinator; Alyssa McNeil, Media Technician; and Josh Moon, Educational Technology Specialist
- Shared Passages provided a review of the on-going development and current status of the Shared Passages Program
- The Mellon Diversity and Inclusion Grant provided a summary of the Mellon Summer Workshop, August 11-14

The meeting was adjourned at 5:10 p.m. Respectfully submitted,

Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
September 21st, 2015

Faculty Executive Committee
FEC re-elected Jan Tobochnik as Chair and elected Andrew Koehler as Vice Chair for the 2015-16 academic year.

Faculty Personnel Committee
REPORT: Faculty Personnel Committee will meet soon with FEC and TLC to discuss the teaching evaluation form. Also, this term, FPC invites all untenured tenure track faculty to meet with members of the committee and ask questions about the retention and tenure review process:

1. WEEK 6 Tuesday Oct 20 @11:30am (common time) - Tenure track faculty currently undergoing 3rd Year Reviews
2. WEEK 9 Tuesday Nov. 10 @11:30am (common time) - any untenured tenure track faculty

LOCATION: Recital Hall in FAB

Academic Standards Committee
No report

Admission and Financial Aid Committee
No report

Assessment Committee
No report

Educational Policies Committee
EPC has reviewed and approved a one-time course offering in Chemistry, as indicated below.

New one-time course offering (Approved by EPC, not requiring vote of faculty):

<table>
<thead>
<tr>
<th>Organic Spectroscopy and Structure Determination</th>
<th>CHEM 395</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Greg Slough</td>
<td>Winter</td>
</tr>
<tr>
<td>Organic Molecules are everywhere including a growing inventory throughout the universe. With an unimaginable array of possibilities, how is organic chemical structure elucidated? This course examines modern spectroscopic techniques through in-class activities. With data collected, strategies will be developed to assign</td>
<td></td>
</tr>
</tbody>
</table>
chemical structure and identify dynamic processes within a molecule. Mass spectroscopy and 1D- and 2D-NMR methods will be emphasized. Intended for students interested in the molecular and chemical sciences.

<table>
<thead>
<tr>
<th>Prerequisites: CHEM 220</th>
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</thead>
<tbody>
<tr>
<td>Majors: Chemistry</td>
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<tr>
<td>Minor:</td>
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<tr>
<td>Concentrations:</td>
</tr>
</tbody>
</table>

**Experiential Education Committee**

No report

**Faculty Development Committee**

**Applications**

PROFESSIONAL DEVELOPMENT AND TRAVEL SUPPORT- Funds for professional work such as conferences, research collaborations and other scholarly work are available throughout the 2015-16 academic. Applications for funding must precede the activity by at least one week. It is preferable that reimbursement for professional activities occurs concurrent with expenditures. Therefore, registration fees, travel itineraries and per diem costs will likely be reimbursed in different installments. Reimbursements WILL NOT be made for requests submitted to the Business Office more than 90 days after the date on the receipt, nor after the July 1 end of the fiscal year.

Please use the online form for your submissions, and pay close attention to the reimbursement rates published on the FDC site while preparing your budget.

SABBATICAL/ACADEMIC LEAVES- If you are planning to submit an application for the 2016-17 AY, please notify the Provost, your department Chair, and Michael Wollenberg, Chair of the review panel by September 31. The deadline for application is Friday, October 30.

Please use the printable form located on the FDC website for your application. A letter of support from your department/division Chair is required. Please have this letter forwarded to Michael Wollenberg (Biology) by November 3.

**Faculty Study Group**

Prof. Adriana Garriga-Lopez (Anthropology/Sociology): 4:00-5:30 PM November 6, 2015. Title: TBA  Place: TBA.
Planning and Budget Committee
No report

Teaching & Learning Committee
The Teaching and Learning Committee organized and ran the 2015 Fall Colloquium on Teaching and Learning. We estimate that approximately 90 people were in attendance. We would like to thank everyone who participated and, especially, the five faculty members who presented their research. All research presentations were supported by Scholarship on Teaching and Learning (SoTL) grants.

TLC strongly encourages faculty, both new and less new, to apply for funding to support pedagogical scholarship, teaching and learning conferences, and other teaching and learning projects. Please visit the TLC website for guidelines and application forms. If you have any questions, please contact members of the TLC.

Next year’s Fall Colloquium will feature an outside speaker and TLC is currently discussing possible candidates. Please stay tuned.

TLC is supporting a visit by Stephen Chew, a cognitive psychologist at Samford University, who will address interested faculty members at 4pm, October 7 (Wednesday). Professor Chew will talk about how students can study and learn more effectively. Please plan on attending.

Arcus Center for Social Justice Leadership
1. The ACSJL welcomes faculty applications for the Faculty Fellowship. The materials and information about the selection process are available and ready on the website. https://reason.kzoo.edu/csjl/fellowships/facultyfellows/. The deadline is October 1st, 2015.
2. The ACSJL is pleased to announce that under the leadership of Dr. Regina Stevens-Truss and Dr. Jon Beckwith at Harvard University, the ACSJL will host a Science and Social Justice Think Tank on April 21-24, 2016. If you are interested in participating, please let Dr. Stevens-Truss and or Lisa Brock, know.
3. The Second Bi-Annual Global Prize is being held the weekend of October 8-11, 2015. Please see the list of finalists who will be presenting and schedule on our website. https://reason.kzoo.edu/csjl/prize/.
4. With/Out - ¿Borders? II will be held fall of 2016. If you are interested in serving on the Volunteer Planning Committee, please let the AD, Lisa Brock know.
5. The ACSJL along with Women, Gender and Sexuality and the History Department is proud to welcome Dr. Cookie Woolner as a Post Doc in both WGS and History, with a special focus on Social Justice. There will be a reception for her at the ACSJL on October 28th at 5pm. Please join us and hear about Dr. Woolner’s super interesting work.
**Advancement Liaison**
No report

**Athletics Advisory**
No report

**Benefits Review Group**
No report

**Community Council**
No report

**Graduate Fellowships**
The Graduate Fellowships Committee asks faculty members to encourage their most promising students to apply for the below opportunities with upcoming deadlines if appropriate and to refer students to the grants/scholarships quick link on Hornet Hive for funding, internships, scholarships and fellowships:

**Critical Language Scholarship (Nov deadline):** Fully funded intensive summer language and cultural immersion in select languages for US citizens.

**Soros Fellowship for New Americans (Nov 1 deadline):** Two years of graduate school support for 1st generation US citizens, DACA recipients, foreign-born adoptees of US citizens, permanent residents.

**Health Sciences Advisory**
No report

**Information Services Advisory**
The faculty reps on ISAC this year are Ann Fraser, Chris Latiolais, and Babli Sinha (F,W).
ISAC met first week and were introduced to the new staff in Media Services:

**Franki Hand** replaced Jeannie Sanders as Media Coordinator at the “front desk”. Franki has a B.A. from the University of Michigan in English Language and Literature and Japanese Language & Literature and has worked at several university libraries, and most recently at Portage District Library.

**Alyssa McNeil** replaced Jaakan Page-Wood as Media Technician, providing A/V support for events on campus, including some evening support. Alyssa has a B.A. from Western
Michigan University in Film, Video, and Media Studies. She has provided production and technical support for WMU, Total Sports Entertainment, and the Walt Disney Company.

ISAC also met the new Educational Technology Specialist, Dr. Josh Moon. Josh has a Ph.D. from Ohio University in Interdisciplinary Arts. Josh has been an Online Learning Instructor/Facilitator, and a Graduate Teaching Assistant/Lecturer both in the classroom and online. Josh supports Moodle and other instructional technologies and is eager to consult and work with faculty at all levels of technical expertise and experience. In addition to his office in the Center for New Media Design in the library, Josh plans to pilot office hours in the Teaching Commons and in Olds-Upton this fall. This position was created by reconfiguring responsibilities after Jessica Meister left in the spring.

ISAC also discussed opportunities to provide assistive technology support to students and printing/copying concerns of Dow faculty.

Submitted by Greg Diment, Chief Information Officer and ISAC Chair

**Institutional Review Board**
No report

**Student Life Advisory**
No report

**Summer Common Reading**
No report

**Sustainability**
No report

**Shared Passages**
This summary is meant to update the faculty regarding on-going development and current status of the Shared Passages Program.

When DITF (Distinctiveness Initiative Task Force) began discussions regarding new graduation requirements and general education options (formally passed by the faculty in 2008-2009), faculty teaching capacity was always a concern. After passing the new Shared Passages Program requirements, we launched and developed the program supported in part by two separate grants from the Mellon Foundation. In particular these grants provided funds to
support faculty and course development, and an expansion of the roles of the sophomore and senior class deans to shepherd those parts of the program. [The first grant of $350,000 supported exploration and/or development of 72 courses across the curriculum as well as various forms of faculty development and teaching/learning workshop opportunities. The current grant of $500,000 has also supported faculty development and workshops, the expanded sophomore and senior class dean positions, and to date 60 faculty mini-grants.]

Over the past six years, we have further solidified the First-Year Seminar program, and there continues to be faculty capacity to fully support it. An on-going challenge is balancing the number of seminars with enrollment of new students, which isn’t finalized until May, several months after the course schedule for the coming year is determined. Specific goals for 2015-2016 include: continuing to build a systematic link between First-Year and Sophomore Seminars; considering First-Year Seminar program assessment, in collaboration with the development/refinement of an institution-wide assessment plan; and expanding our on-line collection of effective teaching materials for seminar faculty use.

We have developed a robust Sophomore Seminar program, and by providing the option for courses to count both in departments and in Shared Passages, we have sufficient capacity to continue to support it. Based on enrollments and very few reports of student confusion or concern, the Shared Passages Sophomore Seminar requirement appears to have achieved a degree of normalization with both students and advisors. With other options (i.e., culture course substitution) no longer available, students and faculty now anticipate the need to complete a seminar during the sophomore year. An ongoing goal is to remind both students and advisors that enrolling in a seminar early in the year will provide students with the most options, as our spring term generally has fewer offerings. Moving forward, one of the ongoing challenges is to assure more balanced offerings across disciplines, class times, and terms. In addition to assuring that we have enough Sophomore Seminars to meet our needs and enough to offer students diverse options as they complete this requirement, goals for 2015-2016 include the continued development of a Sophomore Experience Program, working with CIP, CCPD, the Office of Student Involvement (OSI), and other offices on campus to meet the particular needs of sophomores and build on programs piloted during previous years. Finally, one of the most important tasks for 2015-2016 is to continue refining the programmatic guidelines, learning goals, and competencies associated with the Sophomore Seminar and align them developmentally with the First-Year Seminar guidelines and goals. It is critical to ensure that faculty are made aware of these elements so that they can see the specific ways in which Shared Passages Seminars contribute to student learning.
We have spent several years experimenting with Senior Capstone opportunities, while providing students other options for completing this requirement – including XXXX490 senior seminar courses in departments that offer them and other select 300- and 400-level courses in departments that do not offer a senior seminar/490 course. **Over these years we have learned that we clearly do not have the faculty capacity to support a robust program of Senior Capstones that are independent of disciplinary senior seminars.** Some faculty have also raised concerns about requiring students to take an independent Senior Capstone, the departmental senior seminar, and do the SIP all in the senior year. We believe we have a plan for a coherent and successful senior capstone experience, balancing offerings between disciplinary-based seminars and independent capstone courses, while eliminating the option for students to take any 300- or 400-level course in select disciplines to count for this requirement. **Our goal this year is to discuss this plan further and have faculty approve the plan.**

Over the past several years we have built Shared Passages into a coherent program, overseen by the First-Year, Sophomore, Junior, and Senior Class Deans, Coordinator of Educational Effectiveness, Associate Provosts and Provost. We have also streamlined the process of proposing SPP seminars and have worked closely with EPC (who approve one-time offerings, and bring permanent offerings to the faculty for approval), in essence, acting as “the department chairs” of these new seminars to ensure alignment with program guidelines and foster “best practices” and overall communication. Since all courses now go through the EPC process, that means Shared Passages course planning needs to follow the same timeline as departmental courses. Part of on-going program assessment is also for the class dean of each strand of the Shared Passages to see course evaluations in that strand.

This is the final year of the Mellon grant, so we have one more set of mini-grants available. As in past years, half of the stipend will be paid upon approval of the course development proposal; half of the stipend is paid upon teaching the course – thus mini-grants will only be available for courses to be taught later this year or in 16-17. Application forms for these mini-grants can be found at the Shared Passages Program website [https://reason.kzoo.edu/spp/](https://reason.kzoo.edu/spp/) under each of the three components of the program.

**Critical Ethnic Studies**

No report
Mellon Diversity and Inclusion Grant

Alyce Brady, Beau Bothwell, John Dugas, Reid Gómez (co-leader), Jeff Haus, Patrik Hultberg, Ed Menta, Bruce Mills (co-leader), Babli Sinha (co-leader), Regina Stevens-Truss (co-leader), Amy Smith, Mike Sosulski, and Amanda Wollenberg met in the Hicks Banquet hall from August 11-14 for the Mellon Summer Workshop.

Our primary goal was to deepen faculty relationships, and strengthen connections in our learning community, in order to develop the faculty’s ability to engage difference and power at the college. This goal was facilitated not only by intentionally creative exercises but also by a brief period of play each morning that fostered laughter and camaraderie among the participants. In addition, the simple experience of spending an extended period of time with a relatively small group of faculty colleagues in an atmosphere free from the pressing concerns of the academic quarter helped to deepen a sense of community among the participants.

The workshop design was deeply influenced by several formal and informal faculty group and individual meetings, as well as considerable input from faculty members on the “Intercultural Working Group on Curriculum” (formed in the spring of 2015): Reid Gómez, Patrik Hultberg, Maksim Kokushkin, and Elizabeth Manwell. Our work reflects a deep commitment to keeping the faculty at the center of curricular decisions while meaningfully attending to student voices.

Workshop format and activities:

We initiated the workshop with a ceremonial beginning to align our actions and ethical values. We agreed not to leave the workshop (disengage intellectually or emotionally), but rather expressed our intention and commitment to do our best work and participate in a dialogue where no voice is done the slightest violence. We set the expectation of having and maintaining an expansive intellect and generous spirit, and introduced the idea of communities of practice.

The workshop included exercises devoted to faculty engaging in reflective recall and intentional practice as it related to their own personal educational frame of reference. The second day we worked on identifying individual pedagogical styles and the practice of working together across pedagogical or disciplinary differences. We also focused on issues of vulnerability and values, as well as the ability to articulate and locate faculty interests, disciplines and departments in larger curricular contexts. Day three was entirely devoted to syllabus and course design, via four individual exercises (determining content and backward
design; producing effective surprise and crafting conditions of creativity; addressing and identifying problem areas or dynamics; and group design).

On the final day of the workshop we defined and articulated directions and avenues for follow up during the 2015-2016 academic year. Most important was the development of a strong team of faculty engaged in this work with a shared foundation of trust. We expect to carry this ethic into our existing structures and relationships. At the workshop end we attempted to answer several key questions regarding structures of responsibility, and what a Community of Practice could look like at Kalamazoo College. In this process we attempted to assess where we (individually) are now, to identify problems faced by our community at the college, and to locate concrete steps to improve communities at the college. We also named ways we can support these changes in the coming year, and articulated structures and processes we might put in place to achieve our goals.

Brief summary of outcomes:

The Mellon work will continue into the fall, and we intend for the work begun at this summer workshop to shape our ongoing programs. We also have commitments from workshop participants to serve as a foundational community of reciprocal mentors. The first cohort is expected to carry forward the work and embody the principles of trust, expansiveness of intellect and generosity of spirit required for discussions of campus climate and curricula.

The real outcome of the Mellon Summer Workshop will only be realized when a larger portion of the faculty engages this report and involves themselves in the creation of and participation in CoP Grants and associated Mellon programs for the academic year 2015-16. The work begun by the summer 2015 cohort of Mellon Summer Workshop participants is envisioned as a foundational model for such communities of practice. The next phase of this work will take place via the Mellon CoP Grants for the 2015-2016 academic year, and will culminate in a second Mellon Summer Workshop. During the 2015-2016 academic year, we will also continue to explore and inventory intellectual and financial resources at the college, with the intention of inviting two representatives from every department to participate in the summer workshop scheduled for 2016.

Mellon Communities of Practice (CoP) Grants:

The purpose of each CoP grant is to engage in collaborative and/or multi/interdisciplinary work that explicitly speaks to issues of difference and power at the
college. These grants ought to impact the college curriculum and classroom, but can do so through a variety of methods.

**Working Definition of Communities of Practice (CoP) at Kalamazoo College:**

We are currently working with a broad definition of “communities of practice,” with the intention of deepening our understanding of this practice as well as formalizing the ways it can thrive at K. Instead of working from mandates, communities of practice work from defined domains of shared vision. This vision sets the tone for the community by moving beyond simplistic models of community toward models that have a strong emphasis on practice. Foundational to all communities of practice is an understanding of community characterized by shared trust, action and discussion. Members of such communities of practice intentionally build relationships with the expected outcome of assisting each other and openly sharing information and insight. **We have articulated this as a commitment to remaining engaged in the intellectual, emotional and spiritual health of our shared campus community.** This is only a working definition. One of the Communities of Practice Grant opportunities is to envision and apply this organizational and learning model to our needs at this campus (see details below).

**Goals of the CoP Grants:**

- Continued creation of our Kalamazoo College faculty community of practice.
- Deliberate and intentional support of syllabus transformation, course revision, new course development, and departmental/programmatic changes across the curriculum. This reflects a shift in models from giving stipends to individuals toward supporting the work and resources necessary for a community of practice.
- **Intended Scope of the CoP Grants** All faculty are asked to meaningfully participate in this program, perhaps by writing a proposal (see below) but alternatively by participating in a colleague’s CoP project.
- Cohort one participated in Mellon Summer Workshop 2015. This cohort can be called on to consult on, or participate in, any of the grants.

**Programs Brainstormed by Cohort One (examples and models):**

This non-exhaustive list is only meant to illustrate the type of work identified by the first cohort as potentially strengthening CoP at Kalamazoo College. We were able to focus on issues without requiring immediate “solutions.” Some of these examples and models are more concrete and transparent than others. Some are more general, and others more specific, in scope; we hope faculty will find these ideas useful for identifying ways the Mellon CoP grants could support and enrich their teaching, scholarship and service activities while improving
campus climate. All of these ideas could be lead by one individual or by a cohort of individuals. It is not necessary to include one of the 2015 summer workshop participants in any particular project.

- Critically analyze how we in this community engage difference and power: Directly address (in complex and intentional ways) how disciplinary differences relate to differences in race, class, gender, citizenship status, spirituality, and religion, as well as how our ways of engaging difference affect our class design and courses.
- Form writing group(s): These groups would involve mentoring across difference, and support faculty research and publishing. Group membership should reflect an engagement with difference (rank, discipline, etcetera).
- Develop shared language: This could take the form of a reading group intent on building a shared language, or a more ethnographic grouping of faculty exploring a shared text/experience among the students. This group could also engage the danger of a shared language, particularly in mono-cultural settings, when language can end conversation.
- Practice working from problems not methods/disciplines: Approach pedagogy and course design in a way that places research questions before methods. These issue-based think tanks could function as a way to show students (and the faculty involved) how different disciplines think about problems differently, and how we are able to talk to each other across such differences.
  - For those new to the idea of working from problems and not method, this could take the form of a working group with a shared text such as *Learning to Unlearn* (Mignolo).
  - We could see these individuals forming a future support base for Senior Capstones, as we move out of Mellon support for that program.
- Practice entering other worlds on their terms: Use dramaturgy as a pedagogical tool (possibly using the entire text *Script Analysis* by James Thomas), with participating faculty thinking about how this approach could work with their content, and how they might choose unconventional course materials or pursue alternative readings of conventional materials.
- Prepare for the Mellon Summer Workshop of 2016:
  - Consider the question: Does your department have a public relations problem, or is something else going on? You could work by department, or in a small group of two or more departments, or in a self-study, to engage this question. Use the answers to focus on curricular, content, syllabi, and pedagogical needs and responses supportive of a diverse student body.
  - The CoP grant could be used to develop departmental initiatives in preparation for the next Mellon Summer Workshop.
• Think of, and use, existing college activities as a venue for engaging issues of difference and power: The classroom, student engagement in course work, directed faculty research, faculty engagement with colleagues, and scholarship of teaching and learning, are all “training” opportunities where we meaningfully theorize race, class, gender, sexuality, citizenship status and learning differences. Such existing “training” work at the college could intentionally compliment other external “training” opportunities that address difference and power. A discussion group, or cohorts who act as resources and collaborative partners for TLC/Faculty Talks, or new program ideas, could all help faculty leverage their existing activities into deeper engagement with difference and power.

• Form a “class visiting cohort”: Provide opportunities for faculty members from different departments/disciplines to sit down and talk to each other about syllabi, courses, programs, and pedagogy. These visits could be combined with a lunch/coffee meeting related to the experience.

• Brainstorm alternative meetings and gathering options: Align our desire for meaningful engagement with each other, and with important issues, to new or modified structures that support such open, reflective and sustained engagement. What is the purpose of coming together, especially in light of the demands already made on our time, intellects and spirits? We can try to answer this question and then design our meetings accordingly.

• Form faculty, staff and student dinner group(s) (on a particular issue of interest): Use models from the deliberative dialogues program to sustain discussion of issues and share a meal, while building a new cohort of mentors.

When you have an idea for a CoP Grant project please submit a written proposal to the Provost in which you do the following (in as much detail as possible).

1. Explain your desire to create/work with a community of practice, and discuss the definition of your CoP model and how it relates to the working definition above.

2. Describe the work you propose taking on:
   a. Who will be involved?
   b. What will you be doing?
   c. What resources will you need? (please include a budget)

3. Articulate the way your proposed work advances the goals of thinking deeply about how we work with each other and how we view curriculum, syllabi, content and/or pedagogy.
I. Meeting Opening—President Wilson-Oyelaran

II. Approval of Minutes from September 21st Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald – Honorary degree action item
   c. Vice President Sarah Westfall

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Jeff Haus, Admission and Financial Aid Committee (2 min.)
   c. Eric Barth, Educational Policies Committee (3 min.) – action items
   d. Ed Menta, Faculty Personnel Committee (5 min.)
   e. Diane Kiino, Graduate Fellowships Committee (1 min.)

V. New Business

VI. Announcements
   • Reid Gómez, Mellon Grant Community of Practice
   • Lanny Potts
   • Leslie Burke

VII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
October 19, 2015

1. President Wilson-Oyelaran called the meeting to order and shared David Whyte’s poem “Sweet Darkness”

2. The minutes of the meeting of September 21st, 2015, were approved.

3. President Wilson-Oyelaran
   • thanked all those who had been involved in the Prize Weekend activities
   • thanked all those who had attended candidate presentations for the position of Coordinator of Community Equity Initiatives and that reference checks were being conducted
   • reminded the faculty of its important role in promoting fellowship opportunities to students
   • noted that Board of Trustee meetings were being held later in the week
   • noted that over $129 million was raised in the Campaign, with funding for seven new endowed chairs and money for faculty development

4. Provost McDonald
   • reminded the faculty of the October 23rd deadline for incomplete and Summer SIP grades
   • congratulated Jeff Bartz on being named to the Kurt D. Kaufman chair
   • congratulated Sarah Lindley and Regina Stevens-Truss on their promotion to the rank of Professor
   • congratulated Tom Rice on his solo exhibition *Monuments to the Ephemeral* at the University of Wisconsin
   • congratulated Danny Kim on having his “The Stories They Tell” documentary accepted for the Lake Michigan Film Competition of the East Lansing Film Festival and the Reading (Pennsylvania) Film Festival
   • congratulated Carol Anderson on becoming co-editor of the journal *Buddhist Christian Studies*
   • congratulated Jeff Haus on the publication of his chapter “Conspicuous Charity and Jewish Unity: The Jewish Loterie in Nineteenth-Century Paris” in *Wealth and Poverty in Jewish Tradition*
   • congratulated Paul Sotherland on the publication of his chapter “Leatherback Turtle Eggs and Nests, and Their Effects on Embryonic Development” in *Leatherback Turtle: Biology and Conservation*
   • congratulated Taylor Petrey on the publication of his book *Resurrecting Parts: Early Christians on Desire, Reproduction, and Sexual Difference*
   • reminded the faculty of the October 29th Honors Day lecture by Chuck Stull and the October 30th Honors Day Convocation
   • moved that the Faculty recommend to the Board of Trustees that Bonnie Jo Campbell be awarded the honorary degree Doctor of Humane Letters. The motion was approved.

5. Vice President Sarah Westfall
   • requested faculty to encourage students to complete the HEDS Sexual Assault Campus Climate Survey in November, noting that if there were at least a 50% response rate the College would make a contribution to the YWCA
   • reminded the faculty to use a student’s preferred name when working with or talking about the individual
• reminded the faculty that the Health Center does not issue excuses for missed classes or work

6. Jan Tobochnik, for the Faculty Executive Committee,
• noted the change to the course evaluation cover sheets to encourage more and more thoughtful written comments
• reminded the faculty that courses required for the major must not be taught outside the usual meeting times, that if an exam or activity is scheduled outside the usual meeting time an alternative time must be provided, and that if a course meeting time is changed, the Registrar must be informed of the change

7. Jeff Haus, for the Admission and Financial Aid Committee, called attention to the list of Admission Office events, with special emphasis on the opportunity for academic departments to provide updated information to the Admission Office staff

8. Eric Barth, for the Educational Policies Committee,
• moved the approval of two courses, both of which were approved:
  o The Inward Journey: The Science, practice, and history of meditation SEMN-223
  o Advanced Psychology of Sexuality PSYC-465
• noted the Committee’s approval of one-time course offerings:
  o Greco-Roman Slavery CLAS-295/HIST-239
  o Health Economics ECON-290
  o Computational Tools for Biologists BIOL-295
  o Business Spanish SPAN-295
  o Voting, Campaigns, and Elections POLS-295
• noted the addition of a lab to JAPN-301 and JAPN-302 and mnemonic changes to ECOB courses

9. Ed Menta, for the Faculty Personnel Committee, noted the meetings the Committee would be having on tenure, promotion, and retention procedures

10. Diane Kiino, for the Graduate Fellowships Committee, requested that faculty encourage students to apply for fellowships

11. Reid Gómez encouraged the submission of additional Community of Practice proposals

12. Lanny Potts noted that the campus United Way campaign would begin October 23rd, and encouraged attendance at the many music and theatre presentations during the 8th and 9th weeks of the quarter

13. Leslie Burke encouraged faculty to have students link to articles and books in databases rather than putting a PDF copy on reserve or in a syllabus so that more accurate usage statistics can be generated

14. James Lewis invited attendance at the November 12th Moritz Lecture by David Barclay

15. Andy Mozina requested that academic departments interested in hosting Mellon Post-Doctorate instructors next academic year notify him and the Provost by November 20th
16. Lisa Brock reminded the faculty of the October 22nd session “Praxis as a Teaching and Learning Tool”

17. Carol Anderson invited attendance at a November 3rd reception and book signing for Taylor Petrey

18. Amelia Katanski invited attendance at an October 19th reception and book signing for Di Seuss

19. Jeff Haus invited attendance at the October 27th showing of the film “The Dove Flyer”


In electronic reports,

- The Faculty Executive Committee reported that the cover sheet accompanying course evaluation forms had been revised to encourage more comments. It also reported having requested that the percentage change in faculty salaries reported verbally at the September 21st meeting be distributed in written form with the electronic reports.
- The Faculty Personnel Committee reported that it would be meeting with the untenured tenure track faculty to review the retention and tenure review process.
- The Assessment Committee encouraged use of the annual update form for submitting annual assessment updates.
- Educational Policies reported that it had approved five one-time course offerings:
  - Greco-Roman Slavery  CLAS-295/HIST-239
  - Health Economics  ECON-290
  - Computational Tools for Biologists  BIOL-295
  - Business Spanish  SPAN-295
  - Voting, Campaigns, and Elections  POLS-295
- It also reported that co-requisite language labs were now required for JAPN-301 and JAPN-302, and changes to courses currently using the ECOB mnemonic.
- The Teaching and Learning Committee reported having met with Coordinator of Community Equity Initiatives candidates and reminded faculty of events on October 22nd and November 12th.
- Graduate Fellowships noted the November deadlines for seven different scholarships and fellowships.
- The Institutional Review Board reminded faculty of ways students who apply for Institutional Review Board approval can complete the required ethics training.
- The Sustainability Committee reviewed its accomplishments for the 2014-15 year and its goals for the 2015-16 year.
- The Mellon Community of Practice Grants program continues and a link to the goals and application guidelines was listed.
- The Office of Admission provided information about the ways faculty can assist the Office during open houses and visits by prospective students.

The meeting was adjourned at 5:20 p.m.

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
October 19th, 2015

Faculty Executive Committee
1. In response to a joint discussion with TLC and FPC, FEC has amended the cover sheet that accompanies course evaluations, and strongly urges faculty to read the (shortened) text at the top of the page to their students before distributing evaluations. An example of the new cover sheet is attached as appendix 1. The hope is to encourage more comments on the current course evaluation form.

To see if this goal is reached, faculty will be asked early in winter term to complete a very short online survey concerning the quantity and quality of comments received.

2. To further clarify verbal comments about the percentage change in faculty salaries, Provost McDonald, at FEC’s request, has provided a table of real-number GLCA faculty salary comparisons over the last eight years; this is found as appendix 2.

Faculty Personnel Committee
1. FPC has been meeting regularly and will continue to do so throughout the year to discuss all faculty candidates for retention, promotion, and tenure (RPT).

2. FPC invites all of those candidates to a series of open meetings this term for Q and A about the RPT process and procedures. The meetings are certainly not required; they are simply intended to be a safe space and time for candidates to ask questions about process and procedures.

The meetings are scheduled as follows @11:30am (common time) and will take place in *FA Room 20 (basement of FAB). This is a location change from what has been previously announced.

To make it more efficient, we have schedule the meetings as follows:

WEEK 6 Tuesday Oct. 20: 3rd Year Reviews

WEEK 7 Thursday Oct. 29: Associate Professors Considering Applying for Promotion to Full Professor this year.

WEEK 9 Tuesday Nov. 10: Any untenured tenure track faculty at any step in the process.

*If you can’t make the meeting designed for your cohort, simply email your questions to Ed.Menta@kzoo.edu
Academic Standards Committee
No report

Admission and Financial Aid Committee
No report

Assessment Committee
The Assessment Committee thanks those departments that have submitted their annual assessment updates and we look forward to thanking the remaining departments in the very near future. While reports were due October 15, we are still happy to receive reports of your assessment work. The members of the committee review each of the reports and provide a brief feedback statement with comments on the update as well as suggestions for future assessment activities. We anticipate that some but not all of the reports this year will focus on learning gained from completing the K Learning Outcomes Worksheet to support the work last spring of the Life After K task force.

To minimize the administrative burden of reporting updates, we strongly encourage use of the annual update form found at the EQA web site (https://reason.kzoo.edu/eqa/assets/EQA_ReportForm_Locked.docx). Thank you once again for your assistance with this work.

Educational Policies Committee
New one-time course offerings (Approved by EPC):

<table>
<thead>
<tr>
<th>Greco-Roman Slavery</th>
<th>CLAS-295/HIST-239</th>
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<tbody>
<tr>
<td>Instructor: Flores</td>
<td>Winter</td>
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<tr>
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<tr>
<td>This course studies the institution of slavery in ancient Greece and Rome within its own contexts and as it has impacted the modern world. While our study will mainly be historical and cultural, we will also examine the literary and philosophical discussions of slavery from the Classical world.</td>
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</tbody>
</table>

Prerequisites:

<table>
<thead>
<tr>
<th>Majors: Classical Civilization, Latin, Greek, History</th>
<th>Minor: Classical Civilization, Latin, Greek, History</th>
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Concentrations:
<table>
<thead>
<tr>
<th><strong>Health Economics</strong></th>
<th><strong>ECON-290</strong></th>
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<tbody>
<tr>
<td>Instructor: Dillender</td>
<td>Winter</td>
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<tr>
<td>This course is designed to provide students with issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health and health care. The course will cover the following topics: the production of health, the demand for health care, government's influence on health behaviors, health insurance's effect on the demand for medical care, employer-sponsored health insurance's impact on labor market outcomes, and insurance's effect on health. The class will also include guided discussions of current health care topics. Students should be able to think critically about health-related policy issues by the end of the class.</td>
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<tr>
<td>Prerequisites: ECON-101</td>
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<tr>
<td>Majors: Economics</td>
<td>Minor:</td>
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<tr>
<td>Concentrations:</td>
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<table>
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<tr>
<th><strong>Computational Tools for Biologists</strong></th>
<th><strong>BIOL-295</strong></th>
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<tr>
<td>Instructor: Wollenberg</td>
<td>Winter</td>
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<tr>
<td>Students progress through the biology major at K learning about many laboratory tools that biologists use to perform research. One tool that is essential for modern biologists is the personal computer. Simply put: modern biology research requires a working knowledge of computers and scripting. This course introduces students to their personal computer and teaches them the possibilities of basic shell use, scripting (with the Python language), simple relational database creation and use, and basic graphics manipulation in a practical, problem-based framework. This course aims to help sophomores/juniors learn these skills in preparation for their SIP research and future biology research.</td>
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<tr>
<td>Prerequisites: BIOL-112 and BIOL-123 or Permission of Instructor</td>
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<tr>
<td>Majors:</td>
<td>Minor:</td>
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<td>Concentrations:</td>
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</table>
### Business Spanish

**SPAN-295**

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<tr>
<th>Instructor: Rúa-Weaver</th>
<th>Winter</th>
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</table>

Business Spanish is a course aimed at developing students’ conversation skills and intercultural competence when interacting with Spanish-speakers in a business setting. The course employs a multifaceted, communicative approach to second language acquisition that foments the development of essential skills in listening and speaking as its primary focus, and in reading and writing as a secondary focus. The course syllabus is driven by topics, language functions, and situations pertinent to business settings.

**Prerequisites:** SPAN 201 or its equivalent

<table>
<thead>
<tr>
<th>Majors: Spanish</th>
<th>Minor: Spanish</th>
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<tbody>
<tr>
<td>Concentrations:</td>
<td></td>
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</tbody>
</table>

### Voting, Campaigns, & Elections

**POLS-295**

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<thead>
<tr>
<th>Instructor: Berry</th>
<th>Winter</th>
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Representative democracies rely upon elections to establish and maintain the link between the will of the people and the elites chosen to represent the public will. This course will examine three interrelated concepts of the American electoral process: voting, campaigns, and elections. First, we will examine the theories and methods employed to identify likely voters and the factors that impact their vote choice. Second, we will identify the distinct factors that determine a campaign’s effectiveness including: the candidate, media coverage, political strategy, and broader contextual factors. Finally, we will assess the unique configuration of our electoral design, the extent to which these characteristics structure electoral outcomes, and whether modifications are required.

**Prerequisites:**

<table>
<thead>
<tr>
<th>Majors: Political Science</th>
<th>Minor: Political Science</th>
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<td>Concentrations:</td>
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</table>
New permanent course offerings (Approved by EPC):

<table>
<thead>
<tr>
<th>The Inward Journey: The science, practice, and history of meditation</th>
<th>SEMN-223</th>
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<tbody>
<tr>
<td>Instructor: Langeland</td>
<td>Winter</td>
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<tr>
<td>This seminar will explore the meditative experience from historical, experiential, and biological perspectives. Meditation—the cultivation of a state of thoughtless awareness that can generate profound peace and inner transformation—has deep historical roots and plays a role in many cultures and religions. Modern neuroscience has made great strides in understanding the meditative experience and documenting the physical and neurochemical changes that result from meditation. Students in this course will undertake a personal journey of active practice of meditation, primarily from Buddhist perspectives. This experience will be underpinned with study of the neuroscience and practical health benefits of meditation. Finally students will delve into the historical, cultural, and religious dimensions of meditation.</td>
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<tr>
<td>Prerequisites: Sophomores Only</td>
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<tr>
<td>Majors:</td>
<td>Minor:</td>
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<tr>
<td>Concentrations:</td>
<td>Sophomore Seminar</td>
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<table>
<thead>
<tr>
<th>Advanced Psychology of Sexuality</th>
<th>PSYC-465</th>
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<tbody>
<tr>
<td>Instructor: Fletcher</td>
<td>Winter</td>
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<tr>
<td>In this course, we will consider the study of sexuality and sexual development from a psychological perspective. From this perspective, I will present ideas, theories, and concepts of gender and sexuality that are informed from the study of human behavior. The course aims to aid your critique of existing scholarship while creating your own framework for conceptualizing issues surrounding notions of sexuality. This course covers a wide variety of topics concerning the psychology of human sexuality. For example, we will consider sexual anatomy, communication about sexuality, queer identities, polyamory, and pornography.</td>
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<tr>
<td>Prerequisites: PSYC-101</td>
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<tr>
<td>Majors: Psychology, WGS</td>
<td>Minor: Psychology</td>
</tr>
<tr>
<td>Concentrations: WGS</td>
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</tbody>
</table>
Course Changes:

JAPN-301 and JAPN-302 – Co-requisite language labs now required (JAPN-301L and JAPN-302L respectively)

Economics and Business will be eliminating the new ECOB course mnemonic. Courses with the ECOB mnemonic will either be classified as ECON or will be cross-listed between ECON and BUSN. Slight name changes were also made to two courses. Complete list of updates below:

<table>
<thead>
<tr>
<th>Original Course Number</th>
<th>Current Course Number</th>
<th>Future Course Number</th>
<th>Current Course Name</th>
<th>New Course Name</th>
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</thead>
<tbody>
<tr>
<td>ECON-101</td>
<td>ECOB-101</td>
<td>ECON-101</td>
<td>Principles of Economics</td>
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<tr>
<td>ECON-155</td>
<td>ECOB-155</td>
<td>ECON-155/BUSN-155</td>
<td>Mathematical Methods for Business</td>
<td>Mathematical Methods for Business &amp; Economics</td>
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<td>ECON-210</td>
<td>ECOB-210</td>
<td>ECON-210/BUSN-210</td>
<td>International Business and Economics</td>
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<td>ECON-245</td>
<td>ECOB-245</td>
<td>ECON-245/BUSN-245</td>
<td>Money, Banking, and Financial Markets</td>
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<tr>
<td>ECON-275</td>
<td>ECOB-275</td>
<td>ECON-275/BUSN-275</td>
<td>Industrial Organization and Public Policy</td>
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<tr>
<td>ECON-305</td>
<td>ECOB-305</td>
<td>ECON-305</td>
<td>Intermediate Microeconomics</td>
<td></td>
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<tr>
<td>ECON-306</td>
<td>ECOB-306</td>
<td>ECON-306</td>
<td>Intermediate Macroeconomics</td>
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<tr>
<td>ECON-365</td>
<td>ECOB-365</td>
<td>ECON-365/BUSN-365</td>
<td>Multinational Finance</td>
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<tr>
<td>ECON-405</td>
<td>ECOB-405</td>
<td>ECON-405</td>
<td>International Trade</td>
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<tr>
<td>ECON-490</td>
<td>ECOB-490</td>
<td>ECON-490/BUSN-490*</td>
<td>Advanced Topics in Economics or Business</td>
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</table>

*Optionally cross-listed
Experiential Education Committee
No report

Faculty Development Committee
No report

Planning and Budget Committee
No report

Teaching & Learning Committee
The Teaching and Learning Committee met with the two candidates for the Coordinator of Community Equity Initiatives position. Comments were collected and shared with the Search Committee.

TLC also met with FEC and FPC to discuss our course evaluation form. The main issue was how to encourage more comments from students. Two approaches, in particular, were discussed: (1) whether to change the script that we ask faculty members to read before handing out course evaluations, and (2) whether small changes can be made to the course evaluation form to elicit comments from students.

TLC has received seven applications for Pedagogical Development Grants and one application for a Scholarship on Learning and Teaching (SoTL) grant. Thank you for your submissions. If you have any teaching and learning projects that could use funding, please contact us.

TLC also supported and helped facilitate the visit by Dr. Stephen Chew. Dr. Chew gave one presentation to faculty and staff and one presentation to the student body.

TLC has scheduled two events for this fall. On Thursday October 22nd (4pm in the Teaching Commons) Lisa Brock will lead a workshop titled “Praxis Center as a Teaching and Learning Tool.” Also, on Thursday November 12th (11:30-12:30 in the Teaching Commons) the WGS Affinity Group will facilitate a brown bag lunch on the topic of Trigger Warnings. Please plan to attend both of these events.

Arcus Center for Social Justice Leadership
No report

Graduate Fellowship Committee
The Graduate Fellowships Committee asks faculty members to encourage their most promising students to apply for the below opportunities with upcoming deadlines if appropriate and to refer students to the grants/scholarships quick link on Hornet Hive for funding, internships, scholarships and fellowships:
Committee Reports 9/15/2015

Boren Scholarship Info session and workshop, Nov 5: Study abroad scholarship for select countries for US citizens. Info session Nov 5, 4PM in UL 305.

Davis Projects for Peace info session and workshop: Students are eligible for a $10,000 grant for a summer project for peace. A workshop will be held for interested students on Nov 17, 7 PM in UL 308.

Critical Language Scholarship (CLS) (Nov 23 deadline): Fully funded intensive summer language and cultural immersion in select languages for US citizens.

Princeton in Africa Fellowship (Nov 1 deadline): Full-year service project placements in a number of African countries in a wide range of fields.

Princeton in Asia Fellowship (Nov 13 deadline): Full-year service-oriented posts throughout Asia in the fields of education, international development (NGOs), journalism and business, with a majority of fellows working as English teachers at universities and high schools.

Princeton in Latin America Fellowship (Nov 2 deadline): Full-year service placements throughout Latin America and the Caribbean with NGOs and other organizations involved in socially responsible development projects.

Soros Fellowship for New Americans (Nov 1 deadline): Two years of graduate school support for 1st generation US citizens, DACA recipients, foreign-born adoptees of US citizens/permanent residents.

Advancement Liaison
No report

Athletics Advisory
No report

Benefits Review Group
No report

Community Council
No report

Graduate Fellowships
No report

Health Services Advisory
No report
**Information Services Advisory**
No report

**Institutional Review Board**
Students who apply for IRB approval are required to document that they have had appropriate training regarding the ethical issues involved in working with human participants. Currently, our IRB website offers students two links to external sites where they can complete an ethics training module and file documentation of completion with their IRB application. The module that is most relevant to social science and humanities students is no longer available to our students without a paid subscription. The IRB is currently investigating alternative options for our students to get appropriate ethics training, and we hope to have a solution by the end of the quarter. In the mean time, any student who needs to apply for IRB approval should complete the NIH ethics module that is linked off our IRB webpage.

**Student Life Advisory**
No report

**Summer Common Reading**
No report

**Sustainability**
Report coming.

**Shared Passages**
No report

**Critical Ethnic Studies**
No report

**Mellon Community of Practice Grants**
The grant program continues. The goals and application guidelines are available on the Provost's website: [https://reason.kzoo.edu/provost/CoP/](https://reason.kzoo.edu/provost/CoP/)
If you have any questions or would like to brainstorm or workshop any ideas please contact Reid, and/or any of the Mellon Summer Workshop participants.
FECA requests the following be read to your class before distributing the evaluation forms.
(FECA approved resolution, October 5, 2015)

This is your chance to express your views to help make this course the best it can be. Thoughtful, specific comments are crucial to make sure your views are fully understood; please don’t just fill in circles. I won’t see these evaluations until after grades are submitted. Your responses will be considered carefully by me and others throughout the college. Thank you.

Procedure

• Secure a student volunteer to collect evaluation forms and take them to the Registrar’s Office.
• Students should complete the course number and name, instructor’s name, term, year and their personal information at the top of the form. [The instructor will write this information on the board.]
• Faculty should not provide snacks or treats on the day of course evaluations.
• Students should wait to write on this evaluation until after the instructor finishes reading the script above and leaves the room.

Timeline

The faculty voted on May 29, 2012 to use this evaluation form in all classes. The faculty approved the following for administering evaluations in courses on March 10, 1992:

• Faculty will distribute course evaluations to students at a meeting of the course during the tenth week of the quarter. Evaluations should not be distributed, however, at a class meeting in which an examination, quiz, or other kind of test is being given.
• Evaluations should be distributed at the end of class time, allowing a minimum of 15 minutes for completion.
• Staff in the Provost’s Office will scan the returned forms and generate summaries of all quantitative information on the forms.
• A pdf file of the forms and a copy of the statistical summaries will be sent to faculty as soon as the deadline for the submission of grades has passed.

NOTE TO STUDENT VOLUNTEER

• Be sure that all completed evaluation forms are in this envelope.
• Put any unused evaluation forms in this envelope also. Help save paper!
• Legibly sign this page, in the space below, and leave attached to outside of envelope.
• Be sure the envelope is closed securely before taking it to the Registrar’s Office.
• Return envelope immediately to the Registrar’s Office.

STUDENT VOLUNTEER PRINT NAME
# Eight-Year GLCA Faculty Salary Comparison

## Full Professor

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<tr>
<td>Median</td>
<td>76,077</td>
<td>75,200</td>
<td>76,067</td>
<td>78,966</td>
<td>79,125</td>
<td>80,346</td>
<td>81,476</td>
<td>83,751</td>
<td>85,125</td>
<td>86,514</td>
</tr>
<tr>
<td>Mean</td>
<td>62,498</td>
<td>58,356</td>
<td>60,448</td>
<td>62,567</td>
<td>64,746</td>
<td>67,025</td>
<td>69,382</td>
<td>71,854</td>
<td>74,374</td>
<td>76,943</td>
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## Associate Professor

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<tr>
<td>Median</td>
<td>60,700</td>
<td>73,264</td>
<td>73,763</td>
<td>75,123</td>
<td>76,382</td>
<td>77,746</td>
<td>79,265</td>
<td>80,948</td>
<td>82,709</td>
<td>84,615</td>
</tr>
<tr>
<td>Mean</td>
<td>53,152</td>
<td>73,180</td>
<td>64,438</td>
<td>66,352</td>
<td>68,367</td>
<td>70,482</td>
<td>72,661</td>
<td>74,941</td>
<td>77,331</td>
<td>79,870</td>
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## Assistant Professor

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</tr>
<tr>
<td>Median</td>
<td>49,408</td>
<td>59,847</td>
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I. Meeting Opening

II. Approval of Minutes from October 19th Faculty Meeting

III. Announcement from Officer of the College – Provost Michael McDonald

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee – action item
   b. Eric Barth, Educational Policies Committee – action item
   c. Gary Gregg, GLCA Council
   d. Diane Kiino, Graduate Fellowships

V. New Business

VI. Announcements

VII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting  
November 16, 2015

1. Provost McDonald called the meeting to order.

2. The minutes of the meeting of October 19th, 2015 were approved.

3. Provost McDonald
   - reported that the Board of Trustees had approved the honorary degree for Bonnie Jo Campbell
   - reported that the Trustees had authorized the purchase of Hall House, 106 Thompson Street. It is likely to be used as an Admission Office Welcome Center.
   - reported that the College and President Wilson-Oyelaran had received the NAACP Vanguard Award
   - requested comments on the candidates for the Director of Intercultural Student Life position
   - reported that Reid Gómez has accepted the critical ethnic studies position
   - reported that searches for positions in AnSo, History, and for the Registrar are ongoing
   - reported that a working group to explore opportunities for International Programs and to prepare for external consultants to help refine our vision and program elements, all of which is preliminary to the search for a new Director
   - solicited interest for filling the positions of Coordinator for Educational Effectiveness and Sophomore Class Dean
   - reported that a 30% response rate had been achieved on the Sexual Assault Campus Climate Survey
   - solicited interest in the June 19-24 Council of Independent Colleges and the Gilder Lehrman Institute of American History seminar on slave narratives
   - congratulated Christine Hahn on being named Arcus Center for Social Justice Leadership Faculty Fellow
   - congratulated Cookie Woolner on the publication of her article “‘Woman slain in queer love brawl’: African American women, same-sex desire, and violence in the urban north, 1920-1929” in *The Journal of African American History*
   - congratulated Siu-Lan Tan on the publication of her co-authored paper “The influence of literacy on representation of time and music: An exploratory cross-cultural study in the UK, Japan, and Papua New Guinea” in *Psychology of Music*
   - congratulated Amelia Katanski on the publication of her article “Embodied Jurisgenesis: NAGPRA, Dialogue, and Repatriation in American Indian Literature” in *The Routledge Companion to Native American Literature*

4. Jan Tobochnik, for the Faculty Executive Committee, presented a summary of his presentation to the Board of Trustees, including reflections on the College’s participation in the Posse Program.

5. Eric Barth, for the Educational Policies Committee, moved the approval of PHIL-3XX, Philosophy Practicum. The motion was approved.
6. Gary Gregg, for the GLCA Council, reported on upcoming GLCA programs

7. Diane Kiino, for the Graduate Fellowships Committee, requested that faculty encourage students to apply for fellowships

8. After a discussion, the motion that the Faculty recommend to the President’s Staff that the proposed revised weekly course schedule be implemented was approved.

9. Lanny Potts encouraged participation in the campus United Way campaign. To date, 83% of the goal has been raised.

10. Paul Sotherland was presented a College chair in honor of his retirement in December.

In electronic reports,

- Educational Policies reported that it had approved three one-time course offerings:
  - Love in a Dead Language RELG-295
  - Race, Religion & Migration in the US RELG-295
  - Religion & Sexuality in the US RELG-295

- Experiential Education reported having had discussions about the recent Hope College decision to dismiss a finalist candidate for the Philadelphia Center Director position on the basis of ethnic background/religious orientation and recommended the College withdraw from the program. It is to be a discussion topic at the GLCA Presidents’ and GLCA Deans’ meetings in the next weeks. It also reported that about 150 students had been involved in service-learning courses and ongoing co-curricular civic engagement initiatives during the fall. Also, 130 degree-seeking and one-year visiting international students are on campus this year.

- The Teaching and Learning Committee reported having met with the Director of GLCA Program Development to discuss the GLCA Center for Teaching & Learning

- Graduate Fellowships noted the November deadlines for various fellowships


The meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Paul G. Smithson, Faculty Secretary
I. Meeting Opening – President Wilson-Oyelaran

II. Approval of Minutes from November 16th Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald

IV. Introduction of New Faculty

V. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Ed Menta, Faculty Personnel Committee (5 min.) – action item
   c. Diane Kiino, Graduate Fellowships (1 min.)

VI. New Business

VII. Announcements

VIII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
January 11, 2016

1. President Wilson-Oyelaran opened the meeting by sharing Naomi Shibab Nye’s poem “Kindness” from The Words Under the Words: Selected Poems (Eighth Mountain Press, 1995)

2. The minutes of the meeting of November 16th, 2015, were approved as amended with the addition “The Faculty had a robust and charged discussion of the Philadelphia Program. The Provost indicated he would follow up on the matter.”

3. President Wilson-Oyelaran
   • encouraged attendance at the Campus Gathering the following morning
   • reported that the GLCA Presidents’ meeting in December had been candid, robust, charged, and respectful in its discussion of the Philadelphia Program, one which is owned and run by Hope College. She indicated that serious reservations had been expressed about the process in which the personnel matter had been handled. The matter has been returned to the Experiential Education Committee for it to make a recommendation for the College as to how to handle the situation. She noted that the Philadelphia Program has been important for Kalamazoo College students and that it or a program providing an equivalent opportunity was needed.
   • reported that the Board of Trustees, on January 8th, 2016, passed a revision to Section I, F, 1 of the Plan of Employment for Faculty:
     “Section I
     F. Administrative Faculty
     1. The President and Provost shall have the status of regular faculty members with rank appropriate to their academic qualifications. The President and the Provost will a) be eligible for the award of tenure in the relevant academic department, subject to review by the appropriate academic department and the Faculty Personnel Committee, and approval by the Board of Trustees; or b) retain tenure status if previously achieved as a teaching member of the Faculty.

4. Provost McDonald
   • reported that Francisco Villegas has accepted the appointment to the Prison Industrial Complex position in Anthropology/Sociology
   • reported that the second Anthropology/Sociology search and the History search were continuing
   • announced that Patrik Hultberg has been appointed the new Coordinator for Educational Effectiveness, effective in the summer. Paul Sotherland continues with assessment and course evaluations until then.
   • announced that Mike Sosulski will serve as Sophomore Class Dean until another can be identified
   • announced that Elizabeth Manwell will serve as coordinator of the Mellon U of M Postdoc program, as well as the campus liaison for the Mellon-supported Global Crossroads grant to the GLCA and the Global Liberal Arts Alliance
   • announced that Karen Berthel will serve as the Posse mentor for the group entering this fall
   • congratulated Dennis Frost on having been awarded competitive fellowships for his “The Paralympic Movement, Sports and Disability in Postwar Japan” project from both the Social Science Research Council and the National Endowment for the Humanities
• congratulated Regina Stevens-Truss on being the Principal Investigator for a National Science Foundation Conference Grant of $48,481. It will support the Science and Social Justice Think Tank to be held on campus in April.

• congratulated Sarah Lindley on being selected to participate in the 2016 Taiwan Ceramics Biennale International and for having her work highlighted in a long-term exhibition at the Milwaukee Art Museum.

• reported that all the sabbaticals and leave proposals for the coming year have been supported.

• congratulated Greg Slough on being awarded the 2016 Dr. Winthrop S. and Lois A. Hudson Award.

• introduced new faculty
  - Marcus Dillender, Economics
  - Justin Fifield, Religion
  - Kenneth Garner, History
  - Tracy Hall, Women, Gender and Sexuality Program
  - Rathnayaka Madawala, Chemistry
  - James Nemiroff, Spanish
  - Alberta Griffin, Community and Global Health Program
  - Lis Torres, Romance Languages and Literature
  - Samanthi Wickramarachchi, Physics

5. Jan Tobochnik, for the Faculty Executive Committee, encouraged responses to the survey on the efficacy of the rewritten course evaluation script to be submitted by January 15th. He also encouraged participation in the January 13th Question and Answer sessions with the President-elect.

6. In response to a question about the “K to the Bay” and the planned “K to the Big Apple” programs, Joan Hawxhurst responded that funding had come from donors and that similar programs were possible if additional funding were located.

7. Ed Menta, for the Faculty Personnel Committee, moved that Emeritus status be awarded to Paul Sotherland. The motion was approved.

8. Diane Kiino called attention to the upcoming graduate fellowship opportunities listed in the electronic reports distributed.

9. Jeff Haus, for the Admission Committee, announced a revision to the format for the “Visit the Zoo” program. This year, faculty will be able to have conversations about the College with prospective students and families in the Hicks Banquet Room over a buffet lunch.

10. Lisa Brock invited faculty to the January 15th opening at the Arcus Center of “Behind Closed Doors,” an art installation made by Justin David Brink.

11. Ed Menta announced a meeting of the AAUP for January 19th.

12. Ed Menta encouraged attendance at the Face Off Theatre Company’s “Mountaintop,” being presented January 14-17 in Balch Festival Playhouse, one of the Martin Luther King, Jr., events on campus.
13. President Wilson-Oyelaran encouraged faculty to be aware of students’ reactions to exclusionary or threatening language and to communicate with Dean Westfall as appropriate.

In electronic reports,

- the Faculty Executive Committee reported that an election for a Humanities Division representative would be held. Ryan Fong (Untenured representative) and Yue Hong (Foreign Languages representative) are current members of the Committee. Faculty were encouraged to complete a survey on the efficacy of the rewritten course evaluation script.
- the Experiential Education Committee
  - reported the initiation of a competitive and rolling application process for the distribution of internship stipends
  - reported the availability of Discovery Externships for first-year and sophomore students
  - reported that work is being done to develop a student interface to the College’s online alumni directory
  - reported that a “career trek” to New York City was being offered in March 2016, similar to the “K to the Bay” career trek in December 2015
- the Faculty Development Committee encouraged participation in the faculty seminar looking again at Richard Hofstadter’s *Anti-Intellectualism in American Life*. It also reminded faculty that receipts over 90 days old would not be reimbursed
- the Graduate Fellowship Committee provided information on grants/fellowships with approaching deadlines
- the Advancement Liaisons outlined the areas of involvement of Advancement: alumni engagement, communication, and fundraising
- Mellon Diversity and Inclusion Faculty Development reported that Dr. Michelle Wright would be visiting campus the first week of the spring term, with advance work being done during the winter. It also called attention to the theatre talkback series.

The meeting was adjourned at 5:00 p.m.

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
January 11, 2016

**Faculty Executive Committee**
1. FEC welcomes returning member Ryan Fong (Untenured Representative) and new member Yue Hong (Foreign Languages Representative) to the committee. An election will commence shortly to fill the Humanities Representative opening.

2. To gauge the efficacy of the rewritten course evaluation script, FEC requests that all faculty please fill out a very brief survey on the quality and quantity of comments they received on their fall quarter course evaluations. The survey link, which will remain active until Friday of Week 2, can be found here:
   
   [https://www.surveymonkey.com/r/R9XKXV7](https://www.surveymonkey.com/r/R9XKXV7)

**Academic Standards Committee**
No report

**Admission and Financial Aid Committee**
No report

**Assessment Committee**
No report

**Educational Policies Committee**
No report

**Experiential Education Committee**

**Center for Career and Professional Development**

**Summer 2016 internship stipends:**
This year, in lieu of attaching stipends to specific internships in advance, the CCPD will disburse all internship funding via a competitive application process with monthly deadlines. The internships supported through this stipend application process must provide a learning experience that connects summer work to individual academic and professional goals. Students must secure their own internship placement prior to submitting a stipend application, and if selected, will be supported for the summer in the amount of $3,000. The CCPD will disburse $3,000 stipends until funding is depleted. CCPD staff is available to provide students with resources and assist them with their summer internship search. Stipend application deadlines

**Summer 2016 Discovery Externships:**
Again this summer, the CCPD will offer dozens of externship opportunities to first-year and sophomore students. Discovery Externships include 1-4 weeks of job-shadowing experience combined with a homestay with the externship sponsor. This summer’s externship opportunities will open for student application on Friday, January 22, and deadline to apply is February 16. Faculty are invited to encourage their first-year and sophomore students to consider this unique way to get workplace experience and build a meaningful relationship with an alumni professional. More information available here: [http://reason.kzoo.edu/ccd/programs/externships/](http://reason.kzoo.edu/ccd/programs/externships/).

**Student access to online alumni directory:**
In partnership with Alumni Relations and Information Services, the CCPD is working to develop a new student interface for the College’s online alumni directory. When complete, the new interface will allow students to search the College database for alumni professionals by occupation, region, graduation year, major, and specific types of career support (résumé review, practice interview, job shadow, etc.). We anticipate that this enhanced student access to alumni information will facilitate new opportunities for mentoring and networking. We invite academic departments to consider how they might foster connections between their alumni and current students using this new interface, which will be available via the Hornet Hive later this year.

**Career treks:**
With donor funding, the CCPD has launched the first two of an anticipated series of industry-specific “career treks” for students:

**K to the Bay:** In early December, four seniors – Bo Hudson, Siga Kisielius, Victoria Najacht, and Brandon Siedlaczek – traveled with professor Amy MacMillan and CCPD staff member Valerie Miller to the San Francisco Bay Area for the second "K to the Bay" career trek, funded and arranged by Brad O’Neill ’93. While in the Bay Area, students met with entrepreneurs, executives and attorneys from companies including California Labs, Upside Partnership, Google SF, Prism Skylabs, Savonix, Highland Capital Partners, Yummly, Survey Monkey, Granite Global Ventures and Xperiel. About the trip, MacMillan wrote, “This experience is about more than just career exploration. The optimistic energy of Silicon Valley spurs creativity, a belief in yourself, and a drive to do something more with your life than you previously imagined. Furthermore, I sense we are building K’s reputation among movers and shakers in
the tech world. Brad not only leverages his stellar network for our students, but he also coaches the students before, during, and after the program – on everything from asking questions that leave a “wow” impression to negotiating a multi-million dollar deal.”

**K to the Big Apple: Building on the success of the “K to the Bay” career trek model, the CCPD is offering a career trek for students (of any major) considering careers in business, finance and economics. Selected students will travel to New York City over Spring Break 2016 (March 20-24) to learn from influential alumni at companies such as Bank of America and JP Morgan Chase Wealth Management. Sectors in which students will have the opportunity to explore career interests include: trading/financial markets, private equity, commercial banking, corporate finance, wealth management, mergers and acquisitions, entrepreneurship, and investment banking. All sophomores and juniors received an invitation to apply on January 4; deadline for applications is January 19. For more information, see:**

http://bit.ly/KtotheBAEmail16 (Email to students); and http://bit.ly/KtotheBAApp16 (Application Instructions)

**Faculty Development Committee**
FDC wishes to thank Peter Erdi for stepping in to assist the sabbatical/leaves subcommittee this fall. Reviews were completed in November and the Provost will make final decisions soon.

The Associate Provost and a small group of faculty are meeting to think about new opportunities for Faculty Study Group. Currently there no presentations scheduled. In the interim, FDC encourages everyone to participate in the faculty seminar organized by David Strauss, Bob Stauffer, and Franklin Presler looking again at Richard Hofstadter’s *Anti-Intellectualism in American Life*.

Funds remain for faculty Professional Development Projects and Travel Requests. Please use the online form for you application. Award letters now include the following:

**NOTE: Receipts over 90 days old will NOT be reimbursed - please submit all receipts as they are expensed, even if the travel has not been completed.**

We ask for your compliance in this matter.

**Faculty Personnel Committee**
No report

**Planning and Budget Committee**
No report
Teaching & Learning Committee
No report

Arcus Center for Social Justice Leadership
No report

Graduate Fellowship Committee
The Graduate Fellowships Committee asks faculty members to encourage their most promising students to apply for the below opportunities with upcoming deadlines if appropriate and to refer students to the grants/scholarships quick link on Hornet Hive for funding, internships, scholarships and fellowships:

Rangel International Affairs Summer Enrichment Program: Fully paid (plus stipend) 6-week summer program at Howard University. Applicants must be at least sophomores and US citizens. Feb 3 deadline.

Udall Scholarship: For sophomore and junior US citizens committed to careers related to the environment OR American Indian tribal policy or healthcare. Feb 9 campus deadline.

Fulbright UK Summer Institutes: Very cool, fully-funded 3-6 week academic/cultural programs at UK institutions for freshmen and sophomore US citizens. Feb-March deadlines. Each institution’s program has a theme:

AIFS at Shakespeare’s Globe: Focuses on both acting and understanding Shakespeare texts, supplemented by workshops focusing on combat and sword play, movement, dance and design.

Durham University: The Northern Borders of Empire to the Making of the Middle Ages. Students participate in a major archaeological project focused on the northern edges of the Roman Empire in Britain.

King’s College London: Leading, Inventing and Reinventing: Britain Past and Present. Participants will attend a three week assessed module--Wonderland: 100 years of children's literature.

Queen’s University Belfast: Understanding Ireland: Northern Perspectives. An academic program of Irish Studies that includes historical, political and cultural perspectives.

Scotland Summer Institute: Scotland: Identity, Culture and Innovation. Participants explore and learn about the culture, heritage and history of Scotland through visiting the Scottish Parliament, museums, galleries and sites of historic interest.
University of Bristol: Slavery and the Atlantic Heritage. As a city, Bristol has neglected to come to terms with its involvement in the notorious Triangle Trade, taking slaves from Africa to the sugar plantations of the Southern US. This institute, staffed by scholars from Africa, North America and the U.K., offers American students an unprecedented perspective from all three continents in the triangle.

University of Exeter: Issues in Climate Change. Students learn about environmental change and its consequences with faculty from the University of Exeter’s Geography department, which is one of the most successful in the UK and ranked in the top 25 in the world.

Wales Summer Institute: Contemporary Wales: Industry, Politics, Culture and Change. This institute will be held at three internationally renowned Welsh universities.

Advancement Liaison
For this initial report the Advancement Liaisons have focused on three key areas of responsibility for the Advancement Division: alumni engagement; communication, and fundraising.

The Alumni Relations team is in the middle of a five-year Alumni Engagement Strategic Plan. Alumni are encouraged to participate in five key activities to help move the College forward:

- Identifying and recruiting prospective students;
- Offering internships or externships to students;
- Mentoring students or recent graduates;
- Serving as volunteers; and
- Making charitable contributions to the College.

The work of the College Communication staff is guided by K’s integrated marketing plan. The primary goal of the integrated marketing plan is to enhance the reputation and visibility of Kalamazoo College nationally and internationally. By significantly strengthening name recognition, the marketing plan will enhance enrollment and increase alumni engagement. We are in year four of a five-year plan.

The Kalamazoo College Fund (KCF) continues to be the highest priority for the Development staff. KCF contributions foster excellence in every aspect of the College’s operations – 39% of the funds go toward scholarships; 25% is targeted for academics; 18% is focused on student services and organizations; 10% supports campus infrastructure and services; and 8% is earmarked for campus maintenance and renewal. The KCF goal for this academic year is $2,147,000.

On a related topic, please visit http://www.kzoo.edu/giving/campaign/ to learn more about the recently completed comprehensive campaign.
We will be working individually with each of these arms of Advancement to give and receive faculty input throughout the year. Please email or call us if there are specific questions you would like us to address in future reports. Thank you.

Jeanne Hess   jhess@kzoo.edu 337-7086  
Bryan Goyings   bgoyings@kzoo.edu 337-5776  

Athletics Advisory  
No report  

Benefits Review Group  
No report  

Community Council  
No report  

Health Services Advisory  
No report  

Information Services Advisory  
No report  

Institutional Review Board  
No report  

Student Life Advisory  
No report  

Summer Common Reading  
No report  

Sustainability  
No report  

Shared Passages  
No report  

Critical Ethnic Studies  
No report
Mellon Diversity and Inclusion Faculty Development

The Physics of Blackness. We will be hosting Dr. Michelle Wright, the author of *The Physics of Blackness*, during the first week of Spring term. To prepare for this visit we will be doing advance work during the Winter term. This work will be carried on by a Blackness Community of Practice group (Gómez and Ferguson), a student lead mixed group of faculty and students (leader Allia Howard, faculty participants Berry, Mills, Salinas, and Woolner), and Reid Gómez. If you would like to be involved please let Reid know. There will also be a list of readings put on electronic reserve, and an informational site (blog or website) set up shortly. For now please save the dates: March 31 (7 pm, Recital Room), and April 1 (4pm, Arcus open space).

A few other Community of Practices Grants have been accepted. We would like to call your attention to the theatre talkback series organized by Jeff Haus and Ed Menta. If you need more information about these talk back events, or would like to schedule a block of tickets for your class, please contact Ed Menta.

Several additional faculty development projects have just been submitted and are under consideration or are in various stages of development.
I. Meeting Opening – President Wilson-Oyelaran

II. Approval of Minutes from January 11th Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald – Honorary degree action item

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Jeff Haus, Admission and Financial Aid Committee (2 min)
   c. Marin Heinritz, Experiential Education Committee (3 min)
   d. Eric Barth, Educational Policies Committee (10 min) – action item

V. New Business

VI. Announcements
   • Reid Gómez, Communities of Practice (5 min)
   • Lanny Potts

VII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
February 8, 2016

1. President Wilson-Oyelaran opened the meeting by sharing Rumi’s poem “The Guest House.”

2. The minutes of the meeting of January 11th, 2016, were approved.

3. President Wilson-Oyelaran
   • encouraged attendance at the Campus Gathering the following morning
   • commented that illiberal, irresponsible political rhetoric is being tolerated in the wider community and is having a negative impact on specific groups of students such as international, Jewish, Muslim, and children of undocumented parents. She requested that faculty be especially sensitive to such students’ concerns. She announced that work was underway to provide a prayer place for Muslim students.
   • reported that the Board of Trustees had approved a 4.25% tuition increase for the next academic year, and that need-based aid will be increased as well
   • reported that the search for the Coordinator for Community Equity Initiatives position had been reopened.

4. Provost McDonald
   • congratulated Joseph Bangura on the publication of Democratization and Human Security in Postwar Sierra Leone which he co-edited in addition to having contributed a chapter and the book’s conclusion
   • congratulated Gerry Howser on the publication of his chapter “Using Information Flow Methods to Secure Cyber-Physical Systems” in a Springer publication and his co-authored chapter “Security in Cyber-Physical Electric Power Infrastructure” in a Cambridge University Press publication
   • congratulated Peter Erdi on being named Editor-in-Chief for the journal Cognitive Systems Research
   • congratulated Diane Kiino on being recognized by the Alpha Lambda Delta first-year honor society for her 15 years of leadership as its campus liaison
   • congratulated Dennis Frost and four students on having been awarded a $25,000 ASIANetwork Student-Faculty Program grant to support a research and study trip to Okinawa this summer
   • congratulated Taylor Petrey on having been awarded the full-year fellowship at the Women’s Studies in Religion Program at Harvard
   • moved that the Faculty recommend to the Trustees that the honorary degree Doctor of Laws be awarded to Gay McDougall. The motion was approved.

5. Jeanne Hess encouraged faculty to read the Advancement Liaison report on the integrated marketing plan in the electronic reports.

6. Marin Heinritz summarized the Experiential Education Committee’s recommendation to the Center for International Programs, as detailed in the electronic reports, that participation in The Philadelphia Program be suspended for one year and be reevaluated at that time. Alternative programs in Washington, D.C., and in Chicago will be available for students during the coming year.
7. Jeff Haus, for the Admission Committee, encouraged faculty to participate in the 2/14-15 Visit the Zoo program by opening classes for visitors and by participating in the lunch program on Monday. At least 86 admitted students and families are expected.

8. Eric Barth, for Educational Policies, moved the approval of two courses. Both were approved.
   - Slavery and Resistance   HIST-214
   - Women in China         CHIN-2xx

   Two one-time course offerings have been approved:
   - Public Art            ARTX-295
   - Selling Strategy      BUSN-290

9. Elizabeth Manwell requested that the final exam schedule for the full year be announced along with the class schedule. Jan Tobochnik responded that the Faculty Executive Committee would meet with the Registrar to study the matter. To date, the exam schedule has been driven by course enrollment numbers and in spring by senior registration.

10. Reid Gómez encouraged participation in the March 31st -April 1st “Physics of Blackness” events with Michelle M. Wright as guest lecturer.


12. Binney Girdler, for Sustainability, called attention to the $1,000 stipends for faculty supervisors of student summer sustainability projects under the Campus Climate Fellowship program.

In electronic reports,

- the Faculty Executive Committee reported that it was developing position descriptions for faculty representatives to Advancement and to the Student Life Advisory Committee. It also reported that additional adjustments to course evaluations would be sought to encourage more frequent and better quality comments
- the Admission and Financial Aid Committee reported a 51% increase in the number of applications to date, and that the Admission Staff was working through Regular Decision applications, with notifications to be sent in late March
- the Educational Policies Committee reported changes to PSYC-411, Psychology and the Law, ENGL-260, Studies in Film: Cinema and the Spectator, and CHEM-490. It also announced that it would bring a proposed catalog change to fully implement the Shared Passages Program for a vote at the March 7th meeting
- the Experiential Education Committee reported its recommendation to the Center for International Programs that participation in The Philadelphia Center program be suspended for one year and identified two alternate programs which might be of interest to students
- the Arcus Center for Social Justice Leadership reported a Science and Social Justice Think Tank for April 21-23, With/Out ¿Borders? II for October 21-23, ERACCE training for faculty and staff for April 8-10, and a visit by the Icarus Project February 11-18
- the Advancement Liaisons presented responses to frequently asked questions about the College’s integrated marketing plan
• the Information Services Advisory Committee announced the availability of the Kanopy streaming video service and equipment available to support the creation of video content for courses
• the Sustainability Committee reported on its work on a progress report for the President’s Climate commitment and the availability of stipends for faculty supervisors of student sustainability projects
• the Communities of Practice announced the Mellon Colloquium on Teaching Diverse Learners on March 31-April 1

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
February 8, 2016

**Faculty Executive Committee**

1. FEC met with VP of Advancement Al DeSimone and VP of Student Development Sarah Westfall to discuss the role of faculty as Advancement Reps and on the Student Life Advisory Committee, respectively. A position description for faculty in these roles will be put together for the Faculty Handbook.

2. Though the sample size was smaller than hoped for (a little less than 1/3 of the faculty), the results of the Course Evaluation Comment survey indicated that only half of those respondents felt they received more comments, and still fewer felt that those comments were more useful. FEC has encouraged TLC, in consultation with FPC, to make minor formatting readjustments to the course evaluation form to see if comment frequency and quality can be raised higher still.

**Faculty Personnel Committee**

No report

**Academic Standards Committee**

No report

**Admission and Financial Aid Committee**

Last year, the Sustaining the Mission task force recommended hiring a consulting firm to help grow the College’s application pool. As many of you know, K contracted with Royall & Co. As part of its activities this year, AFAC has received regular updates from the Admission Office about the progress of Royall’s activities. We are happy to report that these new initiatives, in combination with the new test-optional policy and new technology employed by the Admission Office, has dramatically increased the number of applications to K this year.

As of February 2, the College has received 3,554 applications in contrast to 2,351 last year (a 51% increase). Completed applications are up by 61%. Most significantly, applications from domestic students of color are up over 50%, and represent 32% of the application pool (up from 30% last year). The cumulative high school GPA of all applicants has risen as well.

The Early Decision and Early Action programs have completed and currently the Admission Staff is diligently at work reviewing the Regular Decision applicants. The goal is to craft an admitted pool of students that will yield 395 first year students. Notification for the Regular Decision applicants will go out in late-March.

In the interest of capitalizing on this momentum, AFAC once again appeals to our colleagues to participate if you can in the various opportunities to help recruit prospective students.
Admission Counselor Hillary Teague recently sent out an email listing upcoming events such as **Visit the Zoo on February 15,** and subsequent events beginning in April. Your assistance is both deeply appreciated and vital to the College’s efforts to matriculate next year’s incoming class. We encourage you to participate as much as possible.

Respectfully submitted,
Jeffrey Haus, Chair
Brittany Liu
Liz McDowell

**Assessment Committee**
No report

**Educational Policies Committee**

*New one-time course offerings (Approved by EPC):*

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<tr>
<td>Instructor: Brion</td>
<td>Spring</td>
</tr>
<tr>
<td>In the history of art, public art has been the source of much commentary and controversy. After all, to call an artwork “public” is to suggest that it belongs to everyone—“the public”—and thus that anyone might have a say in it. But what makes an artwork public? This course is an opportunity to reflect on this and other questions, as we explore shifting conceptions and practices of public art in the United States from the 18th Century to the present, when older models of site-specific public art objects have ceded to an emphasis on community-oriented “social practice.”</td>
<td></td>
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<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td>Majors: Art History Minor: Art History</td>
<td></td>
</tr>
<tr>
<td>Concentrations:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selling Strategy</th>
<th>BUSN-290</th>
</tr>
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<tbody>
<tr>
<td>Instructor: Wielopolski</td>
<td>Spring</td>
</tr>
<tr>
<td>The course examines the strategy, skills and art involved in selling - primarily as it applies in for-profit U.S. businesses – but also considers the selling skills needed within non-profit organizations. Topics will include: building a customer-centric strategy, understanding transactional vs consultative selling, networking, and preparing for/executing/following up from sales calls. The course will link wherever possible to real world business situations through case study analyses and guest lecturers. Each student will develop a sales plan for their selected product or service,</td>
<td></td>
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</tbody>
</table>
culminating in a role play presentation at the term’s end.

Prerequisites: ECON-101

Majors: Business
Minor: Business

Concentrations:

**New permanent course offerings (Approved by EPC):**

<table>
<thead>
<tr>
<th>Slavery and Resistance</th>
<th>HIST-214</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Brock</td>
<td>Spring</td>
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</tbody>
</table>

This course will examine African-American History from 1619 when the first Africans are documented as entering colonial Virginia to the Civil War of 1860-65. We will explore the Slave Trade, the colonial era and the ante-bellum period, examining the exploitation and resistance of both enslaved and “free” blacks in the US.

Prerequisites: None

Majors: History – US Field
Minor: History – US Field

Concentrations:
Women in China  
CHIN-2xx

<table>
<thead>
<tr>
<th>Instructor: Hong</th>
<th>Spring</th>
</tr>
</thead>
</table>

As in many countries subject to imperialism, women’s movements in China were an important part of China’s modernization project. How, then, have Chinese feminist theories and women’s movements been different from those in the West? What is it like to live as a woman in a rapidly changing China through the 20th and 21st centuries, from the end of the last dynasty to the Republic of China, through the anti-imperialist movements, the anti-Japanese war, Mao’s China, and the era of economic reform? We will explore these questions by reading women's essays, memoirs, and fictions, and looking at feminist theories and women's movements in China.

Prerequisites: None

Majors: East Asian Studies  
Minor: Chinese

Concentrations: WGS

Additional Course changes to note:

- PSYC411 Psychology and the Law has changed prerequisite to “PSYC101 and one additional Psychology course. Junior or Senior standing, or by instructor permission”.
- ENGL260
  - ENGL260 Studies in Film: Cinema and the Spectator will become a 400-level course with title Cinema and the Spectator
  - The other variations of the ENGL260
    - ENGL260 Studies in Film: African Cinemas
    - ENGL260 Studies in Film: Musicals and Nation
  will now have a prerequisite: ENGL153 RTW: Global Cinemas: Classical Hollywood in Global Context
- CHEM490
  - This course is a three-term disciplinary senior seminar CHEM490F, CHEM490W, CHEM490S
  The department requires 0.7 units (CHEM490F plus one other term) for the major. In addition, now a student earning 1.0 unit (for completing CHEM490F, CHEM490W, and CHEM490S) can use that unit to meet the Shared Passages Senior Seminar requirement.

A proposed catalog change to fully implement the Shared Passages Program:
As we go back through the records from the time of the curriculum change, we see that the transition plan for adopting the new curriculum, as presented by EPC to the faculty at the Feb. 9, 2009 faculty meeting, called for two temporary measures to ease the phase-in of the Shared Passages Seminars:

1. a pair of cultures-credit courses could be a temporary substitute for the sophomore seminar, and
2. departments could designate one or more existing courses as a temporary substitute for the senior seminar.

The documents at the time called for this transition to the shared passages seminars to be in effect for “about 2 years”.

At the March 5, 2012 Faculty meeting, EPC brought the matter of sophomore seminars to the faculty meeting, where a motion was approved for catalog language that brought to an end the temporary two-cultures-courses substitution for the sophomore seminar. Together with the Shared Passages Committee, we believe that the time has come to complete the transition process and to move on from the senior seminar substitutions as well.

At the week 10 faculty meeting, EPC plans to make a motion to the faculty on catalog language that would bring the course substitution for senior seminars to a close, explicitly stating that students fulfill the senior seminar requirement with either a shared passages seminar numbered SEMN4xx, or with a disciplinary seminar numbered 490,491, or 492.

To provide consistency and clarity for students and advisors, will propose to amend three separate sections the catalog. Below is draft language for your feedback:

(I) Update to the “The Kalamazoo Curriculum” --- “Shared Passages” to read

Senior-level courses in the Shared Passages Program focus on integrating students’ Kalamazoo College experiences and preparing them for lives beyond ‘K.’ Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while interdisciplinary senior seminars provide a liberal arts capstone experience, allowing students from a variety of majors to apply diverse aspects of their Kalamazoo College education to an interesting topic or problem.

Current language can be found at http://www.kzoo.edu/catalog/?id=3483
(II) Update the “Degree Requirements” --- “Shared Passages” section:

1 Unit Disciplinary or Interdisciplinary Senior Seminar (SEM400-499 or a course from any program with 490, 491, or 492 designation)

Current language can be found at http://www.kzoo.edu/catalog/?id=1000

(III) Update the “Academic Programs” “Shared Passages” section, which introduces the listing of SEMN4XX courses:

change “Senior Capstones” to “Senior Seminars” in the heading for parallelism with the headings “First-Year Seminars” and “Sophomore Seminars” found in that section.

In the descriptive paragraph that introduces the individual SEMN4XX offerings, amend to mirror the language in (I) above:

Senior Seminars are the culmination of the Shared Passages Program. Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while the interdisciplinary senior seminars listed below provide a liberal arts capstone experience, allowing students from a variety of majors to apply diverse aspects of their Kalamazoo College education to an interesting topic or problem.

Current language can be found at http://www.kzoo.edu/catalog/?id=1253

Experiential Education Committee
The Experiential Education has recommended the CIP suspend our participation in The Philadelphia Center program for one year.

During our robust discussion, we acknowledged the importance of this fine program that has uniquely served our students for decades. TPC, nearly 50 years old, was instrumental in creating “experiential education” as we’ve come to know and celebrate it. Their model remains unparalleled in its excellence, rigor, and learning outcomes; its transformative effects on our students have been profound.

We therefore deeply regret having to suspend the program, though we agreed the decision is necessary since Hope College, the entity that administers TPC, ended a national search last year for a new TPC director with rejection of the search committee’s chosen candidate on the grounds that he is not Christian. Upon being challenged, Hope College has expressed commitment to discriminatory hiring practices. Through conversations with TPC faculty and
staff, it is clear that TPC does not share Hope’s values (and its then-director Steve Brooks voiced this concern 15 years ago when Hope took over administration of the program from the GLCA). It concerns us that suspending TPC as a sanction against Hope will actually have little effect on Hope and yet could potentially undermine TPC. Our intention is that K’s decision to suspend the program helps catalyze a change of leadership and administration that ultimately serves TPC and its mission, supports our shared values, and will allow us to therefore send our students once again. After one year, we will revisit this decision to suspend the program with an openness to reinstating it if Hope no longer administers the program.

In the meantime, we will informally continue communication with TPC faculty and staff, making clear our support for them and the important work they’ve done on behalf of our students for decades. We have also endorsed the CIP’s recommendation that we offer students the option of the following two programs:

The Associated Colleges of the Midwest Chicago Program in Social Justice, Arts, and Entrepreneurship


**Faculty Development Committee**
No report

**Planning and Budget Committee**
No report

**Teaching & Learning Committee**
No report

**Arcus Center for Social Justice Leadership**
1. The ACSJL is pleased to announce that it will under the leadership of Dr. Regina Stevens-Truss, AD Lisa Brock, and Dr. Jon Beckwith at Harvard University, the ACSJL will host a National Science and Social Justice Think Tank on April 21-23, 2016. The college received a National Science Foundation grant of close to $50,000 for this national meeting. Approximately 45 participants from around the country will be in attendance, including Dr. David Asai from the Howard Hughes Medical Institute. The goal is to develop a national agenda for this work.
2. The Second Bi-Annual *WITH/OUT - ¿Borders? II* will be held October 20-23, 2016. Entitled: *Post Oppression Imaginaries and Decolonized Futures*, please see Call for Participation which is attached. If you are interested in attending, please go on our website to apply. If you want to serve on the Volunteer Committee, please contact the AD, Lisa Brock. We are happy to announce that we have already gotten firm commitments from Naomi Klein, writer and climate change activist and Daniel Beatty, Broadway theater actor.

3. The ACSJL will host an ERACCE (anti-racist) training for faculty and staff, April 8-10, 2016. The Provost has generously agreed to support 10 faculty members. If you are interested in participating, please contact Lisa Brock.

4. The Icarus Project will visit from Feb 11 – 18. This is a week long residency from one of the ACSJL’s Global Prize finalists who will host a workshop for students, staff and faculty on Monday, February 15, 5:30 – 8:30 pm, do a training for the Counseling Center and visit classes in the Psychology department. The Icarus Project is a radical mental health network, who seeks to create spaces to share lived experiences, resiliency strategies, and mutual aid practices for Queer and Trans People of Color (QTPOC) who are navigating madness in oppressive systems and spaces.

5. ACSJL’s Faculty Advisory Board held a retreat on January 18, 2016. We had great discussions on social justice pedagogy and research. Please be on the look out for FAB led workshops and trainings to come.

6. There are always trainings, workshops and events held at the ACSJL. Please go to our website and see if there is something that interest you. Also, contact us to sign-up for our weekly newsletter.

WITH/OUT — ¿BORDERS? II
Post-Oppression Imaginaries and Decolonized Futures
Let’s Re-map the World!

Thursday, October 20 - Sunday, October 23, 2016
Arcus Center for Social Justice Leadership, Kalamazoo College
Apply to attend and participate, priority deadline: July 1, 2016
Queries to: lisa.brock@kzoo.edu

The Arcus Center for Social Justice Leadership will hold its second *WITH/OUT — ¿BORDERS? II* Conference. Building off the critical 2014 Global conference, the 2016 gathering aims to confront and provoke the notion that the current nadir - of austerity, violence and ascent of the global 1% - is normal and the best we humans can do. We intend to bring together those whose work envisions an imaginative, robust, plentiful, and just future. We invite conversations across disciplines and from varied social locations among academics, organic intellectuals, frontline
organizers, climate and peace activists and more. This will be a CONFERENCE – [UN] CONFERENCE featuring modules that will include panels, breakout sessions, films and performances designed to prompt us to collectively conjure, theorize, de-colonize and map a future we can all thrive in. Modules will focus on the following interventions:

*In 1993, Mark Dery coined an aesthetic, *Afrofuturism*. Today it is an exquisite and expansive narration of post-oppression desire, rooted in a “B[l]ack to the Future” sankofa archive of Africa and the African Diaspora. Largely set in fantasy, film, technology and speculative fiction, how does this mo(ve)ment reveal truths and create spaces for renderings of quantum thinking on freedom more broadly?

*In 1969, Vine Deloria penned his manifesto, *Custer Died For Your Sins*, and in 1973 he declared *God is Red*. Today, upending colonial knowledge and a reframing of action research is central to Indigenous, Feminists and Critical Ethnic Studies. Is the call for anti-racist universities, and the struggle against high stake testing and the privatization of schools also a desire for epistemic liberation? What might de-colonialized educational structures and paradigms look like?

*In 1988, former director of NASA’s Goddard Institute for Space Studies, Dr. James Hansen warned of the consequences of global warming. Today, virtually all climatologists are convinced that “global warming poses a clear and present danger to civilization.” From the Pope’s encyclical to calls for a renewable energy [r]evolution, what ideologies and technologies can liberate us from extraction economies and life-killing pollution practices? We invite those envisioning a sustainable future to come and share their work.

*In 1955, in Bandung, Indonesia, 29 nations of color came together to discuss a “third” way. Since 1990 and the fall of the USSR, neo-liberalism has outpaced other economic models. Today, the privatization of the public sphere, deregulation of corporate interest and tax cuts to the global 1% is leading to the greatest concentration of wealth in recent history and deepest inequality in centuries. We invite those who are theorizing “next systems” and deploying new economic models and strategies to share their thinking, movements and innovations with us.

**Graduate Fellowship Committee**

No report

**Advancement Liaison**

Faculty Advancement Representatives have been meeting with the Kalamazoo College Fund to determine our role in the spring campaign. We also are looking at ways to increase communication among all Advancement areas with the faculty. One of the areas we spoke of is about the integrated marketing plan.
In response to that interest among some faculty, the following Frequently Asked Questions document was developed. Please let us know if you have any questions or comments.

Respectfully Submitted,
Jeanne Hess and Bryan Goyings, Faculty Advancement Representatives

**K’s Integrated Marketing Plan: FAQs**

Q. When was the College’s marketing plan developed?
A. We are in year four of a five-year plan. The consulting firm of TWG-Plus provided input into the plan.

Q. What are the plan’s key elements?
A. The marketing plan encompasses six primary areas: visual identity; media relations; the College’s website; social media; print and electronic publications; and advertising.

Q. What social media platforms does the College use?
A. The Office of College Communication focuses its attention on Facebook and Twitter.

Q. Has the College ever conducted any research to determine what distinguishes it from other private colleges?
A. Yes, the College used the services of Art & Science, a nationally acclaimed research and consulting firm. Art & Science concluded the *K-Plan* is the differentiator for Kalamazoo College in the private higher education marketplace.

Q. What is branding, and why is it important to K?
A. At its core, a brand is a promise. At K we live our brand each day in the distinctive way we teach the liberal arts.

Q. What is the College’s brand statement?
A. We do more in four years so students can do more in a lifetime.

Q. Has Kalamazoo College taken any official steps to protect its logos?
A. Yes, with the help of an alumnus who is an intellectual property attorney, the College has registered certain logos, including the iconic K; the athletic version of the K with a
hornet; the brand statement, More in Four. More in a Lifetime; the name Kalamazoo College; and the College seal.

Q. Where can I go to find out more about branding at K?
A. Please consult the Brand Manual: http://reason.kzoo.edu/brandK/brandmanual/

Q. If I have specific questions, who should I contact?
A. Kate Worster is the Associate Vice President for Marketing and Communication. You may email her at kate.worster@kzoo.edu, or telephone her at EXT. 7296.

**Athletics Advisory**
No report

**Benefits Review Group**
No report

**Community Council**
No report

**Health Services Advisory**
No report

**Information Services Advisory**
The library is pleased to offer the Kanopy streaming video service available now as a pilot this academic year. It can be thought of as a “Netflix service for academic video content”. More than 26,000 films are now in the collection from over 800 vendors. It is a patron driven purchasing model; we pay for what we use. Public performance rights are automatically included, and there are options to embed links to video clips in Moodle and other locations. Please contact Leslie Burke with questions about this new service.

IS wants to increase the support we offer faculty in creating video content for their courses, whether for a flipped-style classroom, supplemental lecture notes, or replacements for cancelled classes. We have purchased a Swivl device, a robotic camera mount used to record lectures and presentations. We also have access to a Swivl Pro Cloud account where recordings can be edited, combined with slides, and downloaded by faculty members so that they “own” the video files. Beyond instructor videos, other creative uses of this device in the classroom are encouraged.

There are also a pair of Apple iPads available for faculty use. In addition to supporting
recording via the Swivl, the iPads contain demonstrations of various educational applications. One popular choice is Explain Everything, a video presentation design tool used at K by Alyce Brady, Samuel Flores, Elizabeth Manwell, Regina Stevens-Truss, and others. If you have a device of your own or would like to experiment with one of these, we can provide training and collaboration.

Lastly, the Center for New Media Design has multiple licenses for Camtasia, an industry standard for computer screen capture recording. This can be used to guide students through any tasks and presentations performed on-screen.

You can find more information at these links:
- Swivl
- Explain Everything
- Camtasia

Any of these resources may be a fit for your teaching, and we are happy to help you make the best choice. If you are interested, please contact Educational Technology Specialist Josh Moon.

The ISAC faculty reps, Babli Sinha and Ann Fraser, want to hear from you and your departments about what is working well and what can be improved with service provided by Information Services. Please do not hesitate to contact them or me. We also want to thank Chris Latiolais for his excellent service on ISAC as he transitions to his role as the Humanities representative on FEC.

Greg Diment
Chief Information Officer
ISAC Chair

Institutional Review Board
No report

Student Life Advisory
No report

Summer Common Reading
No report

Sustainability
The committee would like to report on the work we are doing this term:
So far, we are nearing completion of a progress report for the President’s Climate commitment. The group that oversees the ACUPCC is changing the framework of the commitment. It now has two components, a Carbon Commitment, which is essentially the no-net-emissions target we signed onto in 2007, and a new “Resilience Commitment”, which involves the College adapting to inevitable climate change already underway, including engaging with the larger community in outreach and partnership. The committee has recommended to the President and her staff that we hold back from this new commitment until we can better understand what it means (lots of paperwork to sift through).

The two student LEED auditors will be attending a committee meeting soon to share the findings from their collaboration with the contractors working on the Wellness Center. So far this process seems to be working well.

Still to come this term, the committee will review proposals for a renewable energy project on campus. Several options are on the table, and we are zeroing in on a proposal to recommend to the President.

Of particular relevance to Faculty, we are reconfiguring the Campus Climate Fellowship program to include a stipend of $1000 for Faculty supervisors of student projects, to compensate them for their time mentoring students’ summer sustainability projects. We anticipate funding two to three projects for summer of 2016. More information will be disseminated before the end of Winter term.

Respectfully submitted,
Binney Girdler
Faculty Representative

Shared Passages
No report

Critical Ethnic Studies
No report

Communities of Practice
Mellon Colloquium on Teaching Diverse Learners Spring 2016

The purpose of the Mellon Grant is to build and support programing intended to facilitate the transformation of our campus. Program goals aim to foster work across differences (of discipline, history, and circumstance) of all kinds. We began this work last summer with the Mellon Summer Workshop. In working with the Community of Practice model we also made a
fundamental shift in program organization in order to locate our structures of responsibility and accountability among the faculty. More than one quarter of the faculty and several staff are currently working in communities of practice to help us achieve this systemic change across the curriculum and the faculty.

Ultimately our goal is to deepen, build and share in a diverse and nuanced curriculum, as well as strengthen and challenge the faculty’s capacity to engage difference and power in the way they construct, frame and share in knowledge—from course design to classroom practice. The final goal is to increase our ability to support a diverse faculty, staff and student body as we each face the simultaneity of all the -isms.

While this work must be taken on individually and at the department level, given the challenges we’ve faced as a college, we’ve been attending first and foremost to community building among the faculty through the community of practice model. This slow work requires careful and attentive consideration of our relationships—to each other, to the student body, and to our respective fields, with coordinated interdisciplinary effort and expected challenges. We believe this work leads to greater competency across the faculty, the curriculum, and our pedagogies, while creating and sustaining diverse, supportive learning spaces through content that invites and supports every one of our students.

In addition to the currently formed Communities of Practice, a next step in achieving the goals of the Mellon grant is the Spring Colloquium. The purpose of the colloquium is to continue the faculty’s engagement with thinking deeply about issues of diversity and inclusion in the classroom and curriculum. This colloquium will help lay the groundwork for further curricular revision and pedagogical adaptation.

Please mark your calendars, and begin to envision and plan ways to make this colloquium part of your course planning, design and execution.

What: The Physics of Blackness

When: Week One Spring Thursday March 31-Friday April 1

1. Thursday, March 31st at 7 pm, in the Recital Hall: (Lecture) "Blackness by Other Names: Beyond Linear Histories"
2. Friday, April 1st at 4 pm, at ACSJL, event title TBA, designed by the Beyond the Middle Passage Organizers (a student-led collective of students and faculty)
Who: Michelle M. Wright, Associate Professor of Black European and African Diaspora Studies at Northwestern University, will visit the campus to discuss her recent work, *The Physics of Blackness*. In addition to two events open to the campus community she will meet with the Blackness Community of Practice, as well as the Beyond the Middle Passage Organizers. Wright’s work challenges us to examine what we believe is a cogent argument, and to think about how the humanities reads the sciences (in this case physics). She asks us to move past linear narratives of progress and to attempt the work required of dynamic non-linear models. Wright looks at the argument of race, particularly Blackness, and the ways that argument plays out in economic, political and physically embodied ways. Her work will help us look at differences within difference and move beyond thinking in categories, looking instead at spacetime—the where and when of our lives and conversations.

In the spirit of the campus transformation intended by the Mellon grant many members of the campus community are already involved in this work. Please contact Reid if you would like a more formal involvement. In the meantime we have set up a course reserve at the college library (Instructor: Reid Gómez, Course: The Physics of Blackness) and we are building a Mosaic ([http://physicsofblackness.blogspot.com/](http://physicsofblackness.blogspot.com/)). Stay tuned for our twitter and Instagram.
I. Meeting Opening – President Wilson-Oyelaran

II. Approval of Minutes from February 8th Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Eric Barth, Educational Policies Committee – action items (10 min)
   c. Jeff Haus, Admission and Financial Aid Committee (5 min)
   d. Jeanne Hess and Bryan Goyings, Advancement Liaisons (3 min)
   e. Autumn Hostetter, Institutional Review Board (2 min)

V. New Business

VI. Announcements

   •

VII. Adjournment
1. President Wilson-Oyelaran opened the meeting by sharing a 14th century Japanese stanza.

2. The minutes of the meeting of February 8th, 2016, were approved.

3. President Wilson-Oyelaran
   - reported that the Trustees had approved tenure in the Mathematics Department for Provost McDonald and in the Economics Department for President-Elect Gonzalez
   - reported that the Trustees had approved the IRS-990 report
   - reported that work on the next budget was continuing and that, while the Annual Fund was on target, earnings from the endowment were not promising
   - noted that proposed changes to federal labor laws may result in reclassification of staff between exempt and non-exempt status
   - noted that President-Elect Gonzalez had been on campus for the Trustee meetings and would visit twice more before taking office in July

4. Provost McDonald
   - congratulated Mike Sosulski on being named Provost at Wofford College in South Carolina
   - noted that Simon Gray, Program Director of the Mellon Foundation’s Global Crossroads grant to the GLCA, would be visiting campus on April 28th. Elizabeth Manwell will be serving as campus liaison. He shared some of the major components of the grant:
     - Grand Challenges is designed to have all GLCA and Global Liberal Alliance partner institutions focus on a single theme over a two-year period, with “Crossing Borders” having been chosen as the initial theme
     - the Campus Innovation Fund supports a campus-specific effort around internationalization over the next four years
     - collaborations to support under-enrolled and lesser-taught languages, with Denison Professor Gabriele Dillman as consortial program director
     - Global Scholars Program is a student exchange, managed through the Center for International Programs
     - the New Directions for Global or International Scholarship or Pedagogy grants will offer individual faculty support for new scholarly activities related to globalization
   - reported that a draft of GLCA salaries indicates the College has moved from 8th to 7th position, with an average salary of only $124 less than 6th ranked Wooster
   - congratulated Peter Erdi and Jan Tobochnik on the publication of a paper “Recognition of Emerging Technology Trends: Class-selective study of citations in the U.S. Patent Citation Network” in Scientometrics
   - congratulated Mike Wollenberg on the publication of his co-authored paper “Intraspecific competition impacts Vibrio fischeri strain diversity during initial colonization of the squid light organ” in Applied and Environmental Microbiology
   - congratulated Andy Mozina on the publication of his novel Contrary Motion
   - congratulated Adriana Garriga-López and Taylor Petrey on having been awarded tenure and promotion to Associate Professor
5. Jan Tobochnik, for the Faculty Executive Committee,
   - noted that his comments about faculty development to the Trustees suggested that funds should be available to all faculty without having to apply to the Faculty Development Committee
   - clarified, with Margaret Wiedenhoeft and the Provost, that the percentage of the graduating class having participated in Study Abroad programs will be higher than the 44% of the sophomore class noted in the electronic reports
   - accepted the comments that it is time to evaluate the impact of the changes to the graduation requirements

6. Eric Barth, for the Educational Policies Committee, moved the approval of
   - “Voting, Campaigns, and Elections” (counts for the American Studies concentration) POLS-220
   - “Introduction to Literary Theory and Research Methods” ENGL-1XX
   - “Contemporary Literature” ENGL-2XX
   - “Constructing Blackness” (counts for Critical Ethnic Studies concentration) ENGL-3XX
   - The English Department curriculum revision
   - senior seminar catalog language to provide consistency and clarity
   - All were approved
   - noted the approval of “Thinking About Nature: East and West” SEMN-495 as a one-time course offering

7. Jeff Haus, for Admission and Financial Aid, encouraged faculty to participate in the “Visit the Zoo” programs on April 8, 15, and 22.

8. Jeanne Hess and Bryan Goings, Advancement Liaisons, encouraged faculty to participate in the Faculty/Staff Giving Campaign, beginning on March 28th.

9. Autumn Hostetter, for the Institutional Review Board, reminded faculty that IRB Board approval is needed if data is to be collected from human subjects, and that approval needs to be renewed after one year. She also encouraged attendance at the March 9th talk by Samaria Rice, organized by Shreena Gandhi’s senior seminar.

10. Elizabeth Manwell encouraged participation in Green Dot training on March 10th. The Green Dot Organization strives to reduce violence within any given community.

11. Anne Dueweke announced that a brief survey would be sent to academic advisors.

12. Andy Mozina announced that a violin and harp duet would be part of his April 22nd reading.

13. Andrew Koehler encouraged attendance at the March 8th piano recital by Jeffrey Jacob.
In electronic reports,

- the Faculty Executive Committee noted the topics to be presented to the Trustees
- the Admission and Financial Aid Committee reported that applications for admission stands at 50% over last year’s numbers. It also solicited participation in the April 8, 15, and 22 “Visit the Zoo” events
- the Educational Policies Committee provided the detailed revisions to the English Department curriculum, requirements for the English major and minor, and English course level changes. Additionally, it noted that pre-requisites have been removed from LANG-195, that the title of POLS-315 has changed to “Public Opinion: Race, Class & Gender,” and BIOL-376 has had a change in the course description. Changes to the Media Studies Concentration were enumerated.
- Experiential Education reported on the class of 2015’s “First Destination” data, reported that nine $3,000 summer internship stipends had been awarded, reported that International Programs and the Student Health Center were continuing to monitor the Zika virus in Central and South America, and that 137 applications for long- and extended-term study abroad programs had been received
- the Advancement Liaisons provided details about the Faculty & Staff Giving Campaign, March 28th – April 22nd
- the Institutional Review Board reported that a new ethics module has been instituted for completion before students apply for IRB approval
- Summer Common Reading announced that Angela Flournoy’s novel, The Turner House, is its selection for 2016
- the Mellon Colloquia on Teaching Diverse Learners reminded the faculty of the Spring Quarter, Week One, events around the campus visit by Michelle M. Wright

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
March 7th, 2016

**Faculty Executive Committee**
At their meeting on Saturday, March 5th, FEC Chair Jan Tobochnik will briefly address the Trustees, as well as incoming President Jorge Gonzales. His remarks will focus on the faculty's desire to see the academic core of Kalamazoo College financially prioritized and strengthened. Specifically, he will a) promote the idea of development funds for every faculty member, and b) request that, by the next board meeting, the Trustees produce a statement that clearly articulates their commitment to, and timeline for, the faculty compensation goals outlined in our strategic plan.

**Faculty Personnel Committee**
No report

**Academic Standards Committee**
No report

**Admission and Financial Aid Committee**
At AFAC’s most recent meeting on Wednesday, March 2, the Office of Admissions reported that the number of applications for admission stands at an increase of 50% over last year. This rise has created a deeper pool of applicants, resulting in a higher academic standing among admitted students for 2016. As it is still early in the process—offers of Regular Decision admissions will not go out until March 25—many students have not yet filed their Financial Aid applications and so we do not yet have an idea of what the discount rate will turn out to be. However, Admissions now has access to more detailed information about the applicants, enabling them to track students more likely to enroll at the College. As we mentioned in our previous report, we can attribute much of this improvement to the work of our new consulting firm, Royall & Co. Eric Staab also demonstrated some of the new tools he and his staff will be using to solicit deposits from the pool of admitted students and to glean information from those declining or offers of admission to help us improve our recruiting techniques in the future. The committee wants to reiterate that we have been impressed by the scope of Royall’s work and we are confident that the College is gaining useful new data and insight from this relationship.

The Committee also asks our colleagues to note the three upcoming Visit the Zoo events on April 8, April 15, and April 22. These events will follow a format similar to the one in February, when faculty conversed with prospective students and their families over lunch. We hope that you will help us by participating in all or some of these events. Remember, Visit the Zoo is
geared toward yielding the best possible incoming class, and faculty presence does make a difference. You will receive an email in the near future with information and instructions for signing up—we look forward to you joining us!

Respectfully submitted,

Jeffrey Haus, Chair
Brittany Liu
Liz McDowell

Assessment Committee
No report

Educational Policies Committee

New permanent course offerings (Approved by EPC):

<table>
<thead>
<tr>
<th>Title: Voting, Campaigns, &amp; Elections*</th>
<th>Course Number: POLS-220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Berry</td>
<td>Term: Winter Odd Years</td>
</tr>
</tbody>
</table>

Description: Representative democracies rely upon elections to establish and maintain the link between the will of the people and the elites chosen to represent the public will. This course will examine three interrelated concepts of the American electoral process: voting, campaigns, and elections. First, we will examine the theories and methods employed to identify likely voters and the factors that impact their vote choice. Second, we will identify the distinct factors that determine a campaign’s effectiveness including: the candidate, media coverage, political strategy, and broader contextual factors. Finally, we will assess the unique configuration of our electoral design, the extent to which these characteristics structure electoral outcomes, and whether modifications are required.

Prerequisites: None
Majors: POLS
Minor: POLS
Concentrations: None
Shared Passages: None

*Note: This class was previously offered as a one-time course offering.
<table>
<thead>
<tr>
<th>Title: <strong>Introduction to Literary Theory and Research Methods</strong></th>
<th>Course Number: <strong>ENGL-1XX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: department faculty</td>
<td>Term: Winter and Spring Annually</td>
</tr>
</tbody>
</table>

Description: This course will introduce critical schools and theoretical frameworks for prospective and declared English majors. It will focus on one literary text (or a limited set of literary texts) as a focus of analysis in order to understand literary studies within a historized field of development. Students will read and research critical analyses of this text and the theories that underpin them. Possible theoretical perspectives include: new Historicism, Deconstructionism, Reader-Response, Feminist, Sexuality, Psychoanalytic, Critical Race, Postcolonial, Marxist. This course is a requirement for all English majors (and a prerequisite for all 300-level courses). By the end of the term, students will complete a curricular design, a document that will articulate their path through their major.

Prerequisites: None

Majors: ENGL

Minor: ENGL

Concentrations: None

Shared Passages: None

<table>
<thead>
<tr>
<th>Title: <strong>Contemporary Literature</strong></th>
<th>Course Number: <strong>ENGL-2XX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Salinas, Mozina, or Seuss</td>
<td>Term: Even Years - Term varies</td>
</tr>
</tbody>
</table>

Description: A study of recent literature (fiction, poetry, and/or nonfiction), with emphasis on textual analysis, innovative technique and form, and sociocultural context.

Prerequisites: RTW or instructor permission

Majors: ENGL

Minor: ENGL

Concentrations: None

Shared Passages: None
**Constructing Blackness**

**Course Number:** ENGL-3XX

**Instructor:** Salinas  
**Term:** Spring starting 2017

**Description:** In this course, we will examine the social construction of race and how race and racial identities are consciously, and subconsciously or un-consciously, represented in literature, film, popular culture, and socio-cultural phenomena. As such, we will use Critical Race Theory as a lens to read and to analyze texts—historical, literary, filmic, and cultural—that specifically address the socio-historical construct of Black racial representation.

**Prerequisites:** Introduction to Literary Theory & Research Methods, or Critical Ethnic Studies 200, 240, or 260

**Majors:** ENGL  
**Minor:** ENGL

**Concentrations:** None  
**Shared Passages:** None

---

**Thinking About Nature: East and West**

**Course Number:** SEMN-495

**Instructor:** Bundy  
**Term:** Winter 2017

**Description:** This course is designed to be the senior seminar for the East Asian Studies major and also a Senior Capstone course for other seniors. We will look at how the West (mostly the US) and Asian cultures have thought about nature and the human-nature relationship.

**Prerequisites:** None

**Majors:** EAST  
**Minor:** JAPN, CHIN

**Concentrations:**  
**Shared Passages:** Senior

---

**Curriculum changes for vote:**

**SENIOR SEMINAR CATALOG LANGUAGE**

To provide consistency and clarity for students and advisors, will propose to amend three separate sections the catalog:

(I) Update to the “The Kalamazoo Curriculum” --- “Shared Passages” to read

Senior-level courses in the Shared Passages Program focus on integrating students' Kalamazoo College experiences and preparing them for lives beyond ‘K.’ Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while interdisciplinary senior seminars provide a liberal arts capstone experience, allowing students
from a variety of majors to apply diverse aspects of their Kalamazoo College education to a specific topic or problem.

Current language can be found at http://www.kzoo.edu/catalog/?id=3483

(II) Update the “Degree Requirements” --- “Shared Passages” section:

1 Unit Disciplinary or Interdisciplinary Senior Seminar (SEMN400-499 or a course from any program with 490, 491, or 492 designation)

Current language can be found at http://www.kzoo.edu/catalog/?id=1000

(III) Update the “Academic Programs” “Shared Passages” section, which introduces the listing of SEMN4XX courses:

delete “Senior Capstones” to “Senior Seminars” in the heading for parallelism with the headings “First-Year Seminars” and “Sophomore Seminars” found in that section.

In the descriptive paragraph that introduces the individual SEMN4XX offerings, amend to mirror the language in (I) above:

Senior Seminars are the culmination of the Shared Passages Program. Disciplinary senior seminars integrate students' experiences inside and outside a particular major, while the interdisciplinary senior seminars listed below provide a liberal arts capstone experience, allowing students from a variety of majors to apply diverse aspects of their Kalamazoo College education to an interesting topic or problem.

Current language can be found at http://www.kzoo.edu/catalog/?id=1253

ENGLISH DEPARTMENT CURRICULUM REVISION

The English Department submits the following revisions to our curriculum, which would begin in the 2016-2017 academic year. These changes come out of discussions during our self-study and external review processes in 2013-2014 and the feedback from our reviewers.

We will now have four core requirements for all majors rather than two. Under our current major, students are required to take an RTW course and Junior Seminar. In the proposed revision, the four required courses will now be:

1. Reading the World
2. Introduction to Literary Theory and Research Methods
3. Introduction to Creative Writing OR Introduction to Journalism
4. Advanced Literary Studies
These new requirements seek to create a unified foundation for all our majors by mandating that students take a Reading the World course, an introductory writing class, and an introductory course on literary theory and research methods. As such, all students will engage in work that encompasses the field of English and the work that the department does as a whole.

Furthermore, all students will now share the Advanced Literary Studies course as a capstone experience within the major. Under the current requirements, students take two 400-level courses of their choosing, which allowed both to be creative writing classes (Advanced Poetry and Advanced Fiction, for example). By requiring Advanced Literary Study for all students, we affirm our belief that it is necessary for all majors to build analytical writing skills throughout their work in the major and to execute them at the advanced level.

To create a unified major with different specialties, we have clarified and made more legible the various tracks within the English major. Thus, in addition to the core classes described above and the set of requirements from the old major that ensures students achieve historical and cultural breadth, students will now be able to identify and choose a sequence that builds toward a clearly demarcated capstone in a particular genre. These tracks include the already existing course sequences in Poetry, Fiction, Non-Fiction, and Journalism, a more clearly defined Literary Criticism and Theory sequence, and a new sequence in Film Criticism and Theory.

To help students understand their progression through the major and to create a distinctive sequence of courses for those in the Literary Criticism and Theory track, we are converting some of our 200-level LCS courses into 300-level courses. Previously, we had a dearth of 300-level LCS courses, since only junior seminar was a 300-level course. We also saw that our 200-level courses encompassed many different skills and levels of expectations. Thus, we have now re-numbered several of our offerings to better reflect and mark the various skill sets developed in each of our courses. Our introductory classes will now all be 100-level courses. Our 200-level classes will still be primarily focused on developing historical and cultural breadth. The newly demarcated 300-level classes will now be named “Applied Theory” courses and explicitly emphasize theory and research. These classes will then provide a clear path of preparation for work of more extensive and independent research undertaken at the 400-level.

**REQUIREMENTS FOR ENGLISH MAJOR**

**Number of Units**

Ten units are required. A SIP in English is encouraged but not required.
An Advanced Literary Studies (ALS) or Applied Theory (AT) course may satisfy another requirement for the major, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different ALS or AT course.

**Required Courses:**

*Foundations*
- One Reading the World course
- ENGL 105: Introduction to Journalism OR ENGL 107: Introduction to Creative Writing
- ENGL 10X: Introduction to Literary Theory and Research Methods

*Historical and Cultural Breadth*
- Four courses representing the three historical periods:
  - Pre-19th Century Literature
  - 19th Century Literature
  - 20th and 21st Century Literature or Film

  One of these four courses must focus on literature that draws significantly on minoritarian, diasporic or transnational traditions

*Advanced Literary Study*
- ENGL 435: Advanced Literary Studies

*Craft Sequences and Capstones*

One of the following course sequences:

**Literary Criticism and Theory:** Intro to Literary Theory and Research Methods, one Applied Theory course, Advanced Topics in Literary Theory  
**Film Criticism and Theory:** RTW: Classical Hollywood in Global Context; Studies in Film; Advanced Film Theory  
**Fiction:** Introduction to Creative Writing, Intermediate Fiction, Advanced Fiction  
**Poetry:** Introduction to Creative Writing, Intermediate Poetry, Advanced Poetry  
**Non-Fiction:** Introduction to Creative Writing, Creative Non-Fiction, Advanced Non-Fiction  
**Journalism:** Introduction to Journalism, Feature Writing, Advanced Non-Fiction
Minor in English

Number of Units
Six units are required.

An Advanced Literary Studies (ALS) or Applied Theory (AT) course may satisfy another requirement for the minor, depending on its subject matter, but it may not be double-counted for two requirements. In such a case, students must pass a second, different ALS or AT course.

Required Courses

One Reading the World course
One course in literature before 1900
One course in literature or film from 1900-present, or one course in literature that draws significantly from a minoritarian, transnational, or diasporic tradition.

One of the following course sequences:

Literary Criticism and Theory: Intro to Literary Theory and Research Methods, one Applied Theory course, Advanced Topics in Literary Theory
Film Criticism and Theory: RTW: Classical Hollywood in Global Context; Studies in Film; Advanced Film Theory
Fiction: Introduction to Creative Writing, Intermediate Fiction, Advanced Fiction
Poetry: Introduction to Creative Writing, Intermediate Poetry, Advanced Poetry
Non-Fiction: Introduction to Creative Writing, Creative Non-Fiction, Advanced Non-Fiction
Journalism: Introduction to Journalism, Feature Writing, Advanced Non-Fiction

Additional Course/Curriculum changes to note:

ENGL-436 Title has been changed from Literary Theory to Advanced Topics in Literary Theory

LANG-195 Pre-Requisites have been removed.

POL-315 Title has been changed from Political Behavior to Public Opinion: Race, Class, & Gender

BIOL-376 Description change: “This course explores the functioning and regulation of the human body. We will cover a variety of body systems as well as relevant emerging fields (e.g.,
evolutionary medicine). Emphasis will be placed in unifying themes (integrative physiology, homeostasis and the external environment, the role of evolution in shaping human physiology). Laboratories will include student-led experiments, primary literature discussions, presentations, and case studies.”

**ENGLISH COURSE-LEVEL CHANGES**

In conjunction with the above changed to the English curriculum – the following courses will be changed from 200-level courses to 300-level courses:

i. Chicana/o Literature
ii. Early Modern Women’s Literature: Shakespeare’s Sisters
iii. 19th Century Women’s Literature: The Epic Age
iv. Women’s Literature 1900-present: Modern Voices
v. East Asian Diasporic Literatures
vi. Post-Colonial Literature

**CHANGES TO THE MEDIA STUDIES CONCENTRATION**

The Media Studies concentration will be changing its name to Film and Media Studies as it shifts its focus to filmmaking, theory, and criticism. The goal of the concentration will be to provide an interdisciplinary program for the study of film by bringing together course offerings across departments in the college and across the critical/creative divide. Each department, in isolation, is only able to offer a small number of courses, and of course, there is no film major or minor at the college. The concentration offers a means of structuring a focused program for the study of filmmaking and criticism. The reason for this shift is that the previous focus on a wide range of media, including journalism, music, art, theater, and film was too broad, and the theoretical course required to yoke together the diverse media could not be staffed on a regular basis. The changes to be implemented are as follows:

- Change name to Film and Media Studies
- ENGL153 RTW: Classical Hollywood in Global Context will be required
- The History/Theory/Criticism, Applied, and International Media categories of applicable courses will remain, and students will continue to choose five. However, rather than choosing one course from each category, students will now choose five courses from any of the categories. Two of these courses must have film as their primary focus.
- As changes to the English curriculum are implemented, students will be able to choose a 3-tiered set of courses in film: the introductory Classical Hollywood course and the
topical 200-level Studies in Film course, both of which are currently offered, and a new 400-level film theory capstone course.

- Approximately 13 courses will no longer count toward the concentration as they are unrelated to film. Courses will count toward the concentration if they either directly engage with film or provide skills relevant to filmmaking or film studies.

**Experiential Education Committee**

**Center for Career and Professional Development**

**Class of 2015 First Destination data**
The CCPD has released data on the first destinations of the Class of 2015. Highlights include:

- **91%** of reporting graduates seeking employment had secured it by year end.
- **13%** of reporting graduates were enrolled in graduate school by year end.

Five years of reported first destination data (from 2011-2015) divided by major can be found here: [http://reason.kzoo.edu/ccd/students/fds/](http://reason.kzoo.edu/ccd/students/fds/). Departments are invited to offer links to their major’s first destination data on their own websites.


**Summer internship stipend disbursement**
After several months of application review, the CCPD has awarded nine $3,000 stipends for students’ unpaid summer internships. We have funding for about 9 more and invite your students to apply once they have secured an unpaid internship off campus. Remaining application deadlines are March 15 and April 15. Full details available here: [http://reason.kzoo.edu/ccd/internships/ccpd-internshipprogram/stipend/](http://reason.kzoo.edu/ccd/internships/ccpd-internshipprogram/stipend/)

**Spring quarter class visits**
We have some limited availability to present on career-related topics during spring quarter. If you are interested in having the CCPD visit your class, please contact career@kzoo.edu with the date and proposed content. We’ll process requests on a first come, first served basis.

**Center for International Programs**

CIP staff, along with colleagues in the Student Health Center continue to monitor the situation regarding the Zika virus in Central and South America. Currently there are no plans to amend programs or end them early.
We received 137 applications for long- and extended-term programs and 128 students were accepted into first choice programs. We have started the open programs process for students who did not receive their first choice. Combined with the spring short-term applicants, sophomore participation in study abroad is approximately 44%. Declining participation rates in study abroad is one of the topics of discussion by both CIP staff and the “Future Planning for International Programs” committee. Dr. Jane Edwards and Dr. Elaine Meyer-Lee visited campus last Thursday and Friday to meet with faculty, staff, and the FPIP committee. We regret due to weather we were unable to host the open campus session. The FPIP committee will explore options for obtaining campus feedback to the report.

On Thursday, March 3rd Katie Rose Brosnan, ACM representative, visited campus to talk with students and faculty about The Chicago Program: Arts, Entrepreneurship, and Social Justice. Applications for this fall domestic study away program are due March 29, 2016.

**Faculty Development Committee**
No report

**Planning and Budget Committee**
No report

**Teaching & Learning Committee**
No report

**Arcus Center for Social Justice Leadership**
No report

**Graduate Fellowship Committee**
No report

**Advancement Liaison**

**Kalamazoo College Faculty & Staff Giving Campaign Details**

- The Faculty & Staff Giving Campaign will begin on Monday, March 28 and conclude on Friday, April 22.
- The goals are to seek support and encourage faculty and staff to make a gift in support of the Kalamazoo College experience.
- Gifts of all sizes have an impact at the College.
- Gifts support every aspect of the K-Plan: Rigorous academics, study abroad, experiential education, and student research.
• You can direct your Kalamazoo College Fund gift to the area you care about most: Scholarships, Faculty Resources, Athletics, or K’s Greatest Needs.

Together, faculty and staff gifts make a difference and are greatly appreciated. Last year, 174 faculty and staff members gave more than $54,000 in Kalamazoo College Fund! Gifts of all sizes add up quickly.

Please go to http://www.kzoo.edu/giving/faculty-staff/ to learn more.

If you have specific questions about the Faculty & Staff Giving Campaign you may email Laurel Palmer, Director, Kalamazoo College Fund at lpalmer@kzoo.edu, or telephone her at ext. 7282.

**Athletics Advisory**
No report

**Benefits Review Group**
No report

**Community Council**
No report

**Health Services Advisory**
No report

**Information Services Advisory**
No report

**Institutional Review Board**
The IRB has created a new ethics module that must be completed by all students before they apply for IRB approval. The module was modeled after the one at Earlham College and is linked off of our IRB webpage. It takes approximately 20 minutes to complete, and students must successfully pass a quiz at the end. They should then save a copy of the screen informing them they have passed the quiz and submit it along with their IRB application. Students may retake the quiz as many times as necessary in order to pass. This ethics module replaces the old NIH module that we used to require of students.

The IRB is instituting a new form to be used by faculty or students who are seeking renewal of a previously approved application. For research projects that will extend beyond the initial one year approval, this renewal form should be submitted before the initial year has ended. The form is available on the IRB webpage.
**Student Life Advisory**
No report

**Summer Common Reading**
The 2016 Summer Common Reading selection is Angela Flournoy's novel, *The Turner House* (2015), which was a finalist for the National Book Award and has been widely acclaimed (read more at: [http://www.angelaflournoy.com/](http://www.angelaflournoy.com/)).

*The Turner House* is set largely in Detroit, toggling between the time of the Great Migration (in this case, the 1940s) and the present day. Flournoy’s work addresses themes of family, migration, urbanization, and mental health.

Books will be sent to first-year students in early June. We invite faculty and staff to join us in reading the book and leading small student discussion groups during orientation in fall, and to participate in our other traditional SCR events.

**Sustainability**
No report

**Shared Passages**
No report

**Critical Ethnic Studies**
No report

**Communities of Practice**
Mellon Colloquia on Teaching Diverse Learners Spring 2016

Event Page: [https://reason.kzoo.edu/ethnicstudies/events/](https://reason.kzoo.edu/ethnicstudies/events/)

Michelle M. Wright, Professor of African American Studies and Comparative Literary Studies at Northwestern University, will visit the campus to discuss her recent work, *The Physics of Blackness*. Wright’s work challenges us to examine what we believe is a cogent argument, and to think about how the humanities reads the sciences (in this case physics). She asks us to move past linear narratives of progress and to attempt the work required of dynamic non-linear models. Wright looks at the argument of race, particularly Blackness, and the ways that argument plays out in economic, political and physically embodied ways. Her work will help us look at differences within difference and move beyond thinking in categories, looking instead at spacetime—the where and when of our lives and conversations.
Week One Spring Thursday March 31-Friday April 1

Thursday, March 31st at 7 pm, in the Recital Hall: (Lecture) "Blackness by Other Names: Beyond Linear Histories"

Friday, April 1st at 5 pm, at ACSJL, event title TBA, designed by the Beyond the Middle Passage Organizers (a student-led collective of students and faculty)

You may read Wright's work via the K college library permalink: http://0-eds.a.ebscohost.com.ariadne.kzoo.edu/ehost/detail/detail?sid=f4432f30-1183-4553-8109-7a5f0c981b7%40sessionmgr4003&vid=0&hid=4210&bdata=JnNpdGU9ZWhvc3QtbGl2ZS0zY29wZT1zaXRl#AN=958879&db=nlebk
1. President Wilson-Oyelaran called the meeting to order.

2. The minutes of the meeting of March 7th, 2016, were approved.

3. President Wilson-Oyelaran
   - presented the details of the NCAA investigation of the College’s financial aid practices, the sanctions imposed, and the appeal process, which may take up to two months
   - congratulated Alyce Brady on being named the Rosemary K. Brown Professor in Mathematics and Computer Science.

4. Provost McDonald
   - announced that Christina Carroll has been appointed to the tenure track position in European History
   - announced that Aman Luthra has been appointed to the tenure track position in Anthropology/Sociology in the area of International Political Ecology
   - announced that interest in the summer Mellon-supported work involving academic departments would be solicited
   - announced that faculty would be invited to have lunch with members of the Alumni Association Executive Board on April 22nd
   - announced that Dana Jansma will be overseeing orientation and other non-academic components of the first year experience and the sophomore year experience programs
   - announced that Lesley Clinard will oversee academic advising and related work
   - solicited interest in the full-time Associate Provost position
   - congratulated Maksim Kokushkin on the publication of his article “Challenging the Legitimacy of Normative Positivism: Institutionalist Alternatives to Dominant Analyses of Economic Action” in Facta Universitatis
   - congratulated Rose Bundy on the publication of her set of poem translations, “A Poet’s Eye: Poems by Princess Shikishi” in Transference
   - congratulated Elizabeth Manwell on the publication of “Learning to Look at Death with Herodotus” in Eidolon and the publication of “Penelope’s Web: The Early Poetry of Joanne Kyger” in the International Journal of the Classical Tradition
   - thanked the faculty for its mentoring and preparation of students to make them competitive for various fellowships
   - introduced new faculty colleagues:
     - Kyle Furge Chemistry
     - Mari Kroon Wielopolski Business

5. Jan Tobochnik, for the Faculty Executive Committee,
   - reported that the committee preference form had been distributed electronically
   - reported that elections would be held for a Faculty Executive Committee At-Large position and for two positions on the Faculty Personnel Committee, a three-year term and a one-year sabbatical replacement term. He also noted that a Parliamentarian would need to be elected for the coming year
   - reminded the faculty of the informal meetings with Dr. Jorge Gonzalez on July 12th, August 5th, and August 22nd
noted that time during the May 2nd meeting would be devoted to discussions of what data
needs to be collected to assess the current curriculum.

6. In response to a question about the activities of the Planning and Budget Committee, Lanny Potts
reported that the Committee has been engaged in its usual work and was now awaiting additional
information on the incoming class.

7. David Barclay, for the Faculty Development Committee,
   • gave the reminder that nominations for the Lucasse Fellowship were due by April 8th
   • reminded faculty that funding for travel and development projects continued to be available
   • reminded faculty that applications for Faculty-Student Summer Research projects were due
     by April 22nd. Dissatisfaction to changes made to the funding of such projects was
     registered.

8. Ann Fraser, for the Information Services Advisory Committee,
   • invited faculty to experiment using an electronic reserve system, SIPX
   • requested faculty to take a short survey to help assess Information Services support.

9. Bruce Mills, for the Arcus Center for Social Justice Leadership Faculty Advisory Board, called
   attention to the November 26-December 10, 2016, trip to South Africa detailed in the electronic

10. Diane Kiino announced that student Raoul Wadhwa has been named a Goldwater Scholar.

11. David Barclay invited participation in the April 14-16, 2016, Scholten Peace Workshop,
    “Seventy Years After Nuremberg: Genocide and Human Rights in Comparative Perspective.”

12. Joan Hawxhurst requested faculty to encourage students to participate in the Spring Recruiting
    Expo on Wednesday, April 6th.

13. Ed Menta announced an AAUP meeting on Tuesday, April 12th.

In electronic reports,
• the Faculty Executive Committee announced that committee preference forms would be sent
electronically, with responses due by April 15th, and that it would conduct elections for Faculty
Executive Committee and Faculty Personnel Committee representatives. It also reported that it
was working with the Assessment Committee to address the issue of assessing the current
curriculum
• the Assessment Committee reported it was completing its review of annual assessment updates
and that it would be working to develop an assessment of the current Shared Passages curriculum
• the Educational Policies Committee reported that the title of German 310 will be changed to:
  Introduction to German Cultural Studies: Reading Texts in Context. It also will have a new
course description.
• the Experiential Education Committee reported that the College has received two awards from
  the Michigan Campus Compact: The Engaged Campus of the Year Award and the Innovations in
  Community Impact Award. It also reminded faculty of the LaPlante Faculty grants program. It
  reported that seven students had traveled to New York City on a career trek and that 36 first-year
  and sophomore students have been offered Discovery Externships for summer 2016. It also
  reported having awarded 18 summer internship stipends.
• the Faculty Development Committee reported that money for professional travel and projects continued to be available and that nominations for the Lucasse Fellowship were due by April 8th
• the Teaching and Learning Committee reported it has awarded nine Pedagogical Development Grants in 2016, and that it had organized a brown bag lunch on the use of twitter in the classroom and a working lunch on writing across borders
• the Arcus Center for Social Justice Leadership announced it will be sponsoring a faculty trip to South Africa, November 26-December 10, 2016, and that planning continues for the With/Out Borders? II Conference, October 20-23, 2016
• the Graduate Fellowships Committee requested faculty to encourage students to consider the Fulbright US Student Program
• the Advancement Liaisons encouraged faculty and staff to participate in the Faculty and Staff Giving Campaign which concludes April 22nd
• the Information Services Advisory Committee announced the availability of a new electronic reserve system, SIPX

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

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees  
Monday, April 4th, 2016

Faculty Executive Committee
FEC will soon be asking faculty to fill out their committee preferences for next year; a form will go online right after the week 2 faculty meeting, and faculty are asked to fill out the form by the end of week 3. In the email request, there will be an attachment consisting of an updated part of the Faculty Handbook listing the various committee charges so that more informed decisions can be made.

FEC will also run both divisional elections for new representatives from Fine Arts and Physical Education, as well as a general election for a new at-large representative. A new representative will also be sought for FPC.

In response to concerns raised at the winter 10th week faculty meeting, FEC, in consultation with EPC and Assessment, will pursue the following steps to address the issue of assessing our current curriculum:

- EPC, Assessment, and FEC will hold discussions with the goal of creating structured questions for gathering input on issues around the current curriculum (Eric Nordmoe is already planning to update his work on breadth this summer).
- Time will be reserved at 6th week faculty meeting for focus-group style discussions to elicit faculty views informed by the structure above.
- Before the end of the spring term, the committees will try to synthesize the ideas put forth into a set of assessment questions for next year, ideally in a way that fits with new strategic planning initiatives that will likely accompany the new president’s arrival.

Faculty Personnel Committee
No report

Academic Standards Committee
No report

Admission and Financial Aid Committee
No report

Assessment Committee
The Assessment Committee is wrapping up its reviews of the annual assessment updates and will shortly be providing feedback to departments and programs who submitted reports. Whether administratively documented in the annual updates or not, we hope our colleagues
have found the results of their assessment activities to provide useful insights for shaping and improving what they do in and outside the classroom.

Looking ahead, the Assessment Committee will focus attention on two areas. The first is working together with FEC and EPC to solicit faculty input and plan a comprehensive assessment of the current Shared Passages curriculum adopted by the faculty in January 2009. The second is to make ourselves available to departments looking for consultation with respect to existing or new assessment efforts to be undertaken over the summer or during the next academic year. We strongly encourage departments who would like assessment advice or resources to get in touch with committee chair Eric Nordmoe (Eric.Nordmoe@kzoo.edu) to set up a meeting with the Assessment Committee.

**Educational Policies Committee**

Course change: German 310 will change title to **Introduction to German Cultural Studies: Reading Texts in Context**

(formerly Introduction to German Literature and Culture: Reading Texts in Context) with new description:

This course serves as an introduction to upper-level courses in German Cultural Studies. It stresses the central role that culture plays in fostering an understanding of German society, and it introduces students to the tools and theories of cultural analysis. Readings and genres range from literature and film to documentaries, magazine articles, blogs, cartoons, and music, and they may be focused on a single theme across a number of time periods to provide a context toward an understanding of how a particular text reflects cultural identities. In German.

EPC will work with the Assessment Committee and FEC over the next few weeks to prepare a framework for our 6th week faculty discussions taking stock of perceived outcomes since the curriculum change in 2009.

**Experiential Education Committee**

**Center for Civic Engagement**

The Mary Jane Underwood Stryker Center for Civic Engagement is pleased to announce that Michigan Campus Compact has recently honored Kalamazoo College with two awards.

The prestigious *Engaged Campus of the Year Award* recognizes a private Michigan institution of higher education “for exemplary commitment to the education of students for civic and social responsibility; genuine and sustained investment in community relationships; and a commitment to service learning and civic engagement opportunities for students across all disciplines.” (See press release, below.)

The *Innovations in Community Impact award* recognizes the CCE’s Swim for Success program, a partnership with the City of Kalamazoo Parks and Recreation Department, guided by Kathleen
Milliken, as “an innovative approach to community problem solving with measured community impact, led by a campus department or organization and one or more community partners.”

The awards will be presented April 7, 2016 at MiCC’s Awards Gala, held at MSU’s Kellogg Center in East Lansing.

The CCE would like to remind faculty of the LaPlante Faculty Grants program. Faculty may apply for a $2000 grant to develop a new community-based course or add a community component to an existing course and teach it at twice in the subsequent three years. Find the RFP here: https://reason.kzoo.edu/fdc/. (A subcommittee of the EEC reviews all proposals and may suggest refinements.) In addition to the grant, which is to recognize the additional faculty time and expertise required to teach a community-engaged course, the CCE can fund a course T.A, project materials (including food), transportation, and conference attendance, and can provide assistance with research and brokering partnerships.

The most recent LaPlante Grant recipient is Amy Newday, Director of the Writing Center, who received a LaPlante Grant last fall to incorporate work in the College’s Arboretum into her First Year Seminar, “Roots in the Earth.” Her course asks students to consider that in joining the Kalamazoo College community, they’ve become a part of a larger biotic community which includes both human and non-human members. They explored the implications of this by partnering with the Lillian Anderson Arboretum staff to develop resources to help the greater Kalamazoo area community learn more about and engage more deeply with the Arboretum.

**PRESS RELEASE**

**March 18, 2016 – Lansing, MI** - Michigan Campus Compact (MiCC) is pleased to announce that Kalamazoo College has been selected by a team of national reviewers as Michigan’s 2016 Engaged Campus of the Year. The award will be presented April 7, 2016 at MiCC’s Awards Gala, held at MSU’s Kellogg Center in East Lansing.

The Engaged Campus of the Year Award recognizes an institution of higher education for exemplary commitment to the education of students for civic and social responsibility; genuine and sustained investment in community relationships; and a commitment to service learning and civic engagement opportunities for students across all disciplines.

“Commitment to the core value of community engaged scholarship is evident at every level of the institution,” added Robin Lynn Grinnell, executive director of Michigan Campus Compact. “In recognition of their commitment to excellence, and their fulfillment of Campus Compact’s 13 Indicators of an Engaged Campus, Kalamazoo College has earned the distinction of Michigan Campus Compact’s 2016 Engaged Campus of the Year.”
Michigan Campus Compact is a coalition of college and university presidents who are committed to fulfilling the public purpose of higher education. MiCC promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement. For more information, please visit www.micampuscompact.org.

**Center for Career and Professional Development**

**Career treks:**
Seven sophomores and juniors traveled with CCPD Assistant Director Valerie Miller to NYC over spring break for a pilot “K to the Big Apple” career trek. The students met with a total of 26 alumni in individual meetings and a networking reception. The CCPD welcomes faculty input about possible future treks—our list of possible sites and industries is as long and varied as are the post-graduate aspirations of our students. Among the treks we would hope to launch once resources are secured are: public service in Washington, DC; nonprofit administration and/or law in Chicago; sustainability in Detroit; health care in Atlanta or Boston; and arts and entertainment in Los Angeles. For more information about “K to the Big Apple,” see: [http://reason.kzoo.edu/ccd/blog/?story_id=387297](http://reason.kzoo.edu/ccd/blog/?story_id=387297)

**2016 Discovery Externships:**

Thirty-six first-year and sophomore students have been offered summer 2016 Discovery Externships. The students have until April 4 to accept or decline the offer.

**2016 CCPD-IP Internship stipends:**

As of March 31, the CCPD has awarded 18 $3000 summer internship stipends, including 3 stipends for Arcus internships and 15 CCPD stipends. For summer 2016, we budgeted for 40 stipends, including 5 Arcus stipends. Also included in our budget total are stipends for 20 Community Building Internships. All of the stipend resources available for Summer 2016 are therefore now allocated. All students with summer internships (paid or unpaid, stipend or no stipend) are encouraged to participate in the CCPD Internship Program, which helps student interns get the richest rewards—experiential learning, transferable skill-building, and professional relationships—from their summer internships. Upon successful completion of the program and its requirements, students will receive transcript notation for the internship. Complete program details are at: [http://reason.kzoo.edu/ccd/internships/ccpd-internshipprogram/](http://reason.kzoo.edu/ccd/internships/ccpd-internshipprogram/)
**Faculty Development Committee**

- Money for professional travel and projects is still available. Continue to use the electronic application form for conferences and projects occurring throughout the spring and summer. Activities occurring after June 30 should use the same application procedure. FDC will monitor and make awards throughout the summer break.

- **Lucasse Fellowship** (scholarship and creative work award) nominations are due by April 8. Complete nominations should be forwarded to Denean Pomeroy in the Provost’s office.

- Some changes to the review and award process have been made this year. Please read the memorandum linked to the nomination announcement of March 14.

- Applications for **Faculty-Student Summer Research** projects are due by April 22.

- NOTE: Only online applications will be accepted.

FDC has modified this program this year to focus on student development and training. In reviewing projects, FDC will look closely at the specific skills, techniques and/or special academic training the student will acquire by participating in the project.

Students involved in Faculty-Student Summer Research projects will receive a flat $1000 stipend for a ten-week project and/or measured at approximately 100 hours of faculty-student interactions.

The online response under the heading “Provide project description: (Enter more detailed proposal description, including dates and expected outcomes, limited to 2 pages)” should be written in a way to help FDC understand the time commitment involved in the project.

**Planning and Budget Committee**

No report

**Teaching & Learning Committee**

Since the beginning of the year, the Teaching and Learning Committee has awarded nine Pedagogical Development Grants. Our colleagues are attending and presenting at scholarship of teaching and learning conferences across the country.

During the Winter quarter, TLC ran one brown bag lunch on the use of twitter in the classroom, which was facilitated by Josh Moon and Matt Newman. TLC also organized a well-attended working lunch devoted to “writing across borders,” where Candace Combs and Larissa Dugas led a discussion on *the role of cultural expectations and preferences in writing, the challenges of grading native American English speakers concurrently with international students, and best practices for improving writers’ skills*. TLC is planning a follow-up discussion in Week 4, please look for an announcement.
TLC met with FPC to discuss a proposal for a new teaching and learning grant tentatively named “Experimental Pedagogy Grant.” The new grant is meant to promote innovative teaching and learning ideas in an individual’s classroom, while at the same time encouraging systematic and effective assessment. TLC continues to finalize this new grant opportunity and hope to have it available next Fall.

**Arcus Center for Social Justice Leadership**

The Arcus Center for Social Just Leadership will be sponsoring a *Memory, Social Justice, and Pedagogy* Faculty Trip to South Africa during the Winter Break of 2016. Please see the description, which is attached below. The Teaching and Learning Committee is collaborating with the ACSJL to hold an information meeting this quarter.

Planning for the With/Out ¿Borders? II Conference is underway. Naomi Klein is a featured speaker. Please see the Call for Participation attached below. Please go to the ACSJL site to apply.

The Social Justice Leadership Grant is available to faculty for small Professional Development grants. Please contact Academic Director Lisa Brock, if you want more information.

_______________________________

**Memory, Social Justice and Pedagogy in Post Apartheid South Africa**

A Kalamazoo College ACSJL Faculty Engagement  
**November 26-December 10, 2016**

South Africa’s social justice struggle led to the fall of the apartheid regime, one of the 20th centuries most significant and oppressive global economies. Since the first democratic election of 1994, the SA state, civil society and ordinary people have been engaged in what many are calling “memory work”.

Memory work is based on the desire to “remember” or at least “not forget” the past in South Africa, especially the past of those traumatized by colonialism and apartheid, and whose lives and histories went under-reported and/or non-documented for literally hundreds of years. Situated as “the other”, the apartheid state rendered the lives and struggles of the majority invisible. Thus, there is a massive almost frenzied movement to “catch up” to “not loose” “to capture” “to situate” “to create” an important tapestry of the past.

Encouraged by the National Archives of South Africa Act of 1996 and the Heritage Resources Act of 1999, institutions such as the Robben Island Museum, the Centre for Popular Memory, The Hector Peterson Museum, the Apartheid Museum, and the Gandhi Phoenix settlement,
have taken up this serious work. For instance, former inmates have turned Robben Island, the political prison, which held Nelson Mandela for 28 years, into a site of hope and struggle.

Seven faculty members from K-College will travel to South Africa to engage with those doing memory work. The team will visit academic and educational institutions and centers and meet grassroots activists and museum curators. They will gain a sense of how public history, social justice pedagogy, and curricula are being developed. Participants will engage in structured reflections and workshops while there, in an effort to integrate what they are learning into their own thematic and pedagogical practices.

The faculty members chosen to participate must make a commitment to do three things. One, develop one new course or significantly change an existing course within a year upon their return, in which social justice pedagogy is centered; two, attend two workshops while developing the course in order to share strategies and methods with other participants; and three, participate in a report back for the college community.

*********************************************************
When: November 26-December 10, 2016
Where: Cape Town, Johannesburg, and Durban, South Africa
Who: Any Fulltime Continuing Kalamazoo College Faculty Member
How: Complete and Submit Application Form by June 1, 2016
Duration: 2 weeks
Trip Leader: Lisa Brock (with Mia Henry and Margaret Wiedenhoeft)
Program Cost: $4000 per person from Chicago.
Funding: Arcus Center Funding, Provosts Office, Teaching and Learning Committee Professional Development Funds

WITH/OUT — ¿BORDERS? II
Post-Oppression Imaginaries and Decolonized Futures
Let’s Re-map the World!

Thursday, October 20 - Sunday, October 23, 2016
Arcus Center for Social Justice Leadership, Kalamazoo College
Apply to attend and participate, priority deadline: July 1, 2016
Queries to: Lisa.Brock@kzoo.edu

The Arcus Center for Social Justice Leadership will hold its second WITH/OUT — ¿BORDERS? Conference. Building off the critical 2014 Global conference, the 2016 gathering aims to confront and provoke the notion that the current nadir - of austerity, violence and ascent of the global 1% - is normal
and the best we humans can do. We intend to bring together those whose work envisions an imaginative, robust, plentiful, and just future. We invite conversations across disciplines and from varied social locations among academics, organic intellectuals, frontline organizers, climate and peace activists and more. This will be a CONFERENCE – [UN] CONFERENCE featuring modules that will include panels, breakout sessions, films and performances designed to prompt us to collectively conjure, theorize, de-colonize and map a future we can all thrive in. Modules will focus on the following interventions:

*In 1993, Mark Dery coined an aesthetic, Afrofuturism. Today it is an exquisite and expansive narration of post-oppression desire, rooted in a “B[ ]lack to the Future” sankofa archive of Africa and the African Diaspora. Largely set in fantasy, film, technology and speculative fiction, how does this mo(ve)ment reveal truths and create spaces for renderings of quantum thinking on freedom more broadly?

*In 1969, Vine Deloria penned his manifesto, Custer Died For Your Sins, and in 1973 he declared God is Red. Today, upending colonial knowledge and a reframing of action research is central to Indigenous, Feminists and Critical Ethnic Studies. Is the call for anti-racist universities, and the struggle against high stake testing and the privatization of schools also a desire for epistemic liberation? What might de-colonialized educational structures and paradigms look like?

*In 1988, former director of NASA’s Goddard Institute for Space Studies, Dr. James Hansen warned of the consequences of global warming. Today, virtually all climatologists are convinced that “global warming poses a clear and present danger to civilization.” From the Pope’s encyclical to calls for a renewable energy [r]evolution, what ideologies and technologies can liberate us from extraction economies and life-killing pollution practices? We invite those envisioning a sustainable future to come and share their work.

*In 1955, in Bandung, Indonesia, 29 nations of color came together to discuss a “third” way. Since 1990 and the fall of the USSR, neo-liberalism has outpaced other economic models. Today, the privatization of the public sphere, deregulation of corporate interest and tax cuts to the global 1% is leading to the greatest concentration of wealth in recent history and deepest inequality in centuries. We invite those who are theorizing “next systems” and deploying new economic models and strategies to share their thinking, movements and innovations with us.

**Graduate Fellowship Committee**

**It’s Fulbright Season!** As you welcome students back from study abroad, encourage them to think about the Fulbright US Student Program as a way to spend a year abroad after graduation. There are grants for teaching English and for study or research in over 140 countries. US citizenship is required.

The application just opened for 2017 and Graduate Fellowships will hold a Fulbright workshop later in the quarter for interested students. The Fulbright is also an excellent opportunity for those students who chose not to study abroad in college. Refer interested students to Diane Kiino.
Application Activity

Graduate Fellowships worked with several students applying for national scholarships this year including Rhodes, Marshall, Fulbright, Truman, Boren, Critical Language Scholarship, Goldwater, Davis Projects for Peace and Alpha Lambda Delta Stemler Study Abroad and Alpha Lambda Delta Trow Academic Scholarships.

We thank you all for encouraging students to apply and for supporting their applications with letters of recommendation.

Winners (to date)

Ellie Cannon, K 15, Fulbright ETA in Spain for 2016
Justin Danzy, K 16, Davis Projects for Peace, Uganda

National Science Foundation Graduate Research Fellowships:

Monika Egerer, K 13, UC Santa Cruz, Ecology
Patricia Garay, K 11, U of M, Neurosciences
Jared Grimmer, K 15, Ecology (no institution named)
Amanda Mancini, K 14, Hunter College of CUNY, Biological Anthropology

Advancement Liaison

Kalamazoo College Faculty & Staff Giving Campaign

The Campaign began on Tuesday, March 29 and will conclude on Friday, April 22.

How to make a gift

Faculty and staff received a letter with a gift brochure in their departmental mailboxes. Gifts can be made via the gift brochure and return envelope or online at https://www.kzoo.edu/giving/facstaff.php. Contributions can be made via check, credit card, or payroll deduction.

Goal

The goal is to have 50% participation by faculty and staff. Gifts may be made to scholarships, faculty excellence and resources, K’s greatest needs, athletics, or another area of interest.

Why make a gift to the College

- Gifts support every aspect of the K-Plan: Rigorous academics, study abroad, experiential education, and student research.
- Your gift will help to ensure access to K and it goes to support students and the campus immediately.
• Together, faculty and staff gifts make a difference: Last year, 188 faculty and staff members gave more than $88,000 to Kalamazoo College! Gifts of all sizes add up quickly.

**Friendly competition**
The department with the highest giving percentage will be rewarded with a free breakfast or lunch at the conclusion of the campaign.

**For more information**
Please go to [http://www.kzoo.edu/giving/faculty-staff](http://www.kzoo.edu/giving/faculty-staff). If you have specific questions about the Faculty & Staff Giving Campaign you may email Laurel Palmer, Director, Kalamazoo College Fund at lpalmer@kzoo.edu, or telephone her at ext. 7282.

Respectfully Submitted,

Jeanne Hess and Bryan Goyings
Faculty Advancement Liaisons

**Athletics Advisory**
No report

**Benefits Review Group**
No report

**Community Council**
No report

**Health Services Advisory**
No report

**Information Services Advisory**
The Library has acquired a new electronic reserve system called SIPX that can assist faculty in creating their own electronic reserves. The system integrates with Moodle but can also be used separately. We are looking for faculty who would be interested in experimenting with the system and giving us feedback. If you would like to learn how to use SIPX, please contact Kyle Schulz in the library at x5731 or kyle.schulz@kzoo.edu.
ISAC asks faculty to take a short survey to provide feedback on your assessment of Information Services support. The survey should take just a few minutes to complete and can be found at: https://reason.kzoo.edu/is/survey2016/.

Greg Diment  
Chief Information Officer and ISAC Chair

**Institutional Review Board**  
No report

**Student Life Advisory**  
No report

**Summer Common Reading**  
No report

**Sustainability**  
No report

**Shared Passages**  
No report

**Critical Ethnic Studies**  
No report
I. Meeting Opening – President Wilson-Oyelaran

II. Approval of Minutes from April 4th Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee (30 min)
   b. Eric Barth, Educational Policies Committee (5 min)
   c. Diane Kiino, Graduate Fellowships Committee (1 min)
   d. Nicole Kragt and Larissa Dugas, Academic Standards Committee (2 min)

V. New Business

VI. Announcements

VII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting  
May 2, 2016

1. President Wilson-Oyelaran called the meeting to order.

2. The minutes of the meeting of April 4th, 2016, were approved.

3. President Wilson-Oyelaran
   - reviewed details of the recent security breach involving 2015 employee W-2 information, stressing the steps which should be taken to provide as much protection from identity theft as possible. She indicated that the breach had occurred when an employee did not follow established procedures. The College will be providing two years of credit monitoring for those affected by the incident.
   - reported that 313 deposits have been received toward the goal of 395 in the first-year class.

4. Provost McDonald
   - shared GLCA faculty salary comparisons for 2014-15 and 2015-16 in a handout
   - reminded faculty of the invitation to participate in the summer Mellon Diversity and Inclusion grant work
   - announced that Laura Furge will be the next Associate Provost, overseeing the Shared Passages program
   - solicited interest in the First-Year and Sophomore Class Dean positions
   - reminded that SIP and Incomplete grades were due by May 6th
   - congratulated Paul Sotherland on the publication of a co-authored paper, “Development of endothermy and concomitant increases in cardiac and skeletal muscle mitochondrial respiration in the precocial Pekin duck (Anas platyrhynchos domestica)” in the Journal of Experimental Biology
   - congratulated Tom Rice on being one of 37 artists selected to be included in the “DRAWN 3rd Annual International Exhibition of Contemporary Drawing” in Cincinnati
   - congratulated Binney Girdler on the publication of her paper “Dynamics of an Invasion: The Spatial Interactions of Invasive Centaurea stoebbe with Native Cirsium pitcheri and Tanacetum huronense in a Dune Environment” in American Midland Naturalist
   - reminded of the Lucasse Award ceremony honoring Regina Stevens-Truss on May 19th
   - reminded of the retirement reception for Zaide Pixley and John Fink on May 26th

5. Jan Tobochnik, for the Faculty Executive Committee,
   - reported that electronic elections for Faculty Executive Committee and Faculty Personnel Committee would be held during the week

6. Eric Barth, for the Educational Policies Committee, moved the approval of four courses. All were approved:
   - History, Memory, and Identity in Modern Europe HIST-254
   - Christians, Muslims & Jews in the Mediterranean World HIST-233/SEMN-237
   - Political Histories of Western Environmental Thought ANSO-350
   - Environment and Political Theory POLS-2XX
   He also moved the approval of a change in credit from 0.2 to 0.25 units for participation in each full season of a varsity sport. The motion was approved.
7. Diane Kiino requested faculty to encourage junior and senior students to explore the Fulbright Program and the Stetson Scholarships.

8. Larissa Dugas, for Academic Standards, requested questions and feedback prior to the May 31st faculty meeting on the Committee’s proposal to change the minimum grade point average for first-quarter/first-year students to maintain Good Academic Progress.

9. Small groups discussed what data was needed to evaluate the effectiveness of the curriculum.

In electronic reports,

- the Faculty Executive Committee reported it had worked with the Registrar to create an exam schedule for the 2016-2017 academic year
- the Academic Standards Committee announced it would bring to the May 31st meeting a proposal to change the minimum grade point average for a first quarter/first-year academic probation
- the Educational Policies Committee announced a one-time course offering, *French Film in Context*, FREN-495, a course description change to COMP-108, a catalog change to GERM-301, and a change to the History Seminar and major requirement
- the Experiential Education Committee reported that the report on future planning for International Programs was being finalized, that five students will be participating in the Chicago program on Entrepreneurship, Arts and Social Justice, that the search for a new Center for International Programs Director will be conducted in the 2016-17 academic year, that Center peer advisors have held sessions to introduce first-year students to study abroad/study away programs, and that the Center for Career and Professional Development is able to offer a variety of classroom modules for use in the 2016-17 Shared Passages seminars
- the Faculty Development Committee reported that funds continue to be available for professional development projects and travel
- the Planning and Budget Committee reported it has discussed ideas regarding revenue enhancement and cost containment opportunities
- the Teaching and Learning Committee reported having met with candidates for the Coordinator of Community Equity Initiatives position
- the Graduate Fellowship Committee announced fellowship and scholarship opportunities available for students
- the Advancement Liaisons thanked those who had participated in the Faculty and Staff Annual Giving Campaign
- the Information Services Advisory Committee reported the results of its recent survey of faculty
- the Student Life Advisory Committee reported having received an update on the status of the Interim Body of Student Representatives, that it had reviewed the findings from the 2016 annual Quality of Life survey, and that it had discussed establishing a bias incident reporting system
- the Arcus Center for Social Justice Leadership reported that its Think Tank had been successful, announced a visit by Bill Ayers and Bernardine Dohrn on May 5 and 6, announced an informational meeting about the late fall trip to South Africa, and issued a reminder of the With/Out-¿Borders? II Conference, October 20-23, 2016
- the Mellon Diversity and Inclusion Grant gave a reminder of the call for participation in the planning of and participation in the 2016 summer “workshop”

The meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
May 2nd, 2016

Faculty Executive Committee
1. FEC and the Registrar worked together to create a new exam schedule for all quarters of the 2016-2017 academic year, which takes into account our new course schedule. That exam schedule is attached as Appendix 1.

2. To help inform our discussion about assessing the curriculum, an additional series of appendices is also attached:
   - Appendix 2a A description and rationale for our current curriculum, as ratified in 2009
   - Appendix 2b Discussion ideas from the Assessment Committee
   - Appendix 2c Powerpoint of Eric Nordmoe’s research about breadth
   - Appendix 2d Data on students’ performance on the Collegiate Learning Assessment exam
   - Appendix 2e Data on double majors and SIP distributions
   - Appendix 2f Data on graduation rates and student/faculty ratios

Faculty Personnel Committee
No report

Academic Standards Committee
The Committee on Academic Standards requests time during the 10th week faculty meeting to discuss our proposal of a first quarter/first-year probation change (the minimum 2.0 GPA will be lowered to 1.67 for first-quarter/first-year students). Faculty are encouraged to peruse the revisions (see language below), encouraged to direct specific questions before the 10th week meeting to Registrar Nicole Kragt, and encouraged to respond to the proposed change during the 10th week faculty meeting.

Current Language:
Academic Probation
The Committee on Academic Standards may place students on academic probation whenever their cumulative GPA falls below 2.00. Students who have only completed one term of coursework on campus may not be placed on academic probation as performance in just three courses is not considered sufficient data to determine a student's academic capability. Placing a student on academic probation is notification that the student is no longer in Good Academic Standing and needs to take immediate action to improve academic performance. Students on academic probation are asked to meet with their academic advisor within the first two weeks of the subsequent quarter and perhaps weekly thereafter in order to develop strategies for...
success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. In addition to meeting with their advisor, students are encouraged to seek assistance through various support services, including the Academic Resource Center, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Student athletes placed on academic probation will be ineligible to participate in MIAA/NCAA sports. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College.

Final Academic Probation—C Average
Students placed on "final academic probation—C average" must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement may result in dismissal from the College.

Final Academic Probation—Three Cs
Students placed on "final academic probation—three Cs" must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum grade of C- in each of the three courses for the quarter. Failure to meet this requirement will result in dismissal from Kalamazoo College.

Proposed Language:

Monitoring Academic Progress

The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. If a student appears to be having academic difficulties, as indicated by withdrawn courses, poor grades, or failing grades as compared to previous work, the committee may issue a warning letter through the Registrar or may place the student on academic probation. The Committee on Academic Standards may place students on academic probation whenever their cumulative GPA falls below 2.00. Placing a student on academic probation is notification that the student is no longer in Good Academic Standing and needs to take immediate action to improve academic performance.

First-Year Academic Warning

Students placed on “First-Year Academic Warning” must be First Year Students in their first quarter. Students may be given this status instead of probation if their GPA falls between a cumulative 1.67 and 1.99 GPA. Students must improve their cumulative GPA to a 2.0 or better in the subsequent quarter to demonstrate academic progress. Students on First-Year Academic Warning should meet with their academic advisor within the first two weeks of the subsequent quarter and as needed thereafter in order to develop strategies for success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. Students
are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet this requirement will result in academic probation (see probation levels below). “First-Year Academic Warning” status does not apply to transfer students.

**Academic Probation Level I**

Students on academic probation should meet with their academic advisor within the first two weeks of the subsequent quarter and as needed thereafter in order to develop strategies for success. It is the student's responsibility to seek this assistance and ensure progress toward degree completion. Students are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College. Student athletes placed on academic probation will be ineligible to participate in MIAA/NCAA sports.

**Academic Probation Level II**

In addition to the conditions from “Academic Probation Level I” students placed on “Academic Probation Level II” must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement may result in dismissal from the College.

**Final Academic Probation**

In addition to the conditions from “Academic Probation Level I” students placed on "Final Academic probation" must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum grade of C- in each of the three courses for the quarter. Failure to meet this requirement may result in dismissal from Kalamazoo College.

**Admission and Financial Aid Committee**

No report

**Assessment Committee**

No report

**Educational Policies Committee**

*New one-time course offerings (Approved by EPC):*
<table>
<thead>
<tr>
<th>Title: <strong>French Film in Context</strong></th>
<th>Course Number: <strong>FREN-495</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Larissa Dugas</td>
<td>Term: Fall 2016</td>
</tr>
<tr>
<td>Description: In this course, we will view and discuss a variety of French-language films from the 1980’s to the present representing a cross-section of genres, themes, and directors. We will use these films as a vehicle for understanding a sampling of historical and cultural contexts in the French-speaking world.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: <strong>FREN-301</strong></td>
<td></td>
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<tr>
<td>Majors: FREN</td>
<td></td>
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<tr>
<td>Minor: FREN</td>
<td></td>
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<td>Concentrations:</td>
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</table>

**New permanent course offerings (Approved by EPC):**

<table>
<thead>
<tr>
<th>Title: <strong>History, Memory, and Identity in Modern Europe</strong></th>
<th>Course Number: <strong>HIST-254</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Christina Carroll</td>
<td>Term: 2016FA</td>
</tr>
<tr>
<td>Description: This course will explore historical memory’s role in shaping twentieth-century European politics and identities. We will begin by exploring theoretical approaches to the study of individual and collective memory. We will then turn to case studies that have shaped European memory culture, including World Wars I and II, the Holocaust, European imperialism, and the collapse of the USSR. Along the way, we will explore different “sites” of memory such as monuments, museums, memoirs, novels, and films. We will also discuss the relationship between collective memory and collective forgetting.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
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<tr>
<td>Majors: History (Modern Europe Field)</td>
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<tr>
<td>Minor: History (Modern Europe Field)</td>
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</tr>
<tr>
<td>Concentrations:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: <strong>Christians, Muslims, &amp; Jews in the Mediterranean World</strong></th>
<th>Course Number: <strong>HIST-233/SEMN-237</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Janelle Werner</td>
<td>Term: 2016FA</td>
</tr>
<tr>
<td>Description: This course examines social, cultural, political, and economic interactions among the cultures of the Mediterranean World between 500 C.E and 1500 C.E. Rather than offering a chronological overview, this course explores multiple perspectives on cross-cultural contact, conflict, and exchange. We examine specific geographic areas of contact - the Crusader States, medieval Iberia - as well as more fleeting encounters through travel and trade.</td>
<td></td>
</tr>
</tbody>
</table>
Title: **Political Histories of Western Environmental Thought**  
Course Number: **ANSO-350**

Instructor: Aman Luthra  
Term: Fall 2016

Description: This course explores a partial (Western) history of how humans have understood themselves in relation to nature. To do so, this course relies on a landmark text in the field along with a series of primary texts, tracing the continuities and ruptures in thought during different historical periods have engaged with the idea of nature and the place of the human within it. Although, the course relies mostly on a broadly defined Western thought tradition in this course but students are encouraged to undertake research on other traditions and bring those into the classroom. The readings for this course are organized temporally, starting with the oldest.

Prerequisites: ANSO-103

Majors: ANSO  
Minor: ANSO

Concentrations: ENVS  
Shared Passages: 

Title: **Environment and Political Theory**  
Course Number: **POLS-2XX**

Instructor: Jennifer Einspahr  
Term: FALL 2016

Description: This course will serve as an introduction to the growing field of environmental political theory, or political ecology, including the writings of political theorists past and present on the relationship between politics, humans, and non-human nature and attempts by contemporary political theorists and environmental activists to articulate principles for organizing society in relation to the natural world. Students will confront their own assumptions about the proper relationship between humans and the natural world, which are embedded in core political concepts such as citizenship and democracy, and work to form reasoned judgments in relation to current environmental problems and controversies.

Prerequisites:

Majors: POLS  
Minor: POLS

Concentrations: ENVS  
Shared Passages:
A credit change for faculty discussion and approval:
EPC supports a proposal from Physical Education that participation in each full season of a varsity sport should carry 0.25 units, a change from 0.2 unit presently. In the view of EPC, this change is appropriate. It brings varsity athletics participation to credit parity with Theatre Practicum activities, and conforms to practices at other institutions.

Additional Course changes to note:

COMP-108 Course Description Change:
Current description:
The purpose of this course is to give students an introduction to the field of computer science with an emphasis on scientific modeling and data analysis. The course will provide an introduction to computer programming in both Matlab and C/C++. We will discuss fundamental computer science topics including the limits of computation and algorithm analysis. We will also cover a selection of topics relevant to scientific research, including data visualization, representation of numbers, and random number generation. This course requires no previous programming experience. There is no formal math prerequisite, but students should be comfortable with basic mathematical notation.

New description:
The purpose of this course is to give students an introduction to scientific modeling and data analysis. The course will provide an introduction to computer programming and will cover a selection of topics relevant to scientific research, emphasizing the process of modeling, simulation, visualization, and evaluation of data. It will also introduce fundamental computer science topics, including the limits of computation and algorithm analysis. This course is most appropriate for students with some computing or scientific background, although it requires no specific previous programming experience. Some exposure to calculus would be helpful, but not necessary.
Except in unusual circumstances, students who have already taken 105 or 107 should generally not take this course.

GERM-301 Catalog Changes
Title change from “Introduction to German Literature and Culture: Reading Texts in Context” To “Introduction to German Cultural Studies: Reading Texts in Context”

And a change in description to
This course serves as an introduction to upper-level courses in German Cultural Studies. It stresses the central role that culture plays in fostering an understanding of German society, and it introduces students to the tools and theories of cultural analysis. Readings and genres range from literature and film to documentaries, magazine articles, blogs, cartoons, and music, and they may be focused on a single theme across a number of time periods to provide a context toward an understanding of how a particular text reflects cultural identities. In German.

**History Senior Seminar and major requirement change:**
Consolidate HIST-490F and HIST-490W from a pair of split-unit courses to a single one-unit fall course HIST-490, along with new sentence to the catalog:
All majors are required to present their SIP at and participate in the department's SIP colloquium and to pass a comprehensive exam.

**Experiential Education Committee**  
**Center for International Programs**

**Future Planning for International Programs Committee and final report:**
The FPIP committee received the consultants’ report and is working on a final draft including some of the points and suggestions raised by the consultants as well as others who have read the draft. The final report will include recommendations both for the direction of international education at K and a process for moving forward and will be finalized by 7th week.

**Domestic Study Away:**
We have five participants for the Chicago program on Entrepreneurship, Arts and Social Justice. We are also offering [The Washington Center](#) this fall (application due date May 17th). A representative from the Washington Center was on campus Thursday, April 28th.

**CIP Director search:**
This is connected to the work of FPIP and based on a reasonable hiring time frame (in order to attract the best candidates) and the new President arriving in July, the search will be pushed back until 16-17. I have been asked to continue in the role of Acting Director. The CIP will continue to move forward, including investigating the additional reasons students may not be participating in study abroad, and moving to address some of the concerns and suggestions that have come to the surface in the FPIP process. It is clear that some faculty would like a more active role when it comes to international programs; students are seeking programs that connect directly with their majors; there is interest in international civic engagement opportunities and internships, and a desire to connect transnational social justice issues and solidarity with the work of Arcus and study abroad.
The CIP has received 10 applications for the Beeler “Student Projects Abroad” funding to support students either conducting SIP research or pursuing other international opportunities. We anticipate making decisions by 7th week.

**Outreach to first years:**
CIP peer advisors have held 8 sessions to introduce students to study abroad/away programs. Will continue to develop sessions and outreach as well as create programming that highlights opportunities for different majors in study abroad programs.

**International students:**
The CIP continues to work with our visiting international students as they prepare to depart “K” and for those 12 who will be graduating this spring.

**Center for Career and Professional Development**

The CCPD offers the following classroom modules for use in 2016-17 Shared Passages seminars:

**First-Year Seminars:**

**Basic Résumé Writing:** students learn the theory behind résumé writing and create a basic document that can be used to apply for externships and internships (15 minutes of class time for faculty member to introduce assignment and set deadlines; CCPD staff review résumés against a rubric and return reviewed résumés to students directly).

**Introduction to the CCPD:** students learn about the programs and services offered to support their career and professional development and are encouraged to visit the CCPD early in their college career (15 minutes of class time, PowerPoint presentation delivered by CCPD student Career Associates).

**Sophomore Seminars:**

**Informational Interviewing:** students learn basic techniques and etiquette for conducting an interview with a potential mentor, the results of which can be integrated into a seminar research project and/or assigned as a reflection assignment (this module can be customized in consultation with a CCPD staff member, and is typically co-led by faculty member and CCPD staff during two class periods).

**Senior Seminars:**

**Translating Your K-Plan: The Language of Skills and Competencies:** students identify and articulate the learning outcomes of their K-Plan, becoming comfortable with vocabulary that is
familiar to employers and graduate school recruiters (guest lecture by a CCPD staff member, typically done in 1 to 1.5 hours).

For more information, or to schedule any of these modules for your fall 2016 seminar, please contact CCPD Director Joan Hawxhurst.

Faculty Development Committee

Funds for Professional Development Projects and Travel remain available. FDC will process and review applications for professional funds throughout the spring and summer months (https://reason.kzoo.edu/fdc/request_support/).

Planning and Budget Committee

Planning and Budget has been discussing a request from The Sustaining the Mission Task Force II for generative ideas regarding revenue enhancement and cost containment opportunities.

P&B would like faculty to respond to an upcoming electronic survey regarding any ideas regarding revenue enhancement and cost containment opportunities, as well as invite faculty to share those ideas with members of the committee should you wish to do so.

In no particular order, below are some of the discussion points P&B has had on this topic.

With regards to Cost Containment Opportunities

P&B spent time clarifying that “cost containment” should focus on ways to seek savings (efficiencies) rather than identify “new” cuts to programs or programming, recognizing there is little appetite for identifying new ways to tighten the belt as departments have looked for these apples before, and determined there are few left to pick, while also acknowledging there may be areas that haven’t been previously considered.

Concerns:

- additional funding already needed in departmental budgets, equipment needs (classrooms, labs, and research), student employment, and deferred maintenance. Zero based budgeting model requires significant investment in both time and training.

Possibilities:

- perhaps efficiencies in healthcare, sustainability/energy, how we utilize student labor, inner-departmental or program collaborations, early retirement options, administrative efficiencies.

With regards to Revenue Enhancement Opportunities

P&B enjoyed vigorous discussion on the topic of revenue enhancement opportunities, noting that the key indicator for future financial health is to maintain and improve our Net Tuition
Revenue metrics (the combination of financial aid, comprehensive fees, recruitment costs, and revenue per student as a factor of the above metrics).

Concerns:
- NTR concerns includes leveraging Royal information to “get better” at identifying students who have greater ability to pay with our ability to discern adjusting all aid awards to continue to attract a diverse student population to support our mission and programs.
- Further concern included faculty workload in exploring revenue enhancement ideas and how that work would be accomplished and/or compensated.

Possibilities:
- Exploration of a Camps and Conferences model along the lines of a Chautauqua model. We noted The Camps and Conferences Committee summary report of sports related camps may not be extremely revenue positive and even with institutional investment would likely remain revenue neutral due to our summer calendar constraints, but that did not curb interest nor enthusiasm from the committee that additional ideas should be explored.
- A “Notre Dame Model” for summer classes also gained some enthusiasm, if we make it very clear that participants would pay full freight, without any financial assistance whatsoever regardless of institutional desire to provide such, or participants ability to show need.
- Interest for exploring summer programs that would include MCAT, GMAT, and other post-baccalaureate program preparation. Additionally, there was enthusiasm for exploring programs that would have a professional slant to a regional community. There was interest in exploring more fully some type of corporate training program or experience.
- There was interest in exploring new academic programs - an MBA program, Nursing program, other? We did not discuss online academic programs or hybrid online courses, although Hope College was mentioned as a possible model for programming.
- There was interest with Advancement to target “easy” needs, and pushback in our inability to attract donors to these needs, for example, getting our POSSE program funded, or institutional capital project needs, for example, student residences.
- There was interest and strong desire to explore the overload charge, and included as part of this discussion was an additional thread of coupling 4 years of merit aid to four years of program study.
- There was recognition that the current business climate in Michigan is firing on all cylinders – or nearly so – and the concern that things are “really good and the best they have been for awhile” and we should predict another downturn in the auto industry in the next few years, and budget realistically and accordingly.

There were some additional threads, but this summarizes the key points.

P&B encourages further comments and suggestions with a response to the electronic survey that will be sent from the Sustaining the Mission Taskforce Committee.
Submitted by Lanny Potts

Members of Planning and Budget for Spring 2016: Lanny Potts (chair), Bob Batsell, Michelle Intermont, Kathy Milliken, Menelik Geremew, and Jim Prince (VP, ex officio).

Teaching & Learning Committee
The Teaching and Learning Committee met with the two candidates for the Coordinator of Community Equity Initiatives. The focus of our meetings was on each candidates readiness to offer professional development opportunities for faculty related to inclusive pedagogy, intercultural competence, and fostering a sense of belonging among our students. TLC also met to discuss some preliminary research related to our course evaluations. The committee continues to receive applications for Pedagogical Development Grants. In the next two weeks we have two planned pedagogy workshops/meetings, please consider attending.

Graduate Fellowship Committee
FULBRIGHT PROGRAM: Encourage your junior and senior students and advisees to think about the Fulbright US Student Program as a way to spend a year abroad after graduation. There are grants for teaching English and for study or research in over 140 countries. US citizenship is required.

The application is open for 2017 and Graduate Fellowships will hold a Fulbright info session and workshop on Monday, May 9.

Deadlines for Fulbright and the UK scholarships (Marshall, Rhodes, Gates, Mitchell) are early Fall Quarter so students need to plan now. Refer interested students to Diane Kiino.

STETSON SCHOLARSHIP: Students planning to attend graduate school at Harvard, Yale, Johns Hopkins, the University of Chicago or a European University are eligible for the $1000.00 Stetson Fellowship. It may not be used for professional study. Direct interested students to Diane Kiino.

Advancement Liaison
Thank you to everyone who participated in the Faculty and Staff Annual Giving Campaign. Your commitment and care for K is amazing!

177 faculty and staff members have made total contributions of more than $64,300

Overall participation in the Faculty and Staff Giving Campaign is 49% to date
If you were not able to make a gift during the campaign and still would like to do so, please feel free to make your gift via [https://www.kzoo.edu/onlinegiving/facstaff.php](https://www.kzoo.edu/onlinegiving/facstaff.php) or by calling Laurel Palmer, Director, Kalamazoo College Fund at 269.337.7282

Respectfully submitted,
Jeanne Hess and Bryan Goyings

**Athletics Advisory**
No report

**Benefits Review Group**
No report

**Community Council**
No report

**Health Services Advisory**
No report

**Information Services Advisory**
Results of ISAC Survey of Faculty

Thank you to the 63 people that completed the ISAC survey of faculty; a strong response rate. The responses and comments give us very good feedback and several areas to focus on improving.

I am pleased that the major service points for faculty (Library, Media Services, Educational Technology, Help Desk, and Center for New Media Design) received very satisfactory ratings. Two areas that we’ll focus on include computer/device purchasing and departmental printing services.

Greg Diment
Associate Provost and Chief Information Officer
ISAC Chair
The Student Life Advisory Committee met on April 15, 2016, and received an update on the status of the new/re-establishing student government group, called the Interim Body of Student Representatives. Part of this body is serving as student representatives on a variety of campus committees, and some of them, along with other students, are working on a new model for student government. SLAC also reviewed the findings from the 2016 annual Quality of Life survey administered to students in the residence halls. The survey had a response rate of 79%. SLAC also discussed the development of a bias incident reporting system, currently in the final drafting stage. Finally, the Committee discussed establishing a Campus Climate page, designed to share information about behavioral issues that occur on campus with the goal of enabling interested people to be better informed about our campus climate overall. This will be the focus of the next SLAC meeting.

Institutional Review Board
No report

Student Life Advisory
The Student Life Advisory Committee met on April 15, 2016, and received an update on the status of the new/re-establishing student government group, called the Interim Body of Student Representatives. Part of this body is serving as student representatives on a variety of campus committees, and some of them, along with other students, are working on a new model for student government. SLAC also reviewed the findings from the 2016 annual Quality of Life survey administered to students in the residence halls. The survey had a response rate of 79%. SLAC also discussed the development of a bias incident reporting system, currently in the final drafting stage. Finally, the Committee discussed establishing a Campus Climate page, designed to share information about behavioral issues that occur on campus with the goal of enabling interested people to be better informed about our campus climate overall. This will be the focus of the next SLAC meeting.

Summer Common Reading
No report
Sustainability
No report

Shared Passages
No report

Arcus Center for Social Justice Leadership

The Arcus Center for Social Justice Leadership held a hugely successful Science and Social Justice Think Tank during Week 4. Funded by a grant from the National Science Foundation, we were able to bring in about 45 scientists from various disciplines, institutions and organizations. For example, Harvard, LSU, New School, Northwestern, UNC, SENCER, the American Academy of Sciences, and the Howard Hughes Medical Institute were represented. Both our current and incoming presidents attended parts of it as did current STEM faculty and students. (Not all who attended are represented in this photo). Thanks to Regina Stevens-Truss, who heroically served as Project Director and Anne Dueweke, who spearheaded the grant, Jonathan Beckwith and Karen Winkfield of Harvard Medical School, and Eliza Reilly, ED of SENCER for serving together along with Lisa Brock, ACSJL, Academic Director as the Planning Committee. We are grateful to Media and Campus Catering for their stout efforts. There was a lot of excitement about the possibilities for the future.
On Thursday and Friday, Week Six, Bill Ayers (recently attacked by Donald Trump) and Bernardine Dorhn will be in residence at the Arcus Center. We will be showing the film the Weather Underground, and Ayers and Dorhn will be doing a workshop on “Teaching and Research in the Public Interest.” Please see flyers on the table at the Faculty meeting.

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

On Week 6, Tuesday, at 11:30am-12:30pm, there will be an informational meeting about the South Africa Trip. Please see below the description.

Memory, Social Justice and Pedagogy in Post Apartheid South Africa
A Kalamazoo College ACSJL Faculty Engagement
November 26-December 10, 2016

South Africa’s social justice struggle led to the fall of the apartheid regime, one of the 20th centuries most significant and oppressive global economies. Since the first democratic election of 1994, the SA state, civil society and ordinary people have been engaged in what many are calling “memory work”.

Memory work is based on the desire to “remember” or at least “not forget” the past in South Africa, especially the past of those traumatized by colonialism and apartheid, and whose lives and histories went under-reported and/or non-documented for literally hundreds of years. Situated as “the other”, the apartheid state rendered the lives and struggles of the majority invisible. Thus, there is a massive almost frenzied movement to “catch up” to “not loose” “to capture” “to situate” “to create” an important tapestry of the past.

Encouraged by the National Archives of South Africa Act of 1996 and the Heritage Resources Act of 1999, institutions such as the Robben Island Museum, the Centre for Popular Memory, The Hector Peterson Museum, the Apartheid Museum, and the Gandhi Phoenix settlement, have taken up this serious work. For instance, former inmates have turned Robben Island, the political prison, which held Nelson Mandela for 28 years, into a site of hope and struggle.

Seven faculty members from K-College will travel to South Africa to engage with those doing memory work. The team will visit academic and educational institutions and centers and meet grassroots activists and museum curators. They will gain a sense of how public history, social justice pedagogy, and curricula are being developed. Participants will engage in structured reflections and workshops while there, in an effort to integrate what they are learning into their own thematic and pedagogical practices.
The faculty members chosen to participate must make a commitment to do three things. One, develop one new course or significantly change an existing course within a year upon their return, in which social justice pedagogy is centered; two, attend two workshops while developing the course in order to share strategies and methods with other participants; and three, participate in a report back for the college community.

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

When: November 26-December 10, 2016
Where: Cape Town, Johannesburg, and Durban, South Africa
Who: Any Fulltime Continuing Kalamazoo College Faculty Member
How: Complete and Submit Application Form by June 1, 2016
Duration: 2 weeks
Trip Leader: Lisa Brock (with Mia Henry and Margaret Wiedenhoeft)
Program Cost: $4000 per person from Chicago.
Funding: Arcus Center Funding, Provosts Office, Teaching and Learning Committee Professional Development Funds
*******************************************************************************

Please join us for the WOBS II………………

WITH/OUT — ¿BORDERS? II
Post-Oppression Imaginaries and Decolonzied Futures
Let’s Re-map the World!

Thursday, October 20 - Sunday, October 23, 2016
Arcus Center for Social Justice Leadership, Kalamazoo College
Apply to attend and participate, priority deadline: July 1, 2016
Queries to: Bailey.Meade@kzoo.edu

The Arcus Center for Social Justice Leadership will hold its second WITH/OUT — ¿BORDERS? Conference. Building off the critical 2014 Global conference, the 2016 gathering aims to confront and provoke the notion that the current nadir - of austerity, violence and ascent of the global 1% - is normal and the best we humans can do. We intend to bring together those whose work envisions an imaginative, robust, plentiful, and just future. We invite conversations across disciplines and from varied social locations among academics, organic intellectuals, frontline organizers, climate and peace activists and more. This will be a CONFERENCE – [UN] CONFERENCE featuring modules that will include panels, breakout sessions, films and performances designed to prompt us to collectively conjure, theorize, de-colonize and map a future we can all thrive in. Modules will focus on the following interventions:
*In 1993, Mark Dery coined an aesthetic, Afrofuturism. Today it is an exquisite and expansive narration of post-oppression desire, rooted in a “B[l]ack to the Future” sankofa archive of Africa and the African Diaspora. Largely set in fantasy, film, technology and speculative fiction, how does this mo(ve)ment reveal truths and create spaces for renderings of quantum thinking on freedom more broadly?

*In 1969, Vine Deloria penned his manifesto, Custer Died For Your Sins, and in 1973 he declared God is Red. Today, upending colonial knowledge and a reframing of action research is central to Indigenous, Feminists and Critical Ethnic Studies. Is the call for anti-racist universities, and the struggle against high stake testing and the privatization of schools also a desire for epistemic liberation? What might de-colonialized educational structures and paradigms look like?

*In 1988, former director of NASA’s Goddard Institute for Space Studies, Dr. James Hansen warned of the consequences of global warming. Today, virtually all climatologists are convinced that “global warming poses a clear and present danger to civilization.” From the Pope’s encyclical to calls for a renewable energy [r]evolution, what ideologies and technologies can liberate us from extraction economies and life-killing pollution practices? We invite those envisioning a sustainable future to come and share their work.

*In 1955, in Bandung, Indonesia, 29 nations of color came together to discuss a “third” way. Since 1990 and the fall of the USSR, neo-liberalism has outpaced other economic models. Today, the privatization of the public sphere, deregulation of corporate interest and tax cuts to the global 1% is leading to the greatest concentration of wealth in recent history and deepest inequality in centuries. We invite those who are theorizing “next systems” and deploying new economic models and strategies to share their thinking, movements and innovations with us.

**Critical Ethnic Studies**
No report

**Mellon Diversity and Inclusion Grant**
This is a reminder of the call for participation in the refining/planning of the 2016 summer Mellon-supported faculty development work and actual participation in this summer “workshop”. Please contact Mickey or Reid by end of fifth week (ideally by April 29) if you are interested.

We began the Mellon-supported faculty development work last summer. The summer group of faculty established our working with communities of practice models to meet the goals of the
grant. The Mellon grant goals remain focused on increasing our capacity to meaningfully address difference and power, and diversity and inclusion, in the curriculum and in our pedagogies, as well as to significantly improve the campus climate. Central to meeting the Mellon goals is to fundamentally alter the classroom experience for all students.

We will continue our collective work toward these ends with the 2016 Mellon sponsored Departmental Development Workshop. The stated goal of this “workshop” (actual model to be developed) is to work on curricular change at the departmental level. We invite each department to identify at least two members to participate in the workshop. Each participant will receive a $500 stipend, and the opportunity to apply for future mini-grants, which we currently envision to administer in the community of practice model already in place.

In speaking with several faculty across the divisions, we feel this work is best accomplished in divisions or by department, and together have brainstormed some potential divisional ideas. With each department or division thinking deeply about what these goals mean for them, we can brainstorm methods for achieving the type of change envisioned. The details of these transitions will be unique to the needs of each department and division. Below we share some basics of these ideas with you based on the conversations with other faculty. We look forward to discussing and developing them in greater detail and we invite each of you to consider participating in refining the areas of work and creating the scope and shape of the “workshop” itself. If you are interested in joining this planning and organizing community and participating in the summer work, please contact Mickey McDonald and/or Reid Gómez by April 29.

The “workshop” (and we will work together to shape what model(s) might work best) might be designed in two halves: the first half focused on departmental/divisional work; the second, focused on an interdisciplinary applied project which would allow us to model collective action, as well as design and implement a campus wide project. We see each of the ideas below to be part of the entire campus project of addressing issues of difference and power, diversity and inclusion.

Some examples of departmental/divisional work might be:

1. Science division: continue the work outlined in their current community of practice proposal with the goal of planning a fully inclusive and supportive curricula with associated pedagogy that meets the needs of all incoming students with interest in the sciences.

2. Language division: continued thinking about the relationship between language, culture and power. Strengthening and deepening the relationship between the division and the CIP, and their work on language learning (particularly questions of fluency, literary, and additional pedagogical model) paired with study abroad opportunities and programs.
3. Social Science division: Work on ideas of curricular mapping, in part to determine where skills are being taught at the departmental level, but also in terms of which curricular goals of the college are being taught in the current curricula.

4. Humanities and Fine Arts divisions: Work on pedagogy mapping. This takes the ideas of curricular mapping to the classroom and assesses pedagogical practices that directly shape campus climate. We note that the distinction between curriculum and pedagogy is a simplified understanding of the two, but we hope that this conversation as well as the framework we're drawing from might provoke a rich conversation.
2016-2017 EXAM SCHEDULE

### In order by exam time###

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<thead>
<tr>
<th>Exam Time</th>
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<tbody>
<tr>
<td>Sunday, 11/23, 11:30am – 2pm</td>
<td>MWF 9:40</td>
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<tr>
<td>Sunday, 11/23, 3:30 – 6pm</td>
<td>MWF 1:20</td>
</tr>
<tr>
<td>Sunday, 11/23, 7:30 – 10 pm</td>
<td>Mass (combined section) Exams</td>
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<tr>
<td>Monday, 11/24, 8:30 – 11am</td>
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K Plan for the 21st Century
General Education Curriculum

Kalamazoo College’s unique K Plan encourages students to become “At Home in the World” by providing a curriculum that allows them to:

• develop life-long learning and communication skills;
• explore disciplinary and interdisciplinary fields;
• identify and pursue an intellectual passion, personal aspiration, or career path; and
• forge a customized, coherent education by integrating classroom and experiential learning, study abroad, and co-curricular activities into a unified whole.

The general education curriculum that supports the K Plan features breadth across the liberal arts, a strong global and intercultural focus, widespread participation in meaningful study abroad and service-learning, rigorous majors, capstone experiences including Senior Individualized Projects for all students, and a dedication to integration of the entire K experience. Three Shared Passages Seminars serve as both preparation for, and integration of, the rich, transformational components of the K Plan. Emphasizing student ownership of the educational experience, this curriculum encourages students to develop both an ability to think creatively and analytically about a variety of issues and ideas, as well as to bring unusual depth and passion to their particular field of interest.

Degree Requirements

The rich and multifaceted K Plan curriculum is balanced by a set of graduation requirements designed to encourage student agency and intentionality in students’ curricular exploration and integration.

• Three Shared Passages Seminars:
  o First-year seminar emphasizing writing, critical thinking, effective communication, and intercultural understanding
  o Sophomore (or junior) seminar addressing cultural issues and intercultural understanding
    [Alternate: students may substitute 2 cultures courses for the sophomore seminar]
  o Senior disciplinary or interdisciplinary seminar emphasizing integration of prior learning experiences
• Foreign language: Proficiency through the intermediate level (103 or 201)
• Senior Individualized Project (1 or 2 units)
• PE/Wellness Unit (5 activities)
• Completion of a major
• Residency, Unit, and GPA Requirements:
  36 units, plus 5 PE/Wellness activities (1 unit)
  2.00 cumulative GPA

[Unchanged from the ‘08-’09 Catalogue, except to drop LACC requirement and to drop requirement of 24 units at C- or better (per separate vote of faculty on 12 January 2009). Simplified residency/unit requirements will probably be proposed in the near future.]

Students should choose a wide-ranging set of courses, in consultation with their advisors, to expand their horizons and complement their major. Students are also encouraged to integrate the following key elements of the K Plan into their own learning experience:

• Study abroad
• Service-learning
• Disciplinary and integrated, interdisciplinary minors
• Student research
• Career development internships and externships
• Guild participation
• Land/Sea  
  [placeholder for Bridges in general]  
• Involvement in student activities and athletics

**Note about Skills:**

Development of skills such as writing, oral communication, cultural understanding, critical thinking, creative expression, reflection, quantitative reasoning, information literacy, and research skills will take place across the curriculum: in seminars, in many general education courses, and in the major. Majors may require liberal arts cognates to supplement or complement the learning that happens within the major, whether that be skill development, concept understanding, or related content.

**Degree Requirement Details and Policies**

**Shared Passage Seminars:**

All students take three Shared Passage Seminars. First-year seminars, completed during the fall quarter of the first year in residence, prepare students for further work at the College by focusing on foundational skills, such as writing, oral expression, information literacy, and critical thinking; introducing global or intercultural ideas; and encouraging students to reflect on and integrate their high school experiences and transition to college. While diverse with regard to topic, these seminars are intentionally comparable in terms of the amount of written work expected, the importance of feedback on and regular revision of written work, and the maintenance of a participatory, discussion-oriented atmosphere.

Sophomore (or sophomore/junior) seminars delve more deeply into cultural issues and intercultural understanding, preparing students for study abroad and living in a global world. Students may substitute two cultures courses for the sophomore seminar. [See Note 1 below.]

Senior seminars, whether disciplinary or interdisciplinary, focus on integrating students’ Kalamazoo College experiences and preparing them for future lives beyond K. Disciplinary seminars integrate students’ experiences inside and outside a particular major, while interdisciplinary seminars allow students from a variety of majors to apply diverse aspects of their Kalamazoo education to an interesting topic or problem.

Transfer students who have, prior to admission, already taken a first-year seminar or English composition course similar in content to the first-year seminar at Kalamazoo College may apply that course toward the first-year seminar requirement. The Registrar makes this determination as part of regular transcript analysis. Other transfer students should satisfy the requirement by taking a first-year seminar (if they qualify as a first-year student) or an approved substitute course. Students who do not pass the first-year seminar must substitute another writing-intensive course, which must be approved by the Dean of the First Year, before the start of the sophomore year.

Sophomore and senior seminars must be taken on the Kalamazoo College campus. Cultures courses taken as a substitute for the sophomore seminar may be taken on campus or on College approved off-campus programs. Students who do not pass the senior seminar must work with the chair of their major department or with the Dean of the Senior Class to identify an appropriate disciplinary or interdisciplinary substitution.

**Notes for faculty about seminars (not for catalogue):**

*Note 1:* The faculty should reevaluate the “cultures courses for sophomore seminar” substitution in three years, and decide whether to continue it based on the number and success of sophomore seminars being offered. It may decide at that time to continue the substitution for another limited time period, or indefinitely. The faculty should also evaluate the balance between disciplinary and interdisciplinary senior seminars at that time.
Note 2: The Dean of the First Year makes guidelines and resources available to faculty teaching first-year seminars. Similar guidelines and resources for sophomore and senior seminars should be developed over the next few years. The sophomore and senior seminars should satisfy a handful of key learning outcomes, but be primarily innovation-driven; that is, faculty creativity and experimentation are encouraged. Faculty and students are also encouraged to propose Liberal Arts Colloquium (LAC) events thematically linked to seminars (and seminars could require attendance at key LAC events).

Exploration Across the Liberal Arts:

The K Plan and its general education curriculum encourage student exploration within the liberal arts through a variety of unique opportunities, both on our campus and off. Students engage with new ideas, new experiences, new perspectives, and new places as they explore diverse disciplines, a variety of cultures, and possible careers. This exploration enables them to expand their intellectual horizons and to broaden their perspective on their particular field of interest. Before each registration period, students meet with their academic advisors to discuss their plans for pursuing an education that balances pursuing new interests, further developing and integrating existing interests, and studying at least one discipline in depth through a major. Students may also broaden their learning experience by studying a second discipline or an interdisciplinary field in depth through a major or minor.
Below is a list of possible outcomes associated with the move to the shared passages curriculum and possible sources of data.

- **Breadth (less?)**
  - Number of areas studied
  - % with multiple majors
  - % avoiding courses/areas

- **Study abroad**
  - Participation rates
  - GPA?

- **Student agency**
  - Identify examples of interdisciplinary courses of study
  - Transcript analysis/review

- **Greater intentionality of students in picking course of study**
  - Advisor interviews/feedback?
    - How have Advising conversations changed

- **Admissions**
  - Increased applications, different kinds of applicants
  - Acceptance/yield rates

- **Seminars**
  - Sophomore seminars
    - Better integration of study abroad
    - Writing?
    - Learning outcomes data:
      - Senior seminars
        - To what extent are the integrative capstone seminars increasing student agency?

- **CCPD data**
  - Placement rates
  - Alumni surveys

- **Distinctiveness**
  - Has our competitive set changed? Do we have new “competition” from students given our “open” curriculum.

---

**Thoughts on Faculty Discussion Questions**

1. What outcomes did we hope for (or should we have hoped for)?
2. What data do we have?
3. What data do we need?
New Graduation Requirements Four Years Later:
Holding Our Breadth
or
Time for Baited Breadth?

Eric Nordmoe
September 10, 2013
Timeline

- **Jan 2009**: Faculty adopts new requirements
- **2007**
  - Distinctiveness Initiative Task Force (and DITF-R)
- **2008**
- **2009**
  - April 2010: Faculty approve Learning Outcomes Statement
- **2010**
- **2011**
  - September 2011: First look at achieved breadth
  - February 2012: Student-led Focus Groups on Breadth
- **2012**
  - October 2012: HLC Reaccreditation Team Visit
- **2013**
  - September 2013: Breadth Revisited
Simplify our curriculum, without sacrificing academic rigor and while retaining depth and breadth of learning, to make it easier for everyone to understand and implement.

Source: DITF report (Sept 2007)
## Differences

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<th>New</th>
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<td><strong>Sophomore Seminar</strong></td>
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<tr>
<td><strong>AOS (10 units)</strong></td>
<td><strong>Senior Seminar</strong></td>
</tr>
<tr>
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<td>(1 unit)</td>
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<tr>
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<tr>
<td>✓ 1 unit Hist</td>
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</tr>
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<td>- NatSci, Math, CS (2 units)</td>
<td><strong>Cultures (3 units)</strong></td>
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<td>(3 units)</td>
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<td>-1 US</td>
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<td>- SocSci (3 units)</td>
<td>-2 from different regions OR</td>
</tr>
<tr>
<td></td>
<td>1 comparative and 1 regional</td>
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<tr>
<td><strong>LACC (1 unit)</strong></td>
<td><strong>LACC (1 unit)</strong></td>
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</table>
Grad Requirements: Common to Old and New

• FY Seminar
• Major
• Language (intermediate level)
• PE (PE/Wellness)
• SIP
K Learning Outcomes
(approved April 2010)

A Kalamazoo College graduate will...

• Have studied a variety of fields of inquiry

• Have explored the cultures of different regions of the world

• Be able to learn effectively in a variety of settings

• Be proficient in at least one second language
Key Findings

• Uncertainty about whether the college values breadth

• Students respond to advisor’s support/encouragement of breadth

• Consensus: Keep open curriculum but provide structure and advising support
Evidence that one or more specified Core Components need institutional attention. The College now depends upon faculty-delivered academic advising to guide students toward a broad preparation in the liberal arts and sciences, rather than a distribution-model general education curriculum. Preliminary assessment through transcript analysis by a College faculty member indicated that one fourth of students that transitioned into the new curriculum completed their degree requirements without the divisional breadth that was a hallmark of the earlier, more elaborate, curriculum. This narrowing of academic preparation will need to be monitored closely to ensure that the College is able to meet the goals stated in its mission.
Outline

• The dataset
• Assessment of breadth
• Summary
The Dataset: Student Transcripts
Class Entering 2004
(260 students) June ’08

Class Entering 2005
(310 students) June ’09

Class Entering 2006
(312 students) June ’10

Class Entering 2007
(286 students) June ’11

Class Entering 2008
(298 students) June ’12

Class Entering 2009
(307 students) June ’13

New Graduation Requirements Spring 2009
Variables

• Graduation status
• Units by subject and division
• Total units
• Majors, minors, concentrations
Use transcript analysis to quantify course selections.
Questions to Consider

• To what extent are course selections spread across divisions?

• To what extent has the distribution of achieved breadth across students changed?

• Are some divisions/areas now being avoided?

• Are students increasingly trading breadth for credentials (multiple majors and minors)?
Entropy

Commonly used to measure species diversity and economic inequality.

$$\text{Entropy} = -\left( p_1 \ln p_1 + p_2 \ln p_2 + p_3 \ln p_3 + p_4 \ln p_4 \right)$$

where $p_1$ is the proportion of units taken in division 1, etc.
Analysis of Breadth via Entropy

• Compute an entropy score for each student.

• Study the distribution of scores across students and across cohorts.

• Question of interest:
  ▸ How has the distribution changed since the requirements changed?
Maximum Entropy = 1.39
Moderate entropy = 1.17
Minimum entropy = 0
Declining breadth is seen in the leftward shift in the histogram and the decreasing mean of Entropy.
Direct Measures of Breadth
Are students completely missing certain divisions?
Percent with **one or fewer** courses:

- Fine Arts
- Humanities
- Math/Sci
- Soc Sci


Percent with ≤1 course:
- Fine Arts: 32, 28
- Humanities: (increasing)
- Math/Sci: (increasing)
- Soc Sci: (increasing)
Are students siloing in some divisions?

- Fine Arts
- Humanities
- Math/Sci
- Soc Sci

Year of Entry:
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009

Percent with 20+ courses:
- Fine Arts: 8
- Humanities: 19
- Math/Sci: 8
- Soc Sci: 8
Breadth as Sustained Engagement

In how many of the 4 divisions do students take 3 or more classes?
Percent with 3+ Courses in 3 or 4 Divisions

- 2004: 79%
- 2005: 66%
- 2006: 66%
- 2007: 66%
- 2008: 61%
- 2009: 61%
A more intuitive summary measure is the proportion of units in the least-frequent division.
Maximum Al = .25
Moderate AI = .07
Minimum AI = .00

No Social Science
The adventure index ranges from a low of 0 (completely missing at least one division) to a maximum of 0.25 (equal spread of units across divisions).
More than one-third of the just-graduated 2009 cohort took no classes in at least one division.

Compared to 6-7 percent in ’04-’05 cohorts.
Extend this idea to look at the two least frequent divisions.
12 students took no courses in 2 academic divisions of the College.

4.4%
Adventure Index by Division of Major
Pct AI=0 by Division of Major

- Fine Arts
- Hum
- Math/Sci
- Soc/Sci
- FLL

Percent of Majors

- 2004: 0
- 2005: 15
- 2006: 27
- 2007: 39
- 2008: 46
- 2009: 57
The Great Credentials Race?
...Students are hedging their bets. The number of double majors is on the rise, particularly at the most elite schools where supercharged students want to do it all and where the ranks of double majors have swelled to more than 30 to 40 percent of all graduates. Nearly four out of 10 students at Vanderbilt University have two majors. At the University of California at Davis, the number of double majors has risen 50 percent in five years. Double majors at MIT have jumped twofold since 1993.

Chronicle of Higher Ed
October 11, 2012
Percent with 2 or more majors

Year of Entry

Percent with $\geq 2$ majors

- 2004: 12
- 2005: 13
- 2006: 18
- 2007: 19
- 2008: 23
- 2009: 20
Percent with 2 or more minors

Year of Entry

Percent with ≥2 minors

2004  2005  2006  2007  2008  2009

18 students
Trend in Total Credentials = Majors + Minors + Concentrations

Year of Entry

Average number of Credentials

2004 2005 2006 2007 2008 2009
Are we seeing undesirable “credential creep” in the past few years ...

...or is this desirable sustained engagement in fields outside the major?
Summary

1. Achieved breadth of graduates has continued to decline since the last assessment two years ago.

2. Math/Science and Fine Arts are most commonly omitted divisions.

3. Students majoring in Fine Arts, Foreign Language and Literature, and Humanities are most likely to completely miss at least one division.
4. Siloing is on the rise, especially for Math/Sci.

5. Average number of academic credentials may be increasing.
How do we respond?

1. Collect more data.

2. Continue to encourage breadth via advising.
   - Highlight courses friendly to non-majors

3. Breadth PR Campaign
How do we respond?

4. Establish a formal set of “breadth expectations.”

- Tweak the system by adding a couple targeted requirements.
- Establish minimal breadth requirements for Latin honors.
Acknowledgements

• Teagle Foundation
• Ted Witryk, Nicole Kragt, and Marne Angers
• Paul Sotherland
• Anne Dueweke
PERFORMANCE OF KALAMAZOO COLLEGE STUDENTS ON THE
COLLEGIATE LEARNING ASSESSMENT (CLA) 2005-2013

Performance of Kalamazoo College students (first-year and seniors) on the Collegiate Learning Assessment (CLA) has remained consistently strong over the past seven years. The CLA was administered to first-year students during Orientation in the fall of 2005, 2008, and 2012 and to seniors in the spring of 2006, 2009, and 2013. The Estimated Academic Ability (EAA*) of these students varied by less than 5% (1241 minimum and 1266 maximum). Performance of first-year students on the CLA rose by about 11% whereas performance by seniors varied by about 10%. And, performance of both first-years and seniors continue to be at or above the 95th percentile nationally.

In recent years, changes at Kalamazoo College have affected the degree of diversity as well as the academic experiences of the student body. However, these changes seem to have had no obvious impact on CLA scores. For example, the entering class of 2012 was far more diverse in terms of geography, country of origin, race/ethnicity, socioeconomic background, and first-generation status than the entering classes of 2005 and 2008, and their performance on the CLA remained consistent with, and even slightly higher than in, previous years. The 2013 graduating class was the first cohort to come through K entirely on the new, more open graduation requirements and their performance was slightly stronger than that of previous graduating classes.

<table>
<thead>
<tr>
<th>Year</th>
<th>EAA</th>
<th>CLA</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>2005</td>
<td>1248</td>
<td>1171</td>
<td>(These first-years did both the PT and the AWT***)</td>
</tr>
<tr>
<td>2008</td>
<td>1258</td>
<td>1229</td>
<td>(These first-years did either the PT or the AWT)</td>
</tr>
<tr>
<td>2012</td>
<td>1241</td>
<td>1296</td>
<td>(These first-years did either the PT or the AWT)</td>
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<tr>
<td>2006</td>
<td>1247</td>
<td>1397</td>
<td>(These seniors did either the PT or the AWT)</td>
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<tr>
<td>2009</td>
<td>1250</td>
<td>1370</td>
<td>(These seniors did both the PT and the AWT****)</td>
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<td>2013</td>
<td>1266</td>
<td>1429****</td>
<td>(These seniors did either the PT or the AWT)</td>
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</tbody>
</table>

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* EAA = Estimated Academic Ability, SAT (Math + Verbal or Critical Reading) or ACT converted to SAT
** PT = CLA Performance Task; AWT = CLA Analytic Writing Task
**** Note: When students took both parts of the CLA (Performance Task and the Analytic Writing Task, which requires up to 180 minutes of test-taking), as first-years did in the fall of 2005 and seniors in the spring of 2009, CLA scores tended to be somewhat lower than in other years, when the maximum time required to take the CLA was 90 minutes. The “lower” performance on the CLA could be due to “test fatigue” in these years.
***** 2012 and 2013 CLA scores were converted to the scale used in previous years, as per instructions provided by the CLA Team
### Percent of Class Graduating with a Second Major

<table>
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<tr>
<th>Grad Year</th>
<th>% 2nd Major</th>
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<td>10%</td>
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<tr>
<td>2007</td>
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<tr>
<td>2008</td>
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<td>2009</td>
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<tr>
<td>2010</td>
<td>18%</td>
</tr>
<tr>
<td>2011</td>
<td>18%</td>
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<td>2012</td>
<td>22%</td>
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<td>2013</td>
<td>19%</td>
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<tr>
<td>2014</td>
<td>22%</td>
</tr>
<tr>
<td>2015</td>
<td>20%</td>
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*First class to be completely on the new curriculum*

### Distribution of SIPS

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<th>2015-16 Number of SIPS</th>
<th>2015-16 Percent of SIPS</th>
<th>2014-15 Number of SIPS</th>
<th>2014-15 Percent of SIPS</th>
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Graduation Rates
Majors
Student-Faculty Ratios
GRADUATION RATES
Four-Year Graduation Rates 2006-2015

- 2006: 71.3%
- 2007: 70.7%
- 2008: 77.4%
- 2009: 79.3%
- 2010: 73.9%
- 2011: 72.5%
- 2012: 76.6%
- 2013: 76.8%
- 2014: 73.1%
- 2015: 81.5%
Four-Year Graduation Rates by Gender

[Bar chart showing graduation rates by gender and year from 2006 to 2015]
Demographics

- White: 76%
- American Indian: 1%
- Asian: 6%
- Black/African American: 4%
- Hispanic: 4%
- International: 1%
- Two or more races: 8%
- Unknown: 0%
Demographics

- White: 68%
- Unknown: 6%
- Hispanic: 6%
- Native Hawaiian/Pacific Islander: 6%
- Asian: 8%
- Black/African American: 4%
- American Indian: 5%
- Two or more races: 3%
- Int'l: 0%
- Unknown: 0%

- White: 59.3%
- American Indian: 0.1%
- Asian: 7.0%
- Black/African American: 5.7%
- Native Hawaiian/Pacific Islander: 4.6%
- Hispanic: 8.0%
- Int'l: 9.8%
- Two or more races: 7.8%
- Unknown: 0.1%
- Unknown: 5.6%
Four Year Graduation Rates by Race/Ethnicity
2009-11 and 2013-15

- Asian: 76% (2009-11), 87% (2013-15)
- Two or more races: 93% (2009-11), 82% (2013-15)
- American Indian (less than 10): 83% (2009-11), 80% (2013-15)
- White: 77% (2009-11), 78% (2013-15)
- Overall: 75% (2009-11), 77% (2013-15)
- Hispanic: 69% (2009-11), 70% (2013-15)
Four Year Graduation Rates by Race/Ethnicity

- American Indian: 80.0%
- Asian: 86.5%
- Black/African American: 70.7%
- Hispanic: 69.7%
- Int'l: 73.9%
- Two or more races: 82.4%
- Unknown: 73.8%
- White: 78.1%
Four Year Graduation Rates

Domestic & International

Domestic: 77.4%
International: 73.9%

First Generation

First Generation: 71.2%
Not First Generation: 78.2%
Four Year Grad Rates by Race/Ethnicity and Gender

- **Asian**
  - Female: 76.5%
  - Male: 75.0%

- **Black/African American**
  - Female: 78.3%
  - Male: 52.4%

- **Hispanic**
  - Female: 70.8%
  - Male: 66.7%

- **Two or more races**
  - Female: 100.0%
  - Male: 83.3%

- **White**
  - Female: 80.5%
  - Male: 71.5%
Four Year Grad Rates by Race/Ethnicity and Gender

![Graph showing four-year graduation rates by race/ethnicity and gender for Asian, Black/African American, Hispanic, Int'l, Two or more races, and White students.](image)
Four Year Grad Rates by Race/Ethnicity and First Generation

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>First Generation</th>
<th>Not First Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>85.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>63.2%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.3%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Int'l</td>
<td>71.4%</td>
<td>80.0%</td>
</tr>
<tr>
<td>White</td>
<td>73.9%</td>
<td>78.3%</td>
</tr>
</tbody>
</table>
MAJORS
Graduating Majors 2010
Graduating Majors 2010 by Division

- Social Sciences: 33.3%
- Natural Sciences & Mathematics: 23.9%
- Humanities: 16.7%
- Foreign Languages & Literature: 9.2%
- Fine Arts: 8.9%
- Interdisciplinary: 8.1%
Graduating Majors 2015 by Division

- Social Sciences: 39.4%
- Natural Sciences & Mathematics: 28.4%
- Humanities: 14.1%
- Foreign Languages & Literature: 6.2%
- Fine Arts: 6.0%
- Interdisciplinary: 6.0%
Graduating Majors 2013-2015 by Gender
Graduating Majors 2013-2015 by Gender and Division

- Social Sciences
- Natural Sciences & Mathematics
- Humanities
- Fine Arts
- Foreign Languages & Literature
- Interdisciplinary
Graduating Majors 2013-2015 by Race/Ethnicity
Graduating Majors 2013-2015 by Race/Ethnicity and Division

- Social Sciences
- Natural Sciences & Mathematics
- Humanities
- Foreign Languages & Literature
- Fine Arts
- Interdisciplinary

Categories: White, DSoC, Int'l
Graduating Majors 2013-2015 by First Generation and Division

- Social Sciences
- Natural Sciences & Mathematics
- Humanities
- Foreign Languages & Literature
- Fine Arts
- Interdisciplinary

- Not First Gen
- First Gen
STUDENT-FACULTY RATIOS
Student-Faculty Ratios 2006-2015

The graph illustrates the Student-Faculty Ratios from 2006 to 2015. The ratios are categorized into two types: including SA Students and without SA Students. The graph shows a trend where the ratio including SA Students generally decreases from 2006 to 2015, while the ratio without SA Students shows a more fluctuating pattern with slight decreases in recent years.
Student-Faculty Ratios 2006-2015 with GLCA Average 2010-2015
I. Meeting Opening—President Wilson-Oyelaran

II. Approval of Minutes from May 2nd Faculty Meeting

III. Announcements from Officers of the College
   a. President Eileen B. Wilson-Oyelaran
   b. Provost Michael McDonald

IV. Reports from Elected and Standing Committees
   a. Jan Tobochnik, Faculty Executive Committee
   b. Larissa Dugas, Academic Standards Committee
      and Nicole Kragt, Registrar – Action Items (5 minutes)
   c. Bruce Mills, Educational Policies Committee – Action Items

V. New Business

VI. Announcements

VII. Adjournment
Minutes of the Kalamazoo College Faculty Meeting
May 31, 2016

1. President Wilson-Oyelaran called the meeting to order and shared David Whyte’s poem “The Opening of Eyes” from Songs for Coming Home

2. The minutes of the meeting of May 2nd, 2016, were approved.

3. President Wilson-Oyelaran
   • announced that identity protection by AllClear ID has been extended to four years
   • announced that Plante Moran has been engaged to conduct a security audit
   • reported that work on the budget is continuing
   • reported that an announcement on the Coordinator for Community Equity Initiatives position would be made in the next day or two
   • thanked the community for having worked together for the past eleven years
   • requested that the community be kind to the next President

4. Provost McDonald
   • thanked Dr. Wilson-Oyelaran for all she has done for the College over the past eleven years
   • reminded the faculty of the July 22nd deadline for applying for the NEH Summer Stipends
   • reported that Jen Einspahr will serve as first-year dean and that Chuck Stull will serve as sophomore class dean. Ed Menta continues as junior class dean and Autumn Hostetter continues as senior class dean
   • congratulated Amy MacMillan on the publication of her co-authored paper, “Extending our understanding of eWOM impact: The role of source credibility and message relevance,” in the Journal of Internet Commerce [eWOM is electronic word-of-mouth]
   • congratulated Menelik Geremew on the publication of his paper, “How the wealth and credit channels in monetary transmission affect consumer durables and housing: A dynamic stochastic general equilibrium approach,” in the Eastern Economic Journal
   • congratulated Siu-Lan Tan on the publication of her article, “Psychology of Music: Framing Intuition,” in Music and the Moving Image
   • congratulated Noriko Sugimori and Bruce Mills on the GLCA grants they received through the Expanding Collaborations initiative. Noriko’s grant supported work by students in the conducting and/or translating of interviews. Bruce’s grant supports ongoing work in building an archive of civil rights oral histories
   • congratulated Eric Nordmoe and Karen Berthel on their promotion to full Professor

5. Jan Tobochnik, for the Faculty Executive Committee,
   • thanked Dr. Wilson-Oyelaran for her eleven years as College President
   • reported that faculty committee assignments had been included with the electronic reports
   • reported that a summary of faculty discussions around data needed for curricular assessment had been included in the electronic reports

6. Larissa Dugas, for Academic Standards, moved to change the minimum grade point average for first-quarter/first-year students. GPAs from 1.67 to 1.99 would be given “First-Year Academic Warning” rather than placed on Academic Probation. The motion was approved. She then moved that the Faculty approve and recommend for approval by the Board of Trustees the
candidates for the Baccalaureate degree who, upon completion of all requirements, as verified by
the Faculty Committee on Academic Standards and the Registrar, shall be awarded the degree
Bachelor of Arts from Kalamazoo College. The motion was approved.

7. Bruce Mills, for the Educational Policies Committee, moved the approval of four courses, all of
which were approved:
   • Myth of a Nation: German Film GERM-200
   • Minority Cultures in Germany GERM-435
   • Special Topics in Anthropology & Sociology ANSO-220
   • Classics Senior Seminar CLAS-490

He noted the first-year seminars and course changes announced in the electronic reports

8. Jeanne Hess requested that faculty respond whether they will march at Commencement.

In electronic reports,
   • the Faculty Executive Committee announced the 2016-17 faculty committee assignments and
     summarized the faculty discussions around data needed for curricular assessment
   • the Faculty Personnel Committee reported the numbers of cases it had reviewed and other
     work completed during the year
   • the Academic Standards Committee announced the proposed revisions to the minimum grade
     point average for first quarter/first-year academic probation
   • the Assessment Committee provided abstracts of the Department Assessment Reports which
     had been submitted
   • the Educational Policies Committee announced six First-Year Seminars
     o FYS: Music and Freedom SEMN-1XX
     o FYS: What’s the Universe all About? SEMN-1XX
     o FYS: Globalization: A New World Order? SEMN-1XX
     o FYS: A Stranger in a Strange Land: Homelands and the College Experience SEMN-1XX
     o FYS: Telling Queer Stories SEMN-1XX
     o FYS: Religion and the U.S. Presidency SEMN-1XX

It also announced course numbering and prerequisite changes, and changes in the
Psychology, Economics and Business, and Art departments
   • The Experiential Education Committee reported changes in Center for Civic Engagement
     staffing, made available the final report of the Future Planning for International Programs
     Committee, reported that one student will participate in The Washington Center for the fall,
     that ten juniors were awarded Beeler grants to support conducting SIP research abroad, and
     that the Center for Career and Professional Development had conducted a series of
     workshops for seniors
   • the Teaching and Learning Committee reported having awarded Pedagogical Development
     and Scholarship of Teaching and Learning grants, that it is finalizing plans for the September
     6th Fall Colloquium on Teaching and Learning
   • the Advancement Liaisons thanked those who had participated in the Faculty and Staff
     Annual Giving Campaign
   • the Mellon Diversity and Inclusion Grant gave a reminder of the call for participation in the
     planning of and participation in the 2016 summer “workshop”

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

Respectfully submitted,
Paul G. Smithson, Faculty Secretary
Reports from Faculty Committees
May 31st, 2016

Faculty Executive Committee
1. FEC has completed faculty committee assignments for the 16-17 academic year, which can be found in Appendix 1. Should you have questions or concerns, please contact FEC chair Jan Tobochnik.
2. FEC also summarized the faculty discussions around data needed for curricular assessment from the 6th week faculty meeting, which can be found in Appendix 2. It is working with EPC, the Assessment Committee, and Anne Dueweke to determine the best next steps.

Faculty Personnel Committee
Faculty Personnel Committee
Revised May 25, 2016

BRIEF REPORT ON FPC ACTIVITIES 15/16 Academic Year

1. The committee completed the following reviews:
   a. Four first year cases
   b. Three tenure cases
   c. Two promotion cases
   d. Five 3rd year cases
   e. One non-tenure track periodic review case

2. Due to recent changes in the By-Laws, the committee also reviewed the tenure files of the President-Elect (Department of Economics) and the Provost (Department of Mathematics/Computer Science).

3. In Fall, the committee held three open meetings for interested faculty to ask questions about the review process: the first was targeted for 3rd year reviews later this year, the second was for faculty who were undergoing their first year review (or who had just started their second year at the college), and the third was for faculty considering promotion (we also invited any untenured non-tenure track faculty to attend either of the first two meetings).

4. The committee worked extensively in close consultation with the Provost in clarifying procedures when faculty shorten or extend the “tenure clock” (see 6A below).
5. The committee consulted with the Teaching and Learning Committee regarding the new proposed Experimental Pedagogy Grant for faculty, and suggested language for the application that would help faculty understand the context with regard to how the committee views such experimentation.

6. In consultation with FEC, the committee revised the wording of some procedures and policies in the following documents: Faculty Handbook, Advice to Departments with Pre-tenure Members, Advice for Advocates, and Guide to File Preparation. The major purpose was to provide greater clarity and address discrepancies in language and procedures. Some of the changes included:

   a. How scholarship is considered when the tenure clock is shortened or extended.
   b. Which parts of a candidate’s file are accessible for department chairs in compiling departmental review letters.
   c. Creating specific guidelines for summaries of external review letters for candidates and advocates.

7. Although the following was not included in any of the revisions of the procedures and policies, FPC encourages 3rd year review candidates to identify an advocate for the tenure review. By beginning that process early, the candidate can then work closely with an advocate to help refine teaching goals and a research trajectory in order to be best positioned for the tenure review.

FPC in the 15/16 academic year consisted of:
Arthur Cole
John Dugas
Amelia Katanski
Elizabeth Manwell (Winter/Spring 16, on leave in Fall 15)
Andy Mozina
Ed Menta (chair)
Jan Solberg (Fall replacement for Elizabeth Manwell)
Regina Stevens-Truss

**Academic Standards Committee**
The Committee on Academic Standards requests time during the 10th week faculty meeting to discuss and vote on our proposal of a first quarter/first-year probation change (the minimum 2.0 GPA will be lowered to 1.67 for first-quarter/first-year students.) Faculty are again encouraged to peruse the revisions (see language below before the 10th week meeting.
Monitoring Academic Progress

The Committee on Academic Standards meets at the end of each quarter to review the grades of all students. If a student appears to be having academic difficulties, as indicated by withdrawn courses, poor grades, or failing grades as compared to previous work, the committee may issue a warning letter through the Registrar or may place the student on academic probation. The Committee on Academic Standards may place students on academic probation whenever their cumulative GPA falls below 2.00. Placing a student on academic probation is notification that the student is no longer in Good Academic Standing and needs to take immediate action to improve academic performance.

First-Year Academic Warning

Students placed on “First-Year Academic Warning” must be First Year Students in their first quarter. Students may be given this status instead of probation if their GPA falls between a cumulative 1.67 and 1.99 GPA. Students must improve their cumulative GPA to a 2.0 or better in the subsequent quarter to demonstrate academic progress. Students on First-Year Academic Warning should meet with their academic advisor within the first two weeks of the subsequent quarter and as needed thereafter in order to develop strategies for success. It is the student’s responsibility to seek this assistance and ensure progress toward degree completion. Students are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet this requirement will result in academic probation (see probation levels below). “First-Year Academic Warning” status does not apply to transfer students.

Academic Probation Level I

Students on academic probation should meet with their academic advisor within the first two weeks of the subsequent quarter and as needed thereafter in order to develop strategies for success. It is the student’s responsibility to seek this assistance and ensure progress toward degree completion. Students are encouraged to seek assistance through various support services, including the learning centers, subject tutoring through supplemental instruction and individual departments, career counseling and testing through the Career and Professional Development Center, and personal counseling through the Office of Student Development. Failure to meet these responsibilities may result in continued or final probation or dismissal from the College. Student athletes placed on academic probation will be ineligible to participate in MIAA/NCAA sports.

Academic Probation Level II

In addition to the conditions from “Academic Probation Level I” students placed on “Academic Probation Level II” must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum GPA of 2.0 for the quarter. Failure to meet this requirement may result in dismissal from the College.
Final Academic Probation

In addition to the conditions from “Academic Probation Level I” students placed on "Final Academic probation" must be enrolled in and complete three letter-graded courses in the next quarter of residence and earn a minimum grade of C- in each of the three courses for the quarter. Failure to meet this requirement may result in dismissal from Kalamazoo College.

Admission and Financial Aid Committee

No report

Assessment Committee

The Assessment Committee has concluded its work for 2015-16. See the attached Appendix 3 of the abstracts of the Department Assessment Reports submitted to the committee this year. These will also available on the Educational Quality Assessment (EQA) website at https://reason.kzoo.edu/eqa/caa/1/. We hope you will find these abstracts useful as you think about your ongoing assessment work in your departments. We look forward to receiving your reports on your 2015-16 assessment work in the fall. Please remember that the deadline for reports is October 15th.

We continue to make ourselves available to departments looking for consultation with respect to existing or new assessment efforts to be undertaken over the summer or during the next academic year. We strongly encourage departments who would like assessment advice or resources to get in touch with committee chair Eric Nordmoe (Eric.Nordmoe@kzoo.edu) to set up a meeting with the Assessment Committee.

Educational Policies Committee

New permanent course offerings (Approved by EPC):

| Title: Myth of a Nation: German Film | Course Number: GERM-200 |
| Instructor: Moti | Term: Spring |
| Description: One of the most revealing ways to explore the complexities of German history and the construction of national identity in the 20th and 21st centuries is through film. This course examines German cinema as a reflection of one of the most dynamic, if problematic, nations in the modern world. Along with a basic understanding of the terms used in the formal description of film, this course provides students with the socio-historic background to be able to evaluate the role that films played in shaping and reflecting German cultural ideals from the early 20th century through the present. In English | |
| Prerequisites: None | |
| Majors: IAS | Minor: |
| Concentrations: Film and Media Studies | Shared Passages: None |
### Minority Cultures in Germany

**Title:** Minority Cultures in Germany  
**Course Number:** GERM-435  
**Instructor:** Moti  
**Term:** Spring  
**Description:** This course focuses on Germany as a multicultural society and on related popular cultural discourse. It explores issues surrounding immigration in Germany since 1960, focusing on the period after 1990. It examines various cultural practices as staged in film, fiction, blogs, political articles, Hip Hop, television (documentaries, talk shows, sitcoms), with an emphasis on the constructions of ethnicity, nation, race, class, and gender. We analyze several political and cultural debates that dominated the media in Germany and Europe at large (e.g. the headscarf and integration debates), and read theoretical articles examining the relationship between immigration, culture, and identity. In German.  
**Prerequisites:** GERM 301  
**Majors:** German, IAS  
**Minor:** German  
**Concentrations:** Critical Ethnic Studies  
**Shared Passages:** None

### Special Topics in Anthropology & Sociology

**Title:** Special Topics in Anthropology & Sociology  
**Course Number:** ANSO-220  
**Instructor:** Various  
**Term:** Varies  
**Description:** This course will focus upon a topic in Anthropology and Sociology that is not addressed in the department's regular offerings. The course can be repeated with a different topic.  
**Prerequisites:** ANSO-103  
**Majors:**  
**Minor:**  
**Concentrations:**  
**Shared Passages:** None

### Classics Senior Seminar

**Title:** Classics Senior Seminar  
**Course Number:** CLAS-490  
**Instructor:** TBA  
**Term:** Spring  
**Description:** Students conduct in-depth research on a disciplinary topic, mentor junior Classics majors and engage in structured reflection on the role of Classics in their K-Plans and as preparation for life and careers after graduation.  
**Prerequisites:** Senior majors in Classics, Classical Civilization, Greek, and Latin  
**Majors:** Classical Civilization  
**Minor:**  
**Concentrations:**  
**Shared Passages:** Senior
New First-Year Seminars (Approved by EPC):

<table>
<thead>
<tr>
<th>Title: FYS: Music and Freedom</th>
<th>Course Number: SEMN-1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Moon</td>
<td>Term: Fall</td>
</tr>
<tr>
<td>Description: This course will interrogate the complex yet tantalizing relationship between music and freedom. What does freedom in music mean? Is liberation found in lyrics that express a challenge to oppression? Can transcendence be summoned from sound and improvisation? Are artists emancipated when they follow their own voice at the expense of profit and even their fans’ approval? Has freedom been extinguished from music and replaced with a cheap illusion, as Theodor Adorno believed? On our search for answers, we’ll talk about protest, politics, aesthetics, film, identity, spirituality, and other topics as we seek a richer, more critical understanding of the sounds and songs that allow us to feel free.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td>Majors:</td>
<td>Minor:</td>
</tr>
<tr>
<td>Concentrations: None</td>
<td>Shared Passages: First-Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: FYS: What’s the Universe all about?</th>
<th>Course Number: SEMN-1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Tobochnik</td>
<td>Term: Fall</td>
</tr>
<tr>
<td>Description: Is the universe infinite? Is there life elsewhere in the universe? How did the universe begin? How did our moon form? When will our Sun die out? In this course you will write and talk about our current understanding and lack of understanding of the biggest questions about the universe and the things in it such as galaxies, stars, black holes and our own solar system. The focus will be on what we know and how we know it, and on how to communicate this information to a variety of different audiences such as children, people with no scientific background, people from different cultures, and your fellow students. We will also explore to what degree culture informs what questions we ask and how we think about them. Be prepared to write a lot in this course!</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td>Majors:</td>
<td>Minor:</td>
</tr>
<tr>
<td>Concentrations: None</td>
<td>Shared Passages: First-Year</td>
</tr>
<tr>
<td>Title: <strong>FYS: Globalization: A New World Order?</strong></td>
<td>Course Number: <strong>SEMN-1XX</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Instructor: Gregg</td>
<td>Term: Fall</td>
</tr>
<tr>
<td>Description: The seminar will study recent analyses of the New World Order in the context of theories of “modernization” and “globalization.” It will examine the culture of the investment bankers who are the New Order’s main architects, the ideology of “neoliberalism” that is its blueprint, and the New World as lived by some of the two billion people in shantytowns, bidonvilles, and favelas in the global South. Students will write brief review-style essays, a theoretical analysis of “globalization,” and a case study of a country or region, or of a key element of globalization.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td>Majors:</td>
<td>Minor:</td>
</tr>
<tr>
<td>Concentrations: None</td>
<td>Shared Passages: First-Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: <strong>FYS: A Stranger in a Strange Land: Homelands and the College Experience</strong></th>
<th>Course Number: <strong>SEMN-1XX</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Nemiroff</td>
<td>Term: Fall</td>
</tr>
<tr>
<td>Description: One of the central questions concerning humanists and Jewish studies scholars in particular is how literature imagines homelands. This course will show, the problem of the homeland also allows us to explore issues of identity, nationalism, belonging, exile and remembrance. To explore these issues, this course will explore the problem of homelands from a variety of different cultural traditions. As such, we will analyze Ovid’s Metamorphoses, selections from the Hebrew Bible, The Arabian Nights, short stories and essays by Jorge Luis Borges as well as films by Victor Fleming, and Louis Malle. All texts will be read in translation. This course is designed as a writing intensive discussion seminar. In addition to honing their oral argumentation skills, written assignments and in-class activities will permit students to practice how to propose a valuable academic question, develop a claim, answering that question and how to distinguish between summary and analysis. Furthermore, through frequent journal writing assignments and other kinds of reflective writing, students will have the opportunity to reflect upon their entry into K College in a structured manner.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td>Majors:</td>
<td>Minor:</td>
</tr>
<tr>
<td>Concentrations: None</td>
<td>Shared Passages: First-Year</td>
</tr>
</tbody>
</table>
Title: **FYS: Telling Queer Stories**  
Course Number: **SEMN-1XX**

Instructor: Fong  
Term: Fall

Description: This course analyzes the history of various queer social movements and the stories that people have constructed about them. More specifically, we will interrogate a number of queer movements that have taken shape in the last fifty years--including the Stonewall Rebellion and the activism inspired by the AIDS crisis--by analyzing how documentarians and writers have sought to represent these struggles in literature and film.

Prerequisites: None

Majors:  
Minor:

Concentrations: None  
Shared Passages: First-Year

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Title: **FYS: Religion and the U.S. Presidency**  
Course Number: **SEMN-1XX**

Instructor: Sabella  
Term: Fall

Description: From George Washington to Barack Obama, U.S. presidents have invoked God at key junctures of their times in office. Irrespective of their personal beliefs, presidents have found religious language to be indispensable for summoning a shared past, making sense of the present, and crafting a vision for the nation's future. In this course we will analyze presidents' writing and speeches, examine their relationships with religious leaders, and assess the ways they deployed religious symbolism. We will learn to identify the ways that the presidency has both shaped and been shaped by religious discourse, develop our capacity to interpret political rhetoric, and analyze the role of religious discourse in the 2016 election cycle and beyond.

Prerequisites: None

Majors:  
Minor:

Concentrations: None  
Shared Passages: First-Year

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**Course Numbering and Prerequisite changes:**

**CLAS-390**
Change prerequisites to: Junior standing and declared major or minor in Classics, Greek, Latin, or Classical Civilization, or permission of the instructor.

**ANSO-320**
Add ANSO-103 to prerequisites

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**PSYCHOLOGY DEPARTMENT CHANGES**

The Psychology Department continues to make changes to course offerings to construct a more coherent educational experience for students. Specifically, the department is adjusting course pre-requisites and re-numbering courses to insure that students have the necessary information to be successful within a course. For ease of use the changes are summarized below:
<table>
<thead>
<tr>
<th>Old Course Name</th>
<th>New Course Name</th>
<th>Old Course Number</th>
<th>New Course Number</th>
<th>Old Pre-requisite</th>
<th>New Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Psychology</td>
<td>No Change</td>
<td>PSYC-370</td>
<td>PSYC-2XX</td>
<td>PSYC-101</td>
<td>No Change</td>
</tr>
<tr>
<td>Interviewing and Narrative Analysis</td>
<td>No Change</td>
<td>PSYC-430</td>
<td>PSYC-330</td>
<td>PSYC-101</td>
<td>No Change</td>
</tr>
<tr>
<td>Consciousness and Dreams</td>
<td>No Change</td>
<td>PSYC-225</td>
<td>PSYC-422</td>
<td>PSYC-101</td>
<td>PSYC-101, PSYC-226, Junior or Senior Standing</td>
</tr>
<tr>
<td>Drugs, Addictions, and Behavior</td>
<td>Psychopharmacology</td>
<td>PSYC-220</td>
<td>PSYC-424</td>
<td>PSYC-101</td>
<td>PSYC-101, PSYC-226, Junior or Senior Standing</td>
</tr>
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</table>

**ECONOMICS AND BUSINESS DEPARTMENT CHANGES**

To comply with the numbering requirements of departmental senior seminars the department is changing the numbers of the courses it has traditionally offered as senior seminars.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Old Course Number</th>
<th>New Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Crisis</td>
<td>ECON-490</td>
<td>ECON-491</td>
</tr>
<tr>
<td>Financial Statement Analysis</td>
<td>BUSN-480</td>
<td>BUSN-492</td>
</tr>
<tr>
<td>Strategic Marketing Management</td>
<td>BUSN-485</td>
<td>BUSN-493</td>
</tr>
</tbody>
</table>

**ART DEPARTMENT CHANGES**

To comply with the numbering requirements of departmental senior seminars the department is changing the numbers of the courses it has traditionally offered as senior seminars.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Old Course Number</th>
<th>New Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Studio</td>
<td>ARTX-450</td>
<td>ARTX-491</td>
</tr>
<tr>
<td>Ways of Seeing: Methods in Visual Analysis</td>
<td>ARTX-430</td>
<td>ARTX-491</td>
</tr>
</tbody>
</table>
**Experiential Education Committee**  
**Center for Civic Engagement**

The CCE regretfully says farewell to Kururama Sanchez, Program Associate, at the end of June. She was accepted into a graduate program at U Mich’s School of Public Policy, and will move to Ann Arbor this summer. We wish her the best. Ms. Susmitha, Daggubati, K ’16, has accepted a one-year position with us as Program Assistant, and begins in late June. A Loy Norrix and KAMSC graduate, she has worked with the CCE all four years and served a CES for Woodward for two of those. We are excited to welcome her.

The CCE invites everyone to our annual celebration of community-engaged learning and activism at the Kalamazoo College Studio in the Park Trades Center on Friday, June 3, from about 5 till 9 pm. Students, faculty, and community members will share their work in spring service-learning courses, and guests are invited to interact with the “exhibits” and presentations. Community partners include Healthy Baby Healthy Start, Kalamazoo Infant Mortality Community Action Initiative, Kalamazoo County Juvenile Home, El Sol Elementary’s Health and Cookbook project, Farmworker Legal Services, and five community gardens.

**Center for International Programs**

Future Planning for International Programs Committee: The FPIP committee has completed the final report. It may be accessed here:  
https://reason.kzoo.edu/cip/assets/FPIP_Final_Report.pdf

Thank you to all faculty and staff who contributed to the report by speaking with committee members and the consultants. The CIP staff also wishes to thank the members of the FPIP committee: Bob Batsell, Ann Fraser, Marin Heinritz, Karen Joshua-Wathel, Elizabeth Manwell, Narda McClendon, Noriko Sugimori and Chuck Stull.

CIP staff members conducted four focus groups to explore reasons and interests of students who chose not to study abroad as sophomores or juniors. The responses will be analyzed for themes for why students may not be studying abroad and the information will help inform CIP staff as they address some of the proposals from the FPIP report.

Domestic Study Away: We have one participant The Washington Center this fall.

The CIP awarded Beeler “Students Projects Abroad” to 10 juniors to support conducting SIP
research abroad. In addition, one student received the Collins Fellowship to cover the cost of airfare and another received funds from the Todd Classics Endowment to attend a conference focusing on learning research techniques and tools for scholarship and research in Classics.

**Center for Career and Professional Development**

Serving seniors:
The CCPD recently wrapped up a new “Confident at Commencement” workshop series which attracted some 70 seniors to lunchtime sessions on saving and investing, finding housing, repaying student loans, and understanding taxes. In a follow-up survey, 100% of respondents indicated that they felt more confident about Life After K after attending at least one of the workshops. If you have seniors still seeking a post-graduate pursuit, please refer them to the CCPD for support with networking and decision-making. The CCPD is staffed throughout the summer, and we love to work with new graduates.

Tracking graduates:
Faculty are essential partners in encouraging seniors to complete the College’s First Destination Survey: [https://campus.kzoo.edu/firstdestinationsurvey/](https://campus.kzoo.edu/firstdestinationsurvey/), which gives us all a snapshot of their immediate plans—whether they are attending graduate school, working full-time, serving in programs such as TFA and the Peace Corps, traveling, or even having "no plans just yet." Many other questions related to the academic experience are also covered in the College’s survey, which closes the day after Commencement. It may be helpful to remind seniors that it’s okay if they don’t have solid answers about their post-grad pursuits just yet. The CCPD will continue to follow-up with graduates through the fall, updating first destinations through mid-December. To see first destinations of recent graduates (with names removed) from the past five years, visit: [http://reason.kzoo.edu/ccd/students/fds/](http://reason.kzoo.edu/ccd/students/fds/).

Planning for fall classes:
As noted in the last electronic report, the CCPD has developed modules for use in first-year, sophomore, and senior seminars. We can also offer a limited number of customized presentations on career-related topics that fit with your syllabus, as well as co-curricular presentations for specific majors. If you are interested in having the CCPD work with your students in the fall, please let Joan Hawxhurst know as soon as possible.

**Faculty Development Committee**

No report
Planning and Budget Committee
No report

Teaching & Learning Committee
The Teaching and Learning Committee awarded one Pedagogical Development grant and one Scholarship of Teaching and Learning (SoTL) grant in the last several weeks. We encourage all of you to submit applications for, especially, SoTL grants in preparation for Fall Colloquium 2017!

[Please go to https://reason.kzoo.edu/tlc/ for more information.]

We are currently finalizing our plans for the Fall Colloquium on Teaching and Learning 2016. This year we will have an external speaker named Dr. Geoffrey Cohen of the Psychology Department at Stanford University. Dr. Cohen has broad research interests in the field of psychology and education. He is especially interested in how and when seemingly brief interventions, attuned to underlying psychological processes, produce large and long-lasting psychological and behavioral change. Dr. Cohen has applied this research approach to the effects of group identity on achievement, with a special focus on under-performance and racial and gender achievement gaps.

This year’s Fall Colloquium takes place on Tuesday, September 6th. As usual, we meet in the Hicks Center Banquet Room at 8:30am for some coffee and light breakfast. The Colloquium itself begins at 9am promptly. The Colloquium ends at 12:00 at which time we move to the Stone Dining Room for lunch. Immediately after lunch, at 1pm, the Advising Practicum commences back in the Hicks Banquet Room. Orientation begins the next day (Wednesday 9/7).

TLC also helped facilitate two meetings. Together with ESL and SPP, we hosted a well-attended lunch meeting on the topic of “How to facilitate discussion for multilingual/reticent students.” In addition, we worked with Lisa Brock to encourage faculty participation in a professional development opportunity called “Africa Memory, Social Justice and Pedagogy in South Africa.”

Patrik Hultberg

Arcus Center for Social Justice Leadership
No report

Graduate Fellowship Committee
No report

Advancement Liaison
Thanks to all who have participated in the faculty and staff giving campaign so far! We remain at 48% giving with a goal of 50%. Everyone has the opportunity to make a gift through June 30
to help reach our 50% faculty and staff participation goal. You can do so by contacting Laurel Palmer or by giving online at http://www.kzoo.edu/giving/kcf/

Respectfully Submitted,

Jeanne Hess and Bryan Goyings

Athletics Advisory
No report

Benefits Review Group
No report

Community Council
No report

Health Sciences Advisory
No report

Information Services Advisory
No report

Institutional Review Board
No report

Student Life Advisory
No report

Summer Common Reading
No report

Sustainability
No report

Shared Passages
No report

Critical Ethnic Studies
No report
**Mellon Summer Workshop**

**What is Education For?**

*Workshop leaders: Jennifer Einspahr, Reid Gómez, Patrik Hultberg, and Elizabeth Manwell*

The dates for this workshop will be August 22 – 25, 2016.

Workshop participants will engage two forums currently held at the Boston Review ([https://bostonreview.net/forum/what-education/clint-smith-clint-smith-responds-danielle-allen](https://bostonreview.net/forum/what-education/clint-smith-clint-smith-responds-danielle-allen), and [https://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle](https://bostonreview.net/forum/robin-d-g-kelley-black-study-black-struggle)).

These forums provide us shared text and language to discuss issues we face at the college, and how those issues reflect larger concerns in higher education today. One central question for everyone in higher education, but particularly relevant to those in the liberal arts, is the purpose of education. Are we doing political, vocational or civic work?

Our discussions will provide a space for us to examine what questions we ask of ourselves as scholars, and as teachers. These questions can be personal, or they can be framed by division. We will also explicitly examine the questions we do not ask of ourselves, and why. This works on a pedagogical level, a curriculum level, and a divisional level. This work will help us look at the college on a wider level, as well as contextualize our work in higher education, and in the conversations happening at the national level.

We will focus our discussion on difference and power at the college, and in society in general, informed by Allen’s argument that inequality is a choice. We will follow Kelly’s call for us to engage this project through reading (and discussion).

During the second and third days we will convene groups by interest, division, or project. Each group will identify and define a working project. These groups will work on that project. Each of these projects should relate to K, the curriculum, and the campus climate, with a focus on our roles as scholars and teachers, and difference and power.

Before adjourning the workshop we will meet for one final time to establish goals, and share our commitment and visions for continued interdisciplinary work that will take place over the next year. This work can be done by workshop members, but need not be, and will be supported by the Mellon grant.

*For more information please contact Reid Gómez*
What data do we need to evaluate our current curriculum?
A summary of faculty discussions

Departments, Majors, and Courses
• Data on the number of the double majors declared in the sophomore year. (Although some students do not finish their double major requirement, and thus on paper have only one major, their declaration of a double major in sophomore year would limit/affect the courses they take in junior and senior years.)
• Data on the rationale/motivation for double majors, concentrations, and/or minors.
• Data on the level of satisfaction reported from students taking required courses vs. non-required courses.
• Data on how students are sequencing lower-division courses over the course of their four years. (What non-major courses are students taking? How does this impact enrollment in 100 level courses? Are departments offering enough 100 level courses? Are they clearly delineating for whom these courses are intended – i.e. majors vs. non-majors?)
• Data on the percentage of students who take more than enough courses in their majors. (If many students do that, does it indicate that in some disciplines breadth is replaced by depth?)
• Data on the pool of students qualified for Phi Beta Kappa. (Are there fewer qualified students because of the lack of distributional requirements? Are the qualified students more likely to be science students taking art classes, or humanity students taking science classes, etc.?)
• Data on the number of SIPs students are completing in vs. out of their major department.

Peer Institutions
• Data on if and how other open curriculum institutions are responding to concerns about breadth.
• Data on faculty-to-student ratios at other open curriculum institutions.

Advising
• Data on advisors’ sense of how effective they’ve been at convincing students to take courses in different divisions.
• Data on what tools advisors would need to have in order to advise more effectively on breadth (e.g. in-depth knowledge of the academic catalog, or a consensus for a commonly-held rationale for breadth and how breadth is defined at Kalamazoo College?)
• Data on students’ usage of the K-Commonplace reflective essays. (Is it being used, and to what extent?)
Shared Passages Program

- Data on shared passages courses, and their contributions to breadth. (How many students take shared passages seminars related to their majors and/or how many count those courses toward their majors?)
- Data on students’ assessment of the shared passages courses they’ve taken: do they see themselves achieving the shared passages courses’ common objectives? (How else might we assess the shared passages program?)
- Data on each department’s courses contributions to major requirements vs. to shared passages. (Is the shared passages program sustainable?)
- Revisit and rework K institutional learning outcomes (to be undertaken by an ad hoc Institutional Assessment working group)

Study Abroad

- Data on the distribution of the students who do not study abroad in various disciplines. (Is there correlation between the students who do not study abroad and certain disciplines? Between students who do not study abroad and those carrying multiple majors?)
- Data on the number of foreign language majors/minors as correlated with study abroad participation.
- Data on the linguistic and cultural context of study abroad programs. (What programs will be attractive to new demographics represented in the student body? Can programs, for example, take into account existing bilingualism and cross-cultural experiences?)

Demographics

- Data differentiation between the change in curriculum versus the change in demographics.

Admission

- Data on incoming student attitudes to breadth and our open curriculum. (How is the open curriculum being marketed by the office of admission?)

Alumni

- Data on alumni attitudes toward the new curriculum, and on the value breadth gave them.
Anthropology and Sociology

No Report

Art and Art History

It was our understanding that we were to compare the learning outcomes of our department with those of the college. With this in mind, we stepped back a bit, and in lieu of measuring a single departmental outcome, and looked at things more generally. It was an interesting assignment to see how our departmental outcomes align with those of the college. Of the nine college-wide outcomes, the Art Department did pretty well in contributing to eight of the nine. We will use this information as we make our assessment plan for the current academic year—we are in the midst of tweaking our studio SIP review process as well as looking at our senior seminar, Advanced Studio. With this in mind, our assessment effort this coming spring will return to focus on a single outcome—Art Department Outcome #4: Knowledge in one or more field of art.

Biology

In lieu of an assessment report, Biology has completed the K Learning Outcomes Worksheet. Please note that our regular assessment work continues as we actively evaluate curriculum as part of our preparation for an upcoming self-study and external review. We are also working to revise our SIP Mentor Survey questions as a follow up to last year's assessment work (see 2013-2014 assessment report for detail).

Chemistry

For 2014-2015, the Chemistry Department used the Life After K Task Force Learning Outcomes Worksheet as the basis of discussions on learning outcomes in Chemistry. Chemistry was able to identify and contribute specific illustrates of learning outcomes, where the learning was occurring, and methods of assessment for every item in the worksheet except proficiency in at least one second language. We learned that our program provides a depth and breadth of learning outcomes consistent with those sought for the Life After K Task Force. We will take our notes from the worksheet and our discussion and continue to strengthen our assessment methods (rubrics, etc) and purposefully attention to student learning outcomes in our courses and program. In particular we will strengthen our senior year program through more robust integration and reflection on the chemistry major experience at Kalamazoo College.

Classics

The Classics Department focused our 2014/15 assessment activities on the Learning Outcomes Worksheet that was distributed to department chairs in Spring 2015. This worksheet was designed as a tool for assessing how closely specific departmental learning outcomes dovetail with institutional learning outcomes for the College as a whole and with additional learning outcomes valued by potential employers, as determined by the Life After K Taskforce. The co-chairs of the Classics Department collaborated on completing the Learning Outcomes Worksheet, which served as our main instrument for assessment. Our discussions involved in-depth, course-by-course interrogations of the varied learning
goals and outcomes in the wide spectrum of courses that comprise the Classics curriculum. The Learning Outcomes Worksheet exercise helped us to pinpoint specific sites in the Classics curriculum that robustly contribute to valorized disciplinary and institutional learning outcomes, and to think deeply about how and why that learning occurs. We were gratified, but not surprised, to learn that our Classics departmental learning outcomes corresponded very neatly with those articulated by the College and desired by prospective employers. We plan to continue tracking in a systematic way the imbrication of our Classics departmental learning outcomes upon those of College as a whole, and periodically to reevaluate the results.

**Computer Science**

No Report

**Economics and Business**

The Department of Economics and Business explored the results from the 2015 First Destination Survey. Numerical ratings show that the coursework within the Department prepares our majors well for careers and graduate school. Students report that they leave us with an understanding of the economy and an ability to solve business problems. Our SIP program continues to evolve. The First Destination Survey shows that students learn much from doing their SIP, but we also observe that students completing SIPs outside of the Department report a better experience and greater support compared to students that complete their SIP within the Department. The Department is exploring these results.

**English**

During the 2014-15 academic year, we continued curricular revision discussions arising from our external review (2013-14). We evaluated models for English programs from a range of peer institutions and sought feedback from majors concerning current learning outcomes and how students identified as Writing or Literary and Cultural Studies majors. To get feedback, we developed a survey which included questions concerning learning outcomes within the program. Student self-reporting indicated high satisfaction and/or success with goals related to learning how genre shapes meaning, how to use disciplinary vocabulary and methods, and how historical and cultural contexts shape the creation and interpretation of texts. Informed in part by survey information and student focus group discussions (spring 2015), we developed a draft for a revised major. The plan is to return to this draft, assess its feasibility, and implement initial changes for the 2016-17 academic year.

**German**

The German Studies Department has been gathering and analyzing results of the internationally normed and validated Goethe-Institut German language exams, taken by German majors every spring. This has formed the basis of our assessment efforts. We have now gathered six years of data on student performance. At the suggestion by the Assessment Committee, we will continue to gather this data annually but analyze what we collect only periodically (we recommend every four years). We took the Assessment Committee’s suggestion to heart, namely that we should begin to identify new learning outcomes to assess during the years when we are merely collecting performance data. When consulting our ten-year-old list of departmental learning outcomes, it became clear to us that they needed some
2015 Assessment Reports from Academic Departments

revision. The department’s plan is to revise our departmental learning outcomes during 2016, a decision we made following the alignment exercise (between college-wide learning outcomes and departmental ones) offered by the Life After K Task Force.

History

History used the Learning Outcomes Worksheet as the foundation for a wide-ranging discussion about how what we do in our classes and other required activities (such as comprehensive exams) connect with the College's learning outcomes. In the course of this discussion, we decided to add to our assessment plan an item from a handout that accompanied the worksheet—a chart of how employers and college students rate various learning outcomes. We have now incorporated "the ability to locate, organize, and evaluate information from multiple sources" into our assessment plan as a goal and identified the points at which we assess that ability.

International and Area Studies

No Report

Japanese

The Japanese Program conducted the attached survey of students on Study Abroad in Japan in December 2014. Students had been in country for roughly three or four months. None of the students had as yet participated in an ICRP. The sample size was quite small, under ten. The survey instrument was developed by Earlham College to evaluate its Japan Study study abroad program. I “borrowed” it, however, to get a sense of the gap between what students felt they had learned and what they felt they learned in Japan. Unfortunately, I failed to ask students how many Japan related classes they had taken on campus before study abroad; the number, excluding language, could range as low as 1 or 0. I had hoped to compile further data with a post SA survey, but have had trouble getting students to return their surveys.

Mathematics

External Review

Music

In addition to completing the Learning Outcomes report, the Music Department designed and implemented a new structure for our Senior Seminar, with the goal of making this course a more useful tool for assessing College and Department level learning outcomes. Based on the experience gained the first time through this new structure, we will continue to refine this tool, and to use the information gleaned from this course to rethink and improve other aspects of the music curriculum.

Philosophy

No Report
Physical Education

Because the PE activity requirement serves 100% of the student body, we must provide a range of activities that address, teach, and affirm an active, healthy, and fit lifestyle for a wide variety of interests and abilities. Again this year, the First Destination Survey affirmed the effectiveness of the PE requirement for a majority of seniors. Student class evaluations affirmed the class offerings, and allowed insights into where we might improve. We will begin to assess our PE SIP Symposium in 2016 as a means of improving its quality. And lastly, we will create offerings which utilize the new fitness facility for the greater good of the community in the coming year.

Physics

The Physics Department had a number of assessment activities ranging from the class level to the department level. Tools used during 2014-2015 include: (1) administration of the major field test in Physics to senior majors and comparison with previous years’ results as well as with those taking the exam nationally; (2) pre- and post- testing in both terms of the introductory physics sequence (Physics 150 and 152) using nationally recognized tests of conceptual understanding; (3) the Lawson Test of Scientific Reasoning, now administered to most students intending to major in the sciences; (4) a basic math skills test administered at the beginning of Physics 150, (5) the MPEX survey (Maryland Physics Expectations Survey) a pre- and post- course survey designed to probe attitudes, expectations and experiences in introductory physics courses; and new this year, (6) pre- and post- testing of students’ conceptual understanding and data processing skills in Physics 220 (Introduction to Relativity and Quantum Physics with Lab), the first 200-level course taken by all perspective majors. Additionally, this past fall Professors Tom Askew and Liz McDowell completed a preliminary analysis of the pre- and post-testing results from 2005 to 2015 for students in Physics 150. Tom Askew presented the results of this analysis at the Fall 2015 meeting of the Material Research Society.

Political Science

No Report

Psychology

(Abstract of report prepared from the Assessment Committee’s response to the report) This year, the Psychology Department used reflection on the Life After K Task Force learning outcomes grid as the basis for its report. The department concluded that all of the College’s learning outcomes are addressed by their curriculum and extracurricular programs. As a result of completing the learning outcomes grid, the department decided to establish a new requirement that all students take a diversity/inclusion course to ensure the program meets the learning outcome related to respecting personal and cultural differences. The department plans to develop or adapt an assessment instrument for assessing critical thinking in psychology, implement this instrument in the coming year, and report on what is revealed in next year’s report.
Religion

We have a four-part assessment plan in which each year we look either at knowledge, skills, attitudes or Graduate School/Seminary preparation. For the 2014-15 Academic Year, we analyzed the "Skills" of our 2015 senior majors. To assess skills, the department did two things: look at the Critical Review Essays of the 2015 Religion majors and the SIPs of the 2015 Religion majors. We learned we have to work on making the Critical Review Essay directions clearer in several ways. Thus, we will rewrite the assignment, require them to talk to the faculty member most familiar with their chosen topic, and reinforce footnote exercises we do in our 100 and 200 level courses. We believe, that making these changes, will lead to better Critical Review Essays and a better learning experience for our majors.

Romance Languages

French
No Report

Spanish
No Report

Theatre

The Department of Theatre Arts compared Outcomes for the Major to overall Kalamazoo College Outcomes. We found that students who complete a Theatre Arts Major meet all College Outcomes but two (those two being Outcomes that each require learning outside the specified field of study). Within a 2016-17 scheduled external review, language within the Department Assessment Plan will more accurately express this completion of broader college outcomes through the Major. Theatre faculty is now pro-active in communicating to students the larger picture of overall learning outcomes, as classroom assignments and productions are being completed.