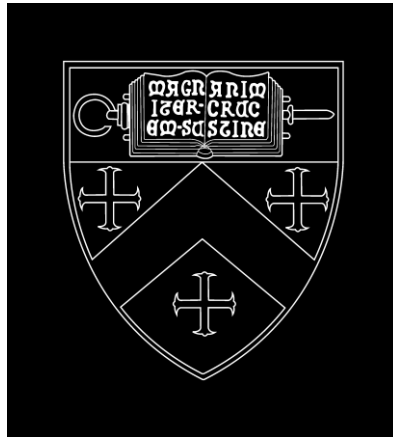


Kenyon College



A Self-Study Report

**Prepared for the Commission on Institutions of Higher Education
of the North Central Association of Colleges and Schools**

June 30, 2000

Gambier, Ohio

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	North Central Association General Institutional Requirements Report
	North Central Association Basic Institutional Data Forms

Publications Which Accompany the Self-Study Report

Kenyon College Course of Study, 2000-2001

Kenyon College Student Handbook, 1999-2000

Kenyon College Handbook for Parents, 1999-2001

Kenyon College Faculty Handbook, 1999-2000

Kenyon College Administration and Staff Handbook, 1999

Kenyon College Financial Report, 1997-98

Kenyon College Financial Report, 1998-99

Cited Documents on File in the Self-Study Office

(Report page on which document is cited, in parentheses)

- Mission Statements of the Subcommittees of the Board of Trustees (p. 14)
- Mission Statements, Goals and Objectives for the Six Administrative Divisions (p. 14)
- "S.T.A.F.F. Survey of Annual Giving Programs: Examining Annual Giving Performance at Member Institutions in 1997-98" (p. 17)
- Claiming Our Place: The Campaign for Kenyon Operating Plan, April 1997 (p. 18)
- Kenyon College Report to North Central Association: "The Outcome Assessment Plan for the Assessment of Student Academic Achievement, April 1995" In addition, the NCA Assessment Plan Review Forms are on file. (p. 53)
- Final Report of the Task Force on Alcohol and Other Drugs (p. 99)
- NBBJ, "Kenyon College: Recreation, Fitness and Athletics Facilities Study," November 15, 1999 (p. 113)
- Guidelines for Faculty Recruitment and Hiring (p. 129)
- Kenyon College Office of Admissions Staff Handbook (p. 134)
- The Kenyon College Alumni Survey, 1998-99 (p. 136)

Introduction

Kenyon's Self-Study Process

Kenyon launched its current Self-Study in the late spring of 1998. The Steering Committee is composed of five faculty representing the various academic divisions of the College, three students, and four administrators from the Academic and Student Affairs Divisions. The names and titles of the Steering Committee members are listed at the end of this introduction.

The Steering Committee began its work by reviewing Kenyon's 1990 Self-Study, the 1991 report from the North Central Association evaluation team, and the College's 1995 plan for the assessment of student outcomes. The Committee then devoted much of its time in 1998-99 to reviewing and developing proposals for revision of Kenyon's general education outcome assessment program and to constructing and conducting several surveys of Kenyon constituencies. The Committee's analysis of and suggested revisions to Kenyon's general education outcome assessment plan are explained in Chapter Three.

The major constituencies surveyed by the Steering Committee included faculty (one survey of curricular goals and another of opinions on a range of issues), alumni (one in-house survey and one Higher Education Data Sharing Consortium comparative survey), parents, administrators, staff, and students (the Cooperative Institutional Research Program survey of first-year students, the College Student Survey of seniors, and a survey of students concerning Kenyon's honesty in dealing with students and prospective students). The findings of these surveys appear throughout this report, and an appendix is devoted to each of the surveys, including a full report of findings and a copy of the survey instrument.

The College adopted the Steering Committee's suggested revisions in Kenyon's general education outcome assessment plan in January 1999 and the Steering Committee subsequently assisted in the initial implementation of these revisions. In the spring and summer of 1999 the results of the various surveys were tabulated and analyzed and information in support of the Self-Study was gathered from various administrative offices.

In the fall of 1999 the Steering Committee appointed six subcommittees to draft reports for the chapters of this report. The standing committees of the Faculty and College administrators were also asked for reports on their areas of responsibility. These reports were evaluated by the Steering Committee, additional information was requested and assembled, and a draft of this report was prepared and distributed to various campus constituencies for comments and suggestions. Finally, the Steering Committee reviewed the comments and revised the report.

Overview of the Past Decade

Concerns Identified at the Beginning of the Decade

Kenyon's Self-Study Report of 1990 emphasized the College's many academic strengths and accomplishments since 1980. The Report concluded that a sound academic program was enabling Kenyon to accomplish its mission. A rigorous curriculum and prudent fiscal policies were cited as helping to ensure excellent prospects for Kenyon's future. The 1990 Report also emphasized that during the 1990's the College's endowment must grow substantially in order to help address such needs as increasing the financial aid budget, raising faculty salaries and fringe benefits, building new academic facilities in the fine arts and natural sciences, providing additional residence hall space and renovating student apartments, providing a central gathering place for students, and incorporating a major 'funded depreciation' line into the operating budget. The Report also stressed Kenyon's commitments to increase the ethnic diversity of the student body and faculty and to continue to expand computing and technology resources on campus. Organizational matters were also addressed. Faculty governance, dissension among faculty, and the academic advising program were identified as needing attention.

The North Central Association's visiting evaluation team in 1990 reported that Kenyon was an outstanding liberal arts college with a promising future. In stressing that Kenyon was a well-administered college, the team concluded that "sound financial strategy and management allow Kenyon to support programs the quality of which one expects to find only in colleges with significantly larger endowments."¹ The North Central Association team also identified several issues for Kenyon to address. First and foremost, they stressed the need for Kenyon to increase its endowment in order to address needs for a larger financial aid budget and for improved facilities. They noted that Kenyon had comparatively few interdisciplinary programs and that a lack of adequate facilities was especially hampering the programs in music, art, psychology and the other sciences. The team also expressed concern about overcrowding in the residence halls. Another area of concern to the team was the apparent dissension and distrust among Kenyon faculty. The team faulted Kenyon's Self-Study authors for not addressing this problem squarely. Kenyon's administration was criticized for inadequate consultation and communication with faculty and for the College's lack of coherent record keeping and inadequate institutional research capacity.

¹ North Central Association Evaluation Team, *Report of a Visit to Kenyon College, December 3-5, 1990*, p. 25.

Responding to the Concerns

Kenyon's administration responded to the 1990 Self-Study and North Central Association visiting team report by beginning a major long-range planning initiative in 1991. Each of Kenyon's six administrative divisions developed a long-range plan with general goals and specific objectives, and these were merged into a strategic planning working paper. This working paper was discussed with the Board of Trustees and modified several times over the next year, but the working paper was set aside at the end of 1992 and the long-range plan was never formally approved by the Board of Trustees. Nevertheless, this document did address many of the concerns identified in the College's 1990 Self-Study and by the North Central Association visiting team, and it does appear to have clarified the goals and plans of the administrative divisions.

Subsequent chapters of this report address the specific concerns identified in 1990 and the extent to which they have been addressed. Only a very brief summary is offered here.

Kenyon has increased its endowment substantially since 1990, from \$35 million to more than \$110 million by June 30, 1999, although this rate of increase is only about average among the colleges in Kenyon's comparison group.² Further, Kenyon is currently operating a capital campaign that has already raised more than 75% of its \$100 million goal. The diversity of both the student body and faculty has been substantially increased, partly due to an expanded financial aid budget and partly due to special recruiting initiatives. Faculty development opportunities have improved with the reduction of teaching responsibilities from three courses per semester to one course of released time every other year (the so-called 3-3; 3-2 plan), expanded faculty start-up funds, a new 'teaching initiatives' grant program, and a new faculty mentoring program. Student and faculty research has been greatly enhanced by new computer resources, electronic data sources in the libraries, and Kenyon's participation in two data-sharing and collection-sharing consortia: the Ohio Five College Consortium; and OhioLink.

The College's curriculum has become much more diverse, with a dramatic increase in interdisciplinary courses, concentrations, and majors, and with a greater range of courses featuring multicultural content. The curriculum also includes more seminar courses, independent studies, synoptic majors, foreign language offerings, and non-Western studies than in 1990. For the past three years the Faculty studied possible major reforms in Kenyon's general education

² The members of Kenyon's comparison group of colleges are: Amherst College; Bard College; Barnard College; Bates College; Bowdoin College; Bryn Mawr College; Bucknell University; Carleton College; Claremont McKenna College; Colby College; Colgate University; College of the Holy Cross; College of Wooster; Colorado College; Connecticut College; Davidson College; Denison University; Franklin & Marshall College; Grinnell College; Hamilton College; Haverford College; Kenyon College; Lafayette College; Macalester College; Middlebury College; Mount Holyoke College; Oberlin College; Occidental College; Ohio Wesleyan University; Pomona College; Sarah Lawrence College; Scripps College; Smith College; Swarthmore College; Trinity College; Union College; University of the South; Vassar College; Washington & Lee University; Wellesley College; Wesleyan University; Whitman College; and Williams College.

program and requirements, enacting significant changes on May 1, 2000. Since 1995 Kenyon has improved its assessment of major program outcomes with an enhanced external review program and improvements in the Senior Exercise in several departments. The College's program for assessment of general education outcomes was recently revised, and early results are promising.

Many of the facility needs that were identified in 1990 have been or are currently being addressed. Construction of the Mayer Art Center and Storer Hall, a new music building, has greatly improved facilities in the fine arts, while new residence hall facilities have expanded student housing options. Dramatic improvements to the College's science facilities are on the horizon, with the current construction of a new building for chemistry and a new building for physics and mathematics and significant renovations to the buildings housing psychology and biology. Field research in environmental studies and biology has been enhanced by the creation of the Brown Family Environmental Center just outside Gambier. More classrooms are now equipped for computer and A/V displays, and all student rooms and apartments are now equipped with access to the campus computing network and the Internet.

The faculty dissension that arose in the 1980's, and was identified in Kenyon's 1990 Self-Study, has largely dissipated. The Faculty approved the formation of a Tenure and Promotion Committee, indicating a confidence in the fairness and good will of faculty colleagues that had been largely absent in the 1980's. Other aspects of faculty governance have been modified, although frustrations remain. Faculty morale appears to be better than it was in 1990.

A major administrative restructuring has combined the Library and the Information and Computing Services departments into a single division headed by a Vice President for Library and Information Services. A second very important administrative improvement is the establishment of and subsequent steady increase in a funded depreciation account. The Senior Staff also confirmed the College's aspirations by reconfiguring Kenyon's comparison group of colleges to consist of the top forty liberal arts colleges as ranked by *U.S. News* in 1998, supplemented by the remaining members of the Ohio Five College Consortium (consisting of Denison, Kenyon, Oberlin, Ohio Wesleyan, and Wooster). A full listing of the comparison group colleges appears in the footnote on the previous page.

Despite significant progress Kenyon's agenda for improvement is far from complete. Kenyon's endowment remains extremely modest when compared with the colleges in Kenyon's comparison group. Over the past decade faculty salaries and total compensation have slipped significantly relative to those of the comparison group colleges. The Trustees, administration and faculty hope to further enhance scholarship opportunities by reducing faculty teaching responsibilities to 3-2 within a few years. While computing resources and services have increased over the decade, so have expectations, with the result being that frustrations appear to be greater than ever. Better facilities are needed for fitness and recreation and for language and art instruction. Overcrowding remains a problem in residence halls. The College has yet to develop a significant institutional research capability. Finally, Kenyon's annual assessment of

student outcomes is well under way but has not yet shown its full value by informing decisions on resource allocation.

All of these matters are addressed in detail in subsequent chapters.

Organization of this Report

The Steering Committee has organized this report according to functional areas for the most part.

Chapter One presents Kenyon's mission, goals and financial constraints, and it also evaluates three of the College's six administrative divisions. Planning and budgeting, Kenyon's current capital campaign, and personnel issues concerning administrators and staff are also addressed in this chapter. Chapter Two focuses on the Faculty, with a review and evaluation of the credentials and scholarly activities of faculty. The College's support of faculty through both regular compensation and faculty development grants is examined. The hiring and evaluation of faculty and the faculty governance system are also treated in this chapter.

Chapters Three and Four deal with Kenyon's academic program. Chapter Three focuses on the general education program. The goals sought by Kenyon faculty are examined, and the recently-completed curricular reform initiative is discussed at length. Kenyon's general education outcome assessment plan, as recently modified, is also examined. Chapter Four evaluates focused academic programs, including majors, interdisciplinary concentrations, minors, collaborative student-faculty research, and international education. The assessment of student achievement in their major programs is also addressed.

Chapter Five evaluates the services provided by the Student Affairs Division, while Chapter Six examines the facilities and services of the Library and Information Services Division and more generally the physical facilities throughout the campus. Chapter Seven is devoted to Kenyon's efforts to increase the diversity of the student body and faculty and to the College's integrity in its dealings with internal and external constituencies. Following Chapter Seven a brief overall conclusion completes the report. Each chapter ends with conclusions about success in meeting one or more of the North Central Association criteria for accreditation, and each also offers recommendations to the College. Most reports referred to in the text of the report are included among the appendices.

Membership of the Self-Study Steering Committee

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Chapter One

Administration of the College

Introduction

This chapter opens with a presentation of Kenyon's Mission Statement and goals. Evidence concerning the College's success in achieving its mission and goals is also presented. The chapter then addresses Kenyon's financial constraints and administrative structure and evaluates the work of three of the College's six administrative divisions. Planning and budgeting are evaluated, and the goals and progress of the current capital campaign are examined. The chapter concludes by considering issues concerning administrators and staff, including compensation, annual performance evaluations, job classification, grievance and conflict resolution processes, and morale.

Mission and Goals

Kenyon's Mission Statement and its Statement of Goals and Objectives clearly explain the College's historic dedication to liberal arts education in a residential environment. In the early 1990's there were three different but complementary versions of mission statements, one of which was published annually in the *Student Handbook*. In 1995 the College approved a more specific Statement of Goals and Objectives that has served the College well. In preparation for the North Central Association review in 2000, Senior Staff chose the statement that had been appearing in the *Student Handbook* as the official Mission Statement. Senior Staff also revised the Mission Statement and the Statement of Goals and Objectives, and the Board of Trustees and the Executive Committee of the Faculty reviewed and approved both revised statements. These documents are published annually in the *Student Handbook*, began appearing in the *Course of Study* for 2000-2001, and are available on Kenyon's web site (www.kenyon.edu). For convenience they are included here:

* * * * *

Kenyon College and Its Mission

Approved February 2000

Over the 175 years of its life, Kenyon College has developed a distinctive identity and has sought a special purpose among institutions of higher learning. Kenyon is an academic institution. The virtue of the academic mode is that it deals not with private and particular truths, but with the general and the universal.

It enables one to escape the limits of private experience and the tyranny of the present moment. But to assert the primacy of the academic is not to deny the value of experience or of other ways of knowing. Kenyon's academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.

Kenyon's larger purposes as a liberal arts institution derive from those expressed centuries ago in Plato's academy, although our disciplines and modes of inquiry differ from those of that first "liberal arts college."

We have altered our curriculum deliberately in answer to changes in the world, as an organism responds to its environment without losing its identity. Kenyon's founder gave a special American character to his academy by joining its life to the wilderness frontier. His Kenyon was to afford its students a higher sense of their own humanity and to inspire them to work with others to make a society that would nourish a better humankind. To that end, and as an important educational value in itself, Kenyon maintains a deep commitment to diversity. Kenyon today strives to persuade its students to those same purposes. As a private and independent college, Kenyon has been free to provide its own mode of education and special quality of life for its members. Its historic relationship with the Episcopal Church has marked its commitment to the values celebrated in the Judaeo-Christian tradition, but without dogmatism, without proselytizing. Because its faculty and students are supported by neither church nor state, the College must charge fees and seek support from donors. While this preserves Kenyon's independence, it sets unfortunate limits. The College's ambitions must be tempered by a sense of what is economically feasible.

As an undergraduate institution, Kenyon focuses upon those studies that are essential to the intellectual and moral development of its students. The curriculum is not defined by the interests of graduate or professional schools, but by the Faculty's understanding of what contributes to liberal education. The Faculty's first investment is in Kenyon's students. The College continues to think of its students as partners in inquiry, and seeks those who are earnestly committed to learning. In the future, Kenyon will continue to test its academic program and modes of teaching and learning against the needs of its students, seeking to bring each person to full realization of individual educational potential.

To be a residential college means more than that the College provides dormitory and dining space for its students. It argues a relationship between students and professors that goes beyond the classroom. It emphasizes that students learn and develop, intellectually and socially, from their fellows and from their own responses to corporate living.

Kenyon remains a small college and exemplifies deliberate limitation. What is included here is special, what is excluded is not necessary to our purposes. Focus is blurred when there is dispersion over large numbers or over a large body of interests. Kenyon remains comprehensible. Its dimensions are humane and not overpowering. Professors, knowing students over years, measure their growth. Students, knowing professors intimately, discover the harmony or conflict between what a teacher professes and his or her behavior.

To enable its graduates to deal effectively with problems as yet uncalculated, Kenyon seeks to develop capacities, skills and talents which time has shown to be most valuable: to be able to speak and write clearly so as to advance thoughts and arguments cogently; to be able to discriminate between the essential and the trivial; to arrive at well-informed value judgments; to be able to work independently and with others; to be able to comprehend our culture as well as other cultures. Kenyon has prized those processes of education which shape students by engaging them simultaneously with the claims of different philosophies, of contrasting modes, of many liberal arts.

The success of Kenyon alumni attests to the fact that ours is the best kind of career preparation, for it develops qualities that are prized in any profession. Far beyond immediate career concerns, however, a liberal education forms the foundation of a fulfilling and valuable life. To that purpose Kenyon College is devoted.

* * * * *

Goals and Objectives of the College

Approved February 2000

- I. General Liberal Arts Education - Kenyon is institutionally committed to promoting a liberal arts education. Skills are promoted and developed that are not only useful to any career but essential for a fulfilling and valuable life.
 - a) Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.
 - b) Students learn to use information technology and make sense of the information they find.
 - c) Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
 - d) Students learn to understand a wide diversity of cultures.
 - e) Students learn to assess arguments.
 - f) Students learn quantitative skills and how to analyze data.
 - g) Students learn to work creatively.

- II. Overall Academic and Major Program - The academic program provides freedom within a common structure to promote balance and coherence, so students design truly liberal educations which are focused, expansive, and useful in the future.
 - a) Students develop expertise in at least one discipline or area.
 - b) Students organize courses so that study of one subject illuminates and is illuminated by study of another.

- III. Relationships, Community, and Security - Fundamental to the Kenyon experience is that students and professors develop personal and long-term relationships. The personal contact between students and faculty that characterizes Kenyon stands as central to the Kenyon undergraduate experience. The consequence of student-faculty interaction is that student experience is not one of anonymity. The scale and rural location of the residential community heighten the importance of these relationships. Kenyon provides an environment that is aesthetically conducive to study and is safe and secure, so that students may direct their attentions to their academic life and extracurricular activities unhindered.

- IV. Participation and Involvement - The opportunity to participate in campus life and the ease and comfort of participation are characteristic of Kenyon. The atmosphere at Kenyon promotes student involvement. Discourse among students is frequent, on both academic and non-academic issues, and that discourse is enriched by the diversity of the faculty and student body. Students are active in producing their own experience, rather than being primarily receivers or observers. Doing, by oneself and with others, is Kenyon's recipe for learning.
- V. Satisfaction and Accomplishment - Accomplishment of the first four goals translates into high levels of student satisfaction both at Kenyon and years later when former students reflect back on their Kenyon experience. It also translates into high levels of accomplishment for Kenyon graduates.

* * * * *

The Steering Committee addresses these goals throughout this report, citing several sorts of evidence concerning Kenyon's performance. One particularly useful method of evaluating the College's success in achieving these goals is to survey Kenyon alumni/ae. Such surveys do not provide objective evidence of accomplishment, but they do reveal alumni/ae activities since graduation and their perceptions of the value of their undergraduate education. Since the Steering Committee's recent alumni/ae survey addresses each of the goals above, a summary of the survey results is presented here.

Kenyon performs a comprehensive survey of alumni/ae every four years, and these surveys have shown that the alumni/ae have a high degree of accomplishment and personal satisfaction with their lives after Kenyon, for which many of them credit their Kenyon experience. The Steering Committee, however, wished to compare the attitudes and activities of Kenyon alumni/ae with those of peer colleges, so in 1999 the Committee administered the standardized Alumni/ae Survey of the Higher Education Data Sharing (HEDS) Consortium. The HEDS Consortium produced a report comparing Kenyon alumni/ae responses (for the class of 1994) with those of comparable alumni/ae from Hamilton, Colgate, Holy Cross, Wheaton (MA), and Dickinson. These colleges were the ones most similar to Kenyon among the HEDS colleges administering the survey to the same class of alumni. The survey covered a wide range of specific alumni/ae activities and opinions, including their career and volunteer activities and their opinions of very specific aspects of their undergraduate experiences.¹ (Please see Appendix 1-A.)

In "Goals and Objectives of the College," goal I, General Liberal Arts Education, indicates the dimensions of general education which Kenyon strives to help its students achieve. Kenyon alumni/ae confirm the College's success in helping them to reach general education goals. First, 59% of Kenyon alumni/ae reported being extensively involved with "course work outside the major." This is the highest percentage of the six college alumni/ae groups, and far above the median of the other five groups of 43%. Kenyon alumni/ae also reported the highest level of agreement with the statement that this course work had contributed "very much" to their personal

¹ The response rate among Kenyon alumni/ae was 51%. Response rates among the other five alumni/ae groups ranged from 25% to 37%.

development. Fully 60% of Kenyon alumni/ae indicated this, compared with a median of only 42% among the other five alumni/ae groups.

The HEDS Consortium survey also revealed a great deal about alumni/ae beliefs as to the contribution of their undergraduate experience to the development of specific abilities and types of knowledge which are at the heart of Kenyon's program. These findings are addressed in Chapter Three.

Goal II focuses on the major program, and is addressed in the survey in several ways. About 83% of Kenyon alumni/ae reported having been extensively involved in course work in their major, very close to the median among the other five college groups of 85%. But when asked about the extent to which their college course work in the major had prepared them for post-baccalaureate activities, 50% of Kenyon alumni/ae answered "very much" while the median among the other alumni/ae groups was only 43%. Another, rather indirect, indication of preparation in major fields may be the highest degree aspirations of these alumni/ae, who had been out of college for five years. About 26% of Kenyon's class of 1994 alumni/ae respondents aspire to a doctorate, compared with a median of 22% among the other groups. Finally, Kenyon's alumni/ae less often have earned or seek graduate law or business degrees than alumni/ae of the other five colleges.

In goal III, Relationships, the College asserts that "students and professors develop personal and long-term relationships." This is confirmed by the HEDS Consortium survey. In answer to the question "In the past five years, have you maintained contact with any of the following individuals at your undergraduate alma mater?" 67% of Kenyon's alumni/ae reported maintaining contact with Kenyon faculty. This is the highest percentage of the six college groups, far above the median among the other five college groups of 49%. The percentage of Kenyon alumni/ae who have maintained contact with other college employees is also substantially above the median of the other five colleges. In response to questions about their undergraduate experience, Kenyon alumni/ae were also the most enthusiastic of the six college groups about their contact with faculty in terms of the contribution of this contact both to their personal development and to their post-baccalaureate activities.

Under goal IV, Participation and Involvement, the College asserts that "the atmosphere at Kenyon promotes student involvement." Again, the HEDS Consortium Alumni/ae Survey confirms this. Alumni/ae were asked about nineteen features of their undergraduate experience. Among the six college groups, Kenyon alumni/ae were the most enthusiastic group in terms of the contribution of their undergraduate experience to their personal development in each of these areas: independent study, student publications, performing arts, and political organizations. In most other categories Kenyon's alumni/ae satisfaction was above the median of the other five alumni/ae groups.

Goal V, Satisfaction and Accomplishment, is addressed throughout the HEDS Consortium Alumni/ae Survey. In the area of accomplishment Kenyon alumni/ae reported having been very

active in volunteer activities since their graduation. Kenyon's alumni/ae indicated the highest levels of participation of the six college groups in youth organizations, arts organizations, and college alumni/ae organizations. Kenyon alumni/ae were also the most likely to report holding officer or leader positions in youth organizations, church activities, community-based groups, environmental organizations, and PTA's. By contrast, Kenyon alumni/ae participate to a smaller than average extent in professional and trade organizations and sports clubs. Turning to income, Kenyon alumni/ae trail the field. Only 25% of Kenyon alumni/ae from the class of 1994 currently earn more than \$40,000, while the median percentage of alumni/ae earning at least this much among the other five college groups is 35%.

Finally, the survey contained broad questions about satisfaction with one's undergraduate college, and in response to these questions Kenyon alumni/ae again proved significantly more satisfied than their counterparts at the other five colleges. In answer to "Overall, how satisfied have you been with your undergraduate education?" 76% of Kenyon alumni responded "very satisfied," compared with a median among the other five college groups of 58%. In answer to "If you had a chance to relive your college experience, would you choose to attend the same institution again?" 59% of Kenyon alumni/ae reported that they "definitely would," which was by far the highest percentage among the six colleges.

These findings from the HEDS Consortium Alumni/ae Survey do not by themselves validate the value of Kenyon's educational program, but they do appear to indicate many strengths.

Financial Constraints

Kenyon is concerned about the modest size of its endowment, especially in comparison with other leading liberal arts colleges. The market value of Kenyon's endowment on June 30, 1999 was \$110.5 million. All but one of the colleges in Kenyon's comparison group reported on endowment in 1999, and the average endowment among this group was \$433.9 million. Kenyon had the third smallest endowment of the forty-two colleges (see Appendix 1-B).

Kenyon's endowment per FTE student was \$70,485 in 1999, compared with the average among the comparison group of \$235,311 per student. Only three colleges in the comparison group reported a lower figure. The first quartile of endowment per student in the comparison group was \$137,287, implying that Kenyon would nearly need to double its endowment per student just to reach a level equal to that of the college in the 25th percentile of the comparison group.

Over the past ten years Kenyon's endowment has grown at an average annual rate of 12.5%, which is very slightly above the average growth rate in the comparison group. Thus Kenyon's modest endowment of ten years ago has not worsened relative to the comparison group, but also has not significantly improved. Gifts to current capital campaign between July 1, 1999 and April 30, 2000 helped increase the market value of the endowment from \$110.5 million to \$140.3

million. As pledges to the campaign are paid over the next several years, substantial additions will be made to the endowment, but these additions are unlikely to raise greatly Kenyon's relative endowment position within the comparison group.

The implications of the modest endowment are clear. Kenyon uses about 4% of its endowment to finance current operating expenditures, a percentage which is about average among the comparison group colleges. However, as a result of Kenyon's relatively modest endowment the College's annual "payout" of endowment per FTE student was only \$2,494 in 1999, compared with the average in the comparison group of \$8,680. This requires Kenyon to be tuition-dependent to an extent greater than nearly all of the colleges in its comparison group. Indeed, Kenyon is slightly more tuition dependent than it was in 1990. The relatively small endowment limits the College's ability to offer scholarships to outstanding students, to maintain competitive faculty salaries, and to control tuition increases. In the future, limited financial resources could curtail Kenyon's ability to admit capable students regardless of their families' ability to pay, and could compromise the quality of the faculty and academic program.

Kenyon's national ranking among liberal arts colleges, 32nd in the *U.S. News* listing in 1999, testifies to Kenyon's extraordinary financial discipline and focus on fundamental academic needs. Kenyon has managed to maintain academic excellence in its programs, as the following chapters show, despite its relatively modest endowment and heavy tuition dependency. Lacking the financial aid resources of many of its peers, Kenyon has still managed to attract capable and motivated students and to offer them an academic program that compares well with those of the nation's other leading liberal arts colleges. Kenyon's long-standing commitment to the quality of its academic program is expressed in the statement "Kenyon is financially sound because it is academically sound."

Governance Structure and Operation

Board of Trustees

The College is governed by a Board of Trustees, currently consisting of forty members: three are ex-officio members; twenty-four are elected by the Board for six-year terms; eight are alumni/ae trustees elected by alumni/ae for four-year terms; four are parents; and one is from the local business community in Knox County. The terms of the Trustees are staggered, and members do not receive any compensation or reimbursement of expenses for their Board-related activities.

The Board holds three regular meetings per year, and special meetings may be called from time to time. The presence of eleven voting Trustees is required for a quorum at any meeting of the Board, and most actions by the Board require a majority vote. Between Board meetings an Executive Committee, consisting of the Chair, the Secretary, the Vice Chairs, the President of the College, and the chair of each standing committee of the Board, has the full power and authority

to approve most actions that the Board may approve. Presently, the standing committees of the Board include External Affairs, Budget, Buildings and Grounds, Curriculum and Faculty, Development, Finance, Nominating, Student Affairs, and Library and Information Technology. Each of the committees meets at the discretion of the chair, three to five times per year. Each committee is guided by a mission statement (documents on file). Senior Staff members serve as liaisons to Board committees, addressing their respective functional responsibilities. The committee chairs report their committees' conclusions to the full Board when it convenes.

Those who observe the workings of this body agree that the Trustees interact with the administrators and with one another easily and effectively. The Trustees are dedicated to the College. They support the College by providing their expertise and with generous financial contributions. The current Board continues to lack an ideal gender balance and ethnic diversity despite significant improvement over the past decade. The varied backgrounds and areas of expertise that current Trustees bring to the Board are, however, other important forms of diversity. A listing of the Trustees with their occupations is published annually in the *Course of Study*.

Senior Staff

The Board of Trustees elects the officers of the Corporation, including the President. The six administrative divisions and senior administrators are as follows: Academic Division (Provost), Admissions Division (Dean of Admissions), College Relations Division (Vice President for Development), Finance Division (Vice President for Finance), Library and Information Services Division (Vice President for Library and Information Services), and Student Affairs Division (Dean of Students). For an organizational chart, see Appendix 1-C.

The President is advised by a Senior Staff consisting of himself, the six division heads listed above, the two Associate Provosts, the Comptroller, the Director of Development, and the Chair of the Faculty. The only change in the composition of the Senior Staff over the past decade is the addition of the Chair of the Faculty and a second Associate Provost (who is on leave from the faculty). These additions have enhanced communication and understanding between faculty and senior administrators.

Senior Staff meets weekly during the academic year and holds a three-day retreat prior to the start of the academic year, with the Executive Committee of the Faculty attending for a portion of the retreat. The retreats and the weekly Senior Staff meetings serve well to keep open the lines of communication among the administrative divisions of the College. The Senior Staff is also an active and important decision-making body. Most of Kenyon's important administrative decisions are made by this group.

Each of the six divisions has a written mission statement or list of goals and objectives (documents on file.) A brief review of the administration of each division follows.

Academic Division

This division has undergone significant administrative changes over the past decade. Five different persons have served as Provost or Acting Provost since 1993. A continuing concern has been the growing burden on academic administrators. A major expansion in the number and diversity of concentrations and special programs, a growing level of communication with the faculty via electronic mail, greater involvement in faculty hiring, and increased reporting demands have all contributed to this problem. Faculty have at various times become impatient with difficulties in gaining prompt access to the Provost and with the speed of decision making. With the appointment of a new Provost in 1994-95 and the splitting of the Academic Dean position between two persons, administrative responsibilities in the division were rearranged. In 1995-1996, with the departure of the Provost and one of the persons sharing the Academic Dean position, an interim Provost was appointed. In 1996-1997 a new Provost was appointed and the administrative structure remained intact. The position of Associate Provost was created to replace the position of Academic Dean in 1997-98, and assignments between the Provost and the new Associate Provost were again adjusted. In 1998-99 the Registrar's position was enhanced, with the Registrar becoming also the Dean for Academic Support, relieving the Provost and Associate Provost of several duties. When the Provost left Kenyon in 1999, the College created an additional staff position in the division. By this time it was apparent that the College needed an administrative position with responsibility for ongoing assessment of both general education and major programs. Partly in response to this need, the College appointed a second Associate Provost and again adjusted assignments among the four academic administrators. The shuffling of duties among the academic administrators has tended to confuse faculty in the past, but in 1999-2000 the Division publicized the various roles each administrator in the Division now plays. In summary, the College has recognized the difficulties of meeting increasing demands on the academic administration, and it has acted to solve the problems. Greater continuity in the academic administrative personnel would now be useful.

Despite rapid turnover of personnel, the academic administrators have managed to launch a range of new programs, as is explained in Chapter Four. In 1996-97 they also initiated the first comprehensive review of Kenyon's general education goals and offerings in many years. The Curricular Review Committee, created to carry out this initiative, completed its third year of study and consultation and reported its recommendations to the Faculty in March 2000. The work of this committee and the resulting curricular reforms are discussed in Chapter Three.

Admissions Division

Given Kenyon's high tuition dependency and limited endowment to support financial aid, competing with the rest of the nation's leading liberal arts colleges for qualified students is a challenge. Fortunately, the Admissions Division has a long history of outstanding performance.

Kenyon has been able to continue improving the academic aptitude of its entering classes while also improving the diversity of the student body. Significant progress in selectivity has also been made over the past six years. In 1994 the College admitted 79% of applicants and the yield was 28%. By contrast, in 2000 the College has admitted 65% of applicants and the yield is 32%. In 1999 Kenyon ranked 74th among national liberal arts colleges in its admissions selectivity, according to a report by *U.S. News*. On the SAT examination Kenyon's entering classes display a range of scores from the 25th to the 75th percentile of 1,190 to 1,380.

The Division publishes a comprehensive list of Goals and Objectives and an Operating Plan for each academic year. Their plan covers composition of the prospective class, yield goals, training and staff development goals, daily operations goals, and lists of all staff duties. This is a well-organized document with very specific, quantitative goals for the coming year. According to the 1999 Parent Survey, Kenyon parents are highly satisfied with the Admissions and Financial Aid offices. (Please see Appendix 1-D.) Kenyon students and faculty also praise the admissions personnel, as explained in Chapter Seven.

Finance Division

Kenyon has balanced its budget for twenty-nine straight years. Over the past decade the College has also established several important reserve funds and has introduced funded depreciation into the operating budget, increasing this expense item by \$100,000 each year. Given the highly competitive environment in which Kenyon operates and the frequent proposals to provide an ever wider range of services, this record testifies to the College's clear focus on the priority of providing students with a sound liberal education and to the College's financial discipline. The Finance Division deserves a major share of the credit for Kenyon's history of fiscal responsibility.

The Finance Committee of the Board of Trustees takes a very active role in setting financial policy. This committee's Statement of Purpose and Policies may be found in Appendix 1-E.

The Finance Division is also responsible for the College buildings and grounds. Facility issues are addressed in Chapter Six.

The Accounting Department continues to use old and somewhat limited computer software programs. Conversion to Banner software has begun but will not be completed for several years. Administrators and faculty expect that the quality and speed of expenditure account reporting and other finance services will improve once that conversion is complete.

Library and Information Services Division

The Library and Information Services Division was created in 1997. Prior to that time Kenyon had a traditional organization of information services. The library division reported to the Provost, and the computing and telecommunications division reported to the Vice President for Technology. Responding to the growing needs in both computing technology and library technical services and to the ever closer relationship between them, these functions were combined in the Library and Information Services Division.

The services and facilities provided by Library and Information Services are addressed in substantial detail in Chapter Six.

Student Affairs Division

The liberal arts education of Kenyon students occurs to a very considerable extent beyond the classroom. The performance of the Student Affairs staff directly affects the academic, personal, social, physical, and spiritual growth of students. The quality of the residential experience also affects student and alumni/ae satisfaction with their college experience, retention rates, fund raising and student recruiting. The performance of this division is reviewed in Chapter Five.

The division has been relatively stable in its organization over the past decade. Two major trends have been growing demands for multicultural programming and for services to students with disabilities. In response to these trends, the Division has created two new positions: Coordinator for Multicultural Events and Services; and Coordinator of Disability Services. The Student Affairs Division also reviewed and revised its mission statement during 1999-2000.

College Relations Division

Given Kenyon's modest endowment and relatively small number of living alumni/ae (about 13,500), the College Relations Division faces a major challenge in raising operating funds.

Compared to its peer institutions, Kenyon has managed to garner significant voluntary financial support for current operations from both alumni/ae and parents. Two comparative reports demonstrate this: the "HEDS Consortium (CAE) Survey of Voluntary Support, 1997-98" (please see Appendix 1-F) and the "S.T.A.F.F. Survey of Annual Giving Programs: Examining Annual Giving Performance at Member Institutions in 1997-98" (document on file).

Kenyon has one of the nation's highest percentages of parents who make voluntary gifts to the College. At Kenyon in 1997-98, 32% of parents made voluntary contributions, compared with a median among the twenty-four reporting colleges in Kenyon's comparison group of only 14%. Only five colleges in Kenyon's comparison group had a higher rate of parent participation.

Kenyon's average parent gift for current operations that year was \$475, compared with the median in the comparison group of only \$253, so Kenyon ranked fourth in total annual funds raised from parent gifts.

Kenyon's alumni/ae participation is also strong, with 44% of alumni/ae making gifts in 1997-98, compared with the median in the comparison group of 43%. Kenyon's average alumni/ae gift for current operations was \$610, compared with the median in the comparison group of only \$432. Note that these gifts were for a year in which alumni/ae were also making pledges or gifts to Kenyon's capital campaign.

Two of Kenyon's specific constituencies are especially noteworthy donors. All of Kenyon's Trustees give to the College virtually every year, ranking Kenyon among the leaders of the S.T.A.F.F. comparison group of colleges in Trustee giving. Finally, Kenyon's "young alumni/ae" made gifts over the period 1993 to 1997 far above the median level among these S.T.A.F.F. colleges, ranking Kenyon fifth in this category.

This performance would seem to indicate that Kenyon's College Relations Division has succeeded in eliciting voluntary support for the College's current operating budget. For the past several years, however, a major focus of the Division has been the "Claiming Our Place" capital campaign.

"Claiming Our Place" Capital Campaign

In 1989 Kenyon successfully completed a capital campaign which raised more than \$35 million for a broad array of needs. The start of the current campaign was delayed somewhat by the retirement of President Philip H. Jordan, Jr. in 1995, since the Board of Trustees wished to have the new President appointed before campaign planning began. President Robert A. Oden, Jr. started this process upon his appointment in 1995. Preparation for the campaign began with the formation of a Campaign Planning Committee, consisting of faculty, alumni, students, parents, and Trustees. This committee concluded its work in July 1996 with a report that detailed College needs with a total cost of \$116 million. Those efforts were followed by a feasibility study conducted by the firm of Ross, Johnston, and Kersting, which interviewed alumni, parents and Trustees in an effort to test the feasibility of meeting the needs listed in the planning committee's report. Based on these interviews the consulting firm suggested a target goal in the range of \$95 million to \$100 million. The campaign goal and plan were announced in February 1997 and presented to the Board of Trustees in April 1997. The final goal was set at \$100 million by the Board of Trustees at its February 1998 meeting. The campaign is scheduled to conclude on June 30, 2001.

The Campaign Operating Plan issued in April 1997 outlined goals and objectives for five years, starting in 1996-97 and ending with the 2000-2001 fiscal year (document on file). Each

department had its own operating plan: Leadership Gifts, Annual Funds, Corporate and Foundation Gifts, Planned and Major Gifts, and Communications Goals and Objectives. There were also several goals to improve or streamline office procedures in the areas of research, stewardship, and prospect management. The College Relations Division was thorough in planning the goals and procedures of the campaign.

The individual financial targets of the campaign are:

Endowment	\$ 54 million
Financial Aid	\$ 30 million
Endowed Professorships	\$ 18 million
Academic Enrichment	\$ 6 million
Facilities	\$ 33 million
Natural Sciences	\$ 28 million
Department of Music	\$ 4 million
Land Acquisition	\$ 1 million
Operating Support	\$ 13 million
Unrestricted Giving	\$ 13 million

By May 26, 2000, the campaign had raised \$77.6 million in gifts and pledges. During May a group of benefactors had announced an additional \$12 million challenge pledge, so that if other contributors meet this challenge, the campaign will reach the goal of \$100 million.

The progress of the campaign has already financed significant enhancements in the academic program, with the dedication of Storer Hall in the fall of 1999 and the completion of the new science buildings scheduled for the fall of 2000. The major focus of the campaign, however, is to increase Kenyon's endowment. The College started the decade with five endowed Professorships and now has a total of fifteen. Six of the new endowed chairs have been created as a direct result of the "Claiming Our Place" campaign. Accomplishing a major increase in the College's endowment will moderately reduce, although certainly not eliminate, the tension between the need to maintain and enhance programs and the need to control tuition increases.

Planning and Budgeting

Long-range Planning

As indicated in the Introduction, Kenyon's Senior Staff undertook a long-range planning initiative in 1991 which led to several successive drafts of a long-range plan for the College.

(Please see Appendix 1-G.) In 1992 Senior Staff decided not to continue using this plan. Instead, each of the six divisions would continue its own operational planning. Planning at the collegiate level would focus on specific issues.

An example of collegiate planning was the creation of a funded depreciation account and commitment by the College to increase this annual budget item each year throughout the decade. As a result, the annual budget for replacement or repair of equipment has risen from \$250,000 in 1990-91 to \$850,000 in 1999-00, and further increases are planned. These increases will be needed, since for Kenyon's current capital stock to be fully funded for depreciation on an actuarial basis would require more than \$2.7 million annually. During the period 1990-91 to 1998-99 the College spent \$2 million of the funded depreciation account on replacement of scientific equipment and another \$4 million from other sources for new scientific equipment, computing and telephone equipment and computer network infrastructure.

The plan for the current capital campaign is another example of a long-term, collegiate plan. At various times multi-year plans have also been established for the physical development of the campus, enrollment targets, and financial aid. Since 1992, however, these individual plans and initiatives have not been collected into a comprehensive, collegiate plan.

Several members of the Senior Staff argue that a comprehensive, collegiate, long-range plan is impractical and unnecessary. They believe that the environment in which Kenyon operates is so dynamic that the College must retain the maximum flexibility to alter budgetary priorities from year to year. They also point out that Kenyon pays careful attention to the future consequences of current budgetary decisions and commitments by use of a model which provides annually updated five-year budget projections. These five-year projections extrapolate the future implications of current decisions and commitments. For example, the projections have for several years shown an increase in the maintenance budget associated with the anticipated completion of new buildings. Several new faculty positions are also anticipated in future years and are reflected in the five-year projections.

The annual budgets and five-year projections are prepared by the Senior Staff and approved by the Board of Trustees, and they appear to reflect well the mission and fundamental goals of the College.

Annual Budgeting Process

The schedule for developing the annual operating budget and the updated five-year financial projection follows:

1. In August the Senior Staff and the Executive Committee of the Faculty (serving in an advisory capacity), meet in retreat to discuss the broad issues affecting the budget for the

fiscal year following the one just begun. Examples would include pricing, the size of the student body, financial aid, compensation and developing initiatives.

2. During September Senior Staff continues to discuss preliminary assumptions and at the end of the month meets with the Budget Committee of the Board of Trustees to review and discuss the set of assumptions developed to date. The Budget Committee has the opportunity to provide guidance and insight concerning the assumptions and to indicate its general agreement, or not, with the direction that the annual budget and five-year projection are taking.
3. Further refinements to the budget and five-year projection occur in October through December. Each division head discusses with his or her constituents the items to be added to or deleted from the budget. This provides an opportunity for input from the administrative staff. Proposals are then brought to Senior Staff by the division heads and presented in priority order. Over the course of several meetings Senior Staff decides which items are most critical to further the mission of the College. This is an inter-divisional, collaborative process.
4. In January Senior Staff once again meets with the Budget Committee of the Board of Trustees in order to present its final budget proposals and seek approval for the next year's operating budget. If changes are proposed by the Budget Committee, those items are integrated into the plan.
5. In February the Budget Committee presents the proposed operating budget to the full Board of Trustees for its approval.

Funded depreciation spending is allocated by Senior Staff, after divisional consultation. Another budgeted reserve for the repair of buildings is overseen by the Buildings and Grounds Committee of the Board of Trustees (roof replacement, HVAC repair, etc.), based upon recommendations from the administration.

By September of each year the actual College enrollment has become clear, so whenever there are surplus funds created by enrollments in excess of the budgeted level, those funds become available for a "September list" to be allocated by Senior Staff as late additions to the current year's budget. This is a collaborative process in which division heads, after consultation within their divisions, bring forward their recommendations. Senior Staff prioritizes the items and selects those which will be presented to the Board for approval. Any remaining surplus at the end of the fiscal year is, by Board resolution, allocated one-half to the Capital Reserve Fund and one-half to the Major Physical Plant Repair and Replacement Reserve. The administration makes proposals to the Board on the use of these reserves as needs arise.

The existence and size of the September lists relate to a strategy of fiscal conservatism. Senior Staff prepares a conservative budget by budgeting an enrollment target that is very likely to be

met or exceeded. Kenyon's 1990 Self-Study Report indicated that the administration had recently decided to increase the budgeted enrollment from 1,450 to 1,475 students over a period of several years. The report stated that "this program will have the effect of allocating resources in a more purposeful manner while, at the same time, retarding the growth of tuition." That is, the plan was to reduce the size of the September lists, moving funds into the regular budget process. For the most part this has not happened. Every year except one in the past decade has featured a September list, ranging in size from \$109,000 in 1991-92 to more than \$1 million in 1994-95, 1996-97, and 1999-2000. The one exceptional year was 1993-94, when the College opened with an under-enrollment of twenty-seven students and no September list. Another budget adjustment was made two years ago, when Senior Staff decided that the College's enrollment target should be 1,520 students, and that budgeted enrollment should be 1,495. Enrollment has continued to be above the target, with 1,572 students enrolled at College opening in the fall of 1999. These enrollments above the target, while swelling the September lists, have also perpetuated the problem of overcrowding in the residence halls.

The Resource Allocation and Assessment Subcommittee of the Executive Committee of the Faculty is consulted during this annual budget process. This subcommittee (or one of its predecessors) has for decades participated in an advisory capacity in budgeting, but generally the committee's role has been sporadic and peripheral.

An exception to the subcommittee's typically peripheral role occurred in 1994-95, when the Provost stressed the role of the subcommittee. That year the subcommittee recommended a temporary hold on hiring into tenure-track positions in order to retain flexibility at a time when questions about enrollment and other financial conditions seemed to suggest caution. That policy remained in place only for two years, when it became clear that the College could move strongly forward. In 1999-2000 the academic administration again began regular and substantive budget consultations with the subcommittee.

As explained more fully in Chapter Three, this subcommittee was restructured in the spring of 1999 to become the committee primarily responsible for evaluating Kenyon's annual assessment of student outcomes. Starting in 1999-2000, the committee is charged to integrate collegiate outcome assessment into the budgeting process. The Self-Study Steering Committee proposed this restructuring of the subcommittee so that it will be able to offer credible and persuasive evidence for budgetary initiatives designed to address needs or problems identified through assessment of student performance.

Administrators and Staff

Compensation

Middle and upper level administrators are generally hired through national searches, while lower level administrative and staff positions are typically advertized only in the region. Kenyon has succeeded in recruiting competent professional staff and retention has been very good. Kenyon has also succeeded in hiring and retaining a capable and loyal staff of hourly-wage employees. This record would seem to suggest that Kenyon's salaries are competitive.

The College participates in an annual administrative salary survey with the twelve members of the Great Lakes College Association and thirteen of the fourteen members of the Associated Colleges of the Midwest. Kenyon also participates in and subscribes to the College and University Personnel Association's Administrative Compensation Survey and the Mid-Level Administrative/Professional Salary Survey. These surveys provide the College with historical and comparative data for salaries by position and length of service. Whenever a position becomes open, or whenever an employee inquires, the Director of Human Resources studies these sources to determine what the competitive salary range is for the position in question. These summaries and salary comparisons are available for review in the Office of Human Resources. If a particular administrator believes that his or her salary is not competitive with peers at other colleges, he or she may refer to these sources for comparison.

Employee attitudes toward their compensation are not as positive as the above observations might suggest, however. About one-half of the administrators who responded to the 1999 Administration and Staff Survey (and over one-half of the staff persons) believe that their salaries are neither sufficient nor competitive with those elsewhere. (Please see Appendix 1-H.)

Administrators and staff are generally pleased with Kenyon's fringe benefit package, although a fairly substantial number registered dissatisfaction with Kenyon's health plan. In response to complaints on a similar survey in 1996, the College increased the number of sick days, introduced a floating holiday, and began improving access to recreational and fitness programs. Employees expressed satisfaction with these improvements in their responses to the 1999 survey.

Employee Morale

Morale appears to be good among Kenyon administrators and quite good among staff employees. Clear majorities of both groups believe that their positions are valuable and respected by co-workers and others. The vast majority believe that they have sufficient autonomy, that their positions are understood by their supervisors, and that their work relationships are positive. Employees are highly satisfied with Kenyon's social occasions and staff recognition events. However, concerns about the physical aspects of the office environment appeared on the 1999 Administration and Staff Survey, including complaints about lack of space or privacy. The Steering Committee believes that the current tentative plans to increase the space available to some administrative offices should be pursued.

The Office of Human Resources, created in 1997 in response to the 1996 Administration and Staff Survey, has already responded to some of the concerns raised on the 1999 survey, and plans

further responses as resources permit. The preferred provider plan was recently improved by the inclusion of the Ohio State University Hospitals, the College has decided to offer a dental plan in which the College will pay half of the premiums, and the College plans to increase its TIAA-CREF contributions in the coming years, from the current 8.25% to 9% in 2000-2001, and soon thereafter to 10% of salary.

Employees registered concerns over opportunities for training, a lack of child care in the area, and with parking problems. About one-third of administrators and staff are dissatisfied with opportunities for on-the-job training, especially in computing, and nearly one-half of staff respondents are dissatisfied with support for off-campus training courses. Child care has been a contentious issue for many years, and although Kenyon provides a building and annual subsidy of \$17,000 for a local day care center no agreement has been reached on a more substantial College subsidy for child care.

Nepotism was also a prominent complaint by Maintenance Department staff members, and this may well contribute to what appears to be relatively poor morale in that department. This topic is addressed in Chapter Six.

Communication may well be a significant underlying problem for employee relations. For instance, there appears to be a general misunderstanding regarding the health plan's Preferred Provider Network, not only as to how it functions but also that its addition was an enhancement of already existing benefits at no additional cost. Additional benefits were also added at the time the Preferred Provider Network was added to the health plan, and these changes were made with no increase to the premiums. In fact, there has not been a premium increase for the past four years. One of the respondents' comments referred to annual raises being "eaten up by health insurance increases in employee portions." Despite the efforts of the Office of Human Resources, administrative communication with employees remains problematic.

Annual Performance Evaluations and Job Classification

Respondents to the 1999 Administration and Staff Survey registered a significant level of dissatisfaction with Kenyon's performance evaluation system. About 10% of administrators report that their supervisors have not held the required annual evaluations of those they supervise, and over one-half of staff employees are confused about how merit raises are determined and how they relate to the evaluations they have received.

Plans were already in place to begin a supervisory training program. The training sessions are being given to groups of about ten supervisors at a time, with a sufficient number of sessions to accommodate all supervisors. The topic of the first training program, held in the spring of 2000, was Sexual Harassment, New Roles, New Rules. Over the next year sessions will be devoted to: (1) dealing with employee problems through counseling and record-keeping; (2) recognizing and preventing workplace violence; and (3) how to conduct a successful performance appraisal.

When developing these training programs the Office of Human Resources will refer to the 1999 survey to identify and address the most prevalent complaints. The Steering Committee believes that the plans for this training program should be implemented promptly.

The process of job classification and reclassification also bothers or confuses about one-third of staff members. Although the process is explained clearly in the *Administration and Staff Handbook*, additional communication is apparently required to amplify the handbook explanation and dispel misconceptions. One very useful effort to review and reclassify the positions of secretaries and administrative assistants in the academic department offices was undertaken in 1999 by the Dean for Academic Support and the Director of Human Resources. An outside personnel consultant was hired to administer a questionnaire to the affected employees and to interpret the results. This review led to changes in job titles, reclassifications, and pay increases ranging from 3.75% to 25%.

Grievance and Conflict Resolution Processes

The *Administration and Staff Handbook* addresses issues such as equal employment opportunity, discrimination, harassment, and other workplace conflicts. It also explains the resolution process for each sort of problem.

Harassment charges by or against administrators and staff are infrequent. This impression is confirmed by the 1999 Survey of Administrators and Staff. Of the 208 respondents to this survey, twenty-seven indicated that they have at some time been verbally harassed, eight indicated that they have been sexually harassed, and three reported having been physically harassed. Five of the eight reports of sexual harassment and all three reports of physical harassment came from employees in the Maintenance Department. Despite these responses to the confidential survey, in only a very few cases have harassment charges by or against staff come to the attention of the Equal Opportunity Officer or Harassment Counselors, and none of the incidents in Maintenance have been brought to the Equal Opportunity Officer in recent years. Although the number of cases of harassment is modest, even one case would be excessive.

The survey also asked those who reported being harassed if the problem had been resolved satisfactorily. Two of the three cases of physical harassment had been resolved, but for only three of the eight persons reporting sexual harassment and for only four of the twenty-seven persons reporting verbal harassment had the problem been resolved satisfactorily. Since very few of these instances of harassment were brought into the formal problem solving or grievance processes, it would appear that some of the employees reporting harassment are uncomfortable with or lack confidence in these processes. It is possible, however, that some survey respondents who reported harassment were actually referring to what the Director of Human Resources calls workplace conflict. Cases of workplace conflict have arisen, and when reported they have been addressed through mediation. The reporting and resolution processes for verbal or physical

harassment are different from those used for workplace conflict, but some respondents may not have understood the differences.

In any case, fewer than one-half of respondents agree with the following statements: (1) “Kenyon’s grievance procedures are clear and fair”; and (2) “Kenyon’s Ombudsperson has been helpful in resolving work-related problems.” Again, communication of resources, policies, and procedures would seem to be unsatisfactory, and the current plans for supervisor training ought to prove helpful.

Conclusions and Recommendations

NCA Criterion One

The Steering Committee concludes that Kenyon meets criterion one of the North Central Association's criteria for accreditation: "The institution has clear and publically stated purposes consistent with its mission and appropriate to an institution of higher education." The mission and goals are clear and the six administrative divisions work well together to pursue them. The College's administrators are fully committed to maintaining and improving Kenyon's excellent educational program of liberal education in a residential environment. Subsequent chapters show that Kenyon faculty and students are also involved in important College decisions and share the commitment to provide an excellent liberal education.

NCA Criterion Two

Kenyon also meets the North Central Association's criterion two: "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." The College is well governed, with an actively involved Board of Trustees and a Senior Staff which is a powerful and effective decision making body. The College has shown a consistent focus on the essential needs of the academic program and outstanding fiscal discipline.

Over the past decade four of the six administrative divisions have enjoyed stability and well-defined and well-understood organizational structures, policies, and procedures. These divisions are also supervised by experienced, effective leaders. The Academic Division has also been administered by effective leaders but has experienced much turnover and several reorganizations in recent years. These reorganizations seem to be addressing well the growing responsibilities in this area. Despite the high turnover in recent years, academic administrators have launched several important initiatives. The Library and Information Services Division was totally reorganized several years ago, as explained in Chapter Six.

The quality and organization of Kenyon's Faculty are addressed in Chapter Two. As a residential college, the Student Affairs Division is also critical to Kenyon's success, and its programs and services are evaluated in Chapter Five. In Chapter Six this report evaluates the extent to which Kenyon's physical plant and academic facilities promote the mission of the College.

NCA Criterion Four

The Steering Committee is also convinced that Kenyon meets the North Central Association's criterion four: "The institution can continue to accomplish its purposes and strengthen its educational effectiveness." Kenyon's resource base, while modest when compared with other colleges in Kenyon's comparison group, is fully capable of continuing to support the academic program and to provide the services needed by residential students. The success to date of Kenyon's current capital campaign indicates that Kenyon's financial support will continue to grow in the future, as it must. The success of Kenyon's annual giving programs also reflects the high esteem in which the College is held by its constituencies, and this bodes well for future financial support. That said, Kenyon's relatively modest endowment continues to concern administrators and Trustees, and endowment growth must remain one of the College's primary priorities.

Kenyon's ability to continue improving its academic programs will also benefit from the College's assessment of student, faculty, and administrator performance and its thoughtful use of this information when making resource allocation decisions. Assessment issues are addressed in Chapters Two, Three and Four.

Recommendations

The Steering Committee believes that Kenyon would be well served by developing a significant institutional research capability. This would require gathering to the center the currently scattered data on students' academic performance and extracurricular activities, the Faculty's professional activities, assessment reports, admissions records, statistical information on College compensation of personnel, and historical budget and expenditure reports. Institutional research almost always requires the ability to gather, combine and analyze information from various offices. Kenyon should also continue its recently reinstated membership in the highly effective HEDS Consortium. The College has much to learn from the practices and performance of peer institutions, so consortial participation is valuable.

Senior Staff is fully aware of the chronic problem of residence hall overcrowding over the past decade. The College became significantly more selective in its admissions decisions for the class of 2004, although this creates a risk of enrollment below the target for this class. This reflects a willingness to permit overall enrollment to gradually fall to the target level of 1,520 students, and thus to reduce or eliminate overcrowding. The Steering Committee encourages Senior Staff to continue this effort, since it will enhance the quality of student residential life. The large September lists that result from over-enrollment are convenient for funding one-time expenditures but do not contribute to planful resource allocation decisions.

According to the Administration and Staff Survey, about one-half of administrators and staff members believe that their salaries are not competitive with those elsewhere. The Director of

Human Resources currently compares salaries only when a position opening must be advertised or when someone complains. Better understanding of salary issues is needed, so the Steering Committee believes that Kenyon should periodically make a more systematic and comprehensive study of comparative salaries and communicate the results to employees. It would also seem prudent for the Office of Human Resources to begin a systematic program of job classification reviews, perhaps relying on the assistance of an outside consultant. The recently completed review of academic department assistant positions revealed the value of job classification reviews.

Given Kenyon's long, proud history as an independent institution and its rather secluded location, the College must guard against becoming insular or parochial. One way to do this is to recruit administrators, faculty and students from far and wide, which the College does. Another way is to rely on periodic external review of programs. The Steering Committee believes that the College's decision to hold periodic external reviews of academic departments was a very significant step forward in this regard. As explained fully in Chapter Four, these external reviews have proven useful to most of the academic departments. Kenyon should now take the next logical step, which is to schedule an external review in each administrative division of the College once each decade. In those divisions with several distinct programs, at least one of the principal programs should be included in each external review.

Chapter Two

The Faculty

Introduction

Kenyon's faculty are capable scholars who are dedicated to undergraduate learning. Findings from the HEDS Consortium Alumni/ae Survey of the class of 1994 reveal the close relationships which develop between Kenyon students and faculty. When alumni/ae were asked if they have maintained contact with any faculty members at their *alma mater* over the five years since graduation, 67% of Kenyon alumni/ae responded that they have. This is the highest proportion among the six colleges of the peer group; the median of the other five alumni/ae groups was only 49%. (Please see Appendix 1-A.) The Steering Committee believes that these alumni/ae experiences demonstrate the high quality of Kenyon's faculty and their strong dedication to their students.

This chapter focuses on specific topics concerning Kenyon faculty. The quality and scholarly activities of faculty are addressed. The extent to which the College's financial support of faculty promotes the hiring, retention, and professional development of faculty is evaluated. The chapter also considers Kenyon's systems for the evaluation of faculty, faculty governance, and faculty morale. Chapter Three and Chapter Four address the performance of faculty in developing a sound curriculum and promoting student learning.

Size and Composition of the Faculty

The number of full-time Kenyon faculty has grown moderately over the past decade. Kenyon employed a total of 124 full-time faculty members in 1989-1990 and 129 in 1999-2000. During this period the number of part-time faculty has varied between ten and fifteen. The size of the student body has fluctuated during the past decade, and is currently about forty above the 1989-90 level. In 1999-2000 the (FTE student / FTE faculty) ratio was 10.74.

Despite the growth in the size of the Faculty during the decade, the number of courses offered declined from 756 in 1989-90 to 727 in 1998-99. This resulted mainly from the progress the College has made in reducing the level of faculty teaching responsibilities from three courses per semester to one course of released time every other year (the so-called 3-3; 3-2 plan). Teaching

responsibilities were reduced in order to better facilitate the scholarly pursuits of faculty while maintaining or improving the quality of teaching.

The Trustees and academic administration wish Kenyon to continue this trend, moving to a 3-2 level of teaching responsibilities over the next few years. Faculty heartily concur with this administrative initiative. Those responding to the 1999 Survey of Faculty Opinion expressed very strong support for moving to the 3-2 level of teaching responsibilities. This was by far the most strongly supported of the various “alternative funding initiatives” listed in the survey. (Please see Appendix 2-A.)

Although Kenyon faculty are teaching somewhat fewer courses than a decade ago, they are offering students more independent study and collaborative research opportunities. Chapter Four addresses these programs.

A high rate of faculty retention has shifted the distribution of faculty among the ranks over the past decade. Faculty with the rank of Professor have increased from 29% of the total full-time faculty population in 1989-90 to 35% in 1999-2000. The percentage of faculty who are Associate Professors has increased slightly from 31.5% to 32.6%, the share who are Assistant Professors has decreased from 30.5% of the faculty to 25.5% in 1999-2000, and the percentage who are Instructors has also declined, from 9% to 6.4% of full-time faculty.

The percentage of all (full-time and part-time) faculty members with tenure or in tenure track positions has risen over the past four years, from 81.5% in 1995-96 to 85.8% in 1999-2000. The share of full-time Kenyon faculty with tenure was 67% in 1999-2000, close to the average of 65% for all of Kenyon’s comparison group colleges.

In 1999-2000 the share of full-time faculty who hold a Ph.D. or other terminal degree in their field was 96%. This figure corresponds to the percentage of faculty with terminal degrees reported in the 1990 Self-Study Report, which was 98%. This percentage has ranged from 93% to 98% over the past four years.

Kenyon has made significant efforts over the decade to increase the number of women and minority faculty, and progress has been made. Chapter Seven considers this topic in more detail.

Faculty Compensation

Kenyon’s faculty salaries and faculty compensation are competitive with those of most other colleges in the Midwest, but they are significantly below the levels at most of the colleges in Kenyon’s comparison group. (Please see Appendix 2-B.)

The HEDS Consortium calculates what the average salary at each member institution would be if the institution had the average distribution of faculty among the professorial ranks. This calculation permits a consistent comparison between colleges, although only thirty-five members of Kenyon's forty-three member comparison group are also members of HEDS. Calculated on this basis, Kenyon's average salary of full-time faculty at the ranks of Professor, Associate, and Assistant in the fall of 1999 was \$55,236. Only two of the thirty-four other HEDS colleges in Kenyon's comparison group reported a lower figure. The mean salary of the group that year was \$64,872, and Kenyon's average salary would need to have risen by 13% just to reach a level which would have ranked Kenyon at the 25th percentile among the group. When salaries are viewed within each professorial rank, Kenyon's position relative to the group was approximately the same at all three professorial ranks.

Kenyon's 1990 Self-Study Report noted that the College's faculty salaries had slipped relative to those of peer colleges during the 1980's. This trend was temporarily halted in the early nineties. Use of salary data compiled by the American Association of University Professors permits an analysis of the College's full comparison group. Kenyon's average faculty salary for all ranks was 91.2% of the average of the full comparison group in 1989-1990, but then rose to 92% of the comparison group average by 1993-94. Since that time Kenyon's salaries fell further behind those of the full comparison group, so that in 1999-2000 Kenyon's average salary was only 82.6% of the mean of the comparison group. Over the full decade 1989-1990 to 1999-2000, Kenyon's average salary grew by 36.9% but the average growth rate in the full comparison group was 51.2%. Kenyon's average salary increases for continuing faculty in the past two years were also significantly below the average for HEDS portion of the full comparison group: from 1997-1998 to 1998-1999 Kenyon's average increase was 3.42% while the group's average increase was 5.8%; from 1998-1999 to 1999-2000 Kenyon's average increase was 3.07% while the group's average increase was 5.7%. Thus, Kenyon's average salary was continuing to slip relative to that of the comparison group.

Kenyon's fringe benefits are also not particularly high relative to the full comparison group. In 1999-2000 Kenyon's fringe benefits averaged 24% of faculty salaries, compared with an average of 27% in the full comparison group. The combination of relatively low salaries and relatively low fringe benefits produces a relatively low level of average faculty compensation (salary plus fringe benefits) at Kenyon. Kenyon's average compensation of full-time faculty in the fall of 1999 was \$67,066, compared with an average of \$83,086 in the full comparison group. Kenyon's average faculty compensation would have needed to rise by \$12,554 just to rank Kenyon at the 25th percentile. After reaching 91.3% of the comparison group's average compensation in 1993-94, Kenyon fell to 80.7% of the group's average compensation in 1999-2000. Only one of the other forty-three colleges in the comparison group reported a lower average compensation figure for 1999-2000.

When comparing salaries among colleges, the cost-of-living in a college's area is relevant. Everyone agrees that the cost-of-living is significantly higher near the east and west coasts, where most of Kenyon's comparison group colleges are located, than in rural Ohio. Cost-of-

living data to support this are unavailable, however, so it is impossible to say precisely what salary adjustment should be made to account for cost-of-living differences. In any case, some of the comparison colleges are located in areas perhaps comparable to Kenyon, namely Wooster, Denison, Ohio Wesleyan, Oberlin, Carleton, and Grinnell. Among these colleges the first three had lower salaries than Kenyon in 1999-2000, while the latter three colleges reported average salaries that were \$10,000, \$12,000, and \$10,000, respectively, above Kenyon's average. Furthermore, only one of these six colleges reported average faculty compensation below Kenyon's level.

The College has been aware of the need to improve fringe benefits, as noted in Chapter One. The College's contribution to the TIAA-CREF retirement plan has recently increased from 7.5% to 8.25% of salary, and is scheduled to increase to 9.0% in 2000-2001. The plan is to raise the contribution to the 10% level in the near future. The College administration has also adopted a dental plan which will become effective on July 1, 2000. The College plans to pay half of the plan's premiums.

Kenyon's reputation within academia and its vigorous faculty recruiting efforts have permitted the College to hire excellent teacher/scholars to its Faculty despite the constraint of relatively modest compensation.

Faculty Scholarship

Kenyon requires faculty to submit annual Professional Activity Reports on the full range of their professional activities. These reports become a part of each member's dossier at times of review.

Until two years ago these reports were submitted only on paper forms and the reports were never systematically analyzed. In addition, some faculty simply ignored this reporting requirement with apparent impunity. No effort was made to summarize the number or types of publications or research projects that had been completed or were under way. The most complete information on the scholarship of individual faculty members was contained in the dossiers assembled for the formal reviews for reappointment, tenure, and faculty performance, but this information was not collected. As a result, the Steering Committee cannot describe and evaluate the scholarly activity of the Kenyon faculty over the past decade.

For the past two years faculty have been invited to submit their annual Professional Activity Reports by computer, although they are still permitted to use the paper forms, and some faculty continue not to submit anything. Having most of the reports in electronic form ought to facilitate the summary and evaluation of faculty scholarly activities, but this has not yet happened.

The lack of summary information on the scholarly activities of faculty results in part from the personnel shortage and rapid turnover in the Provost's Office during the decade. It is also consistent with the College's general reluctance to devote substantial resources to collecting and

analyzing information on important activities of faculty, students, and administrative offices. Chapter One addresses these problems more fully.

In 1998 the Provost compiled an incomplete list of faculty publications, conference papers, and other scholarly endeavors for a four-year period. In addition, the College keeps a record of grants received by faculty. These sources of information suggest that many Kenyon faculty are pursuing extremely active and successful research programs. The information on faculty publications is too incomplete to warrant summarization, but the fairly complete list of grants and fellowships won by Kenyon faculty is instructive.

A generous grant from the Henry R. Luce Foundation has enabled Kenyon to hire and retain Professor Lewis Hyde over the last decade. He first came to Kenyon as Luce Professor of Art and Politics in 1989 and will complete the Luce Professorship at the end of 2000-2001, at which point he will assume the Richard L. Thomas Chair in Creative Writing in the Department of English. Professor Hyde, an internationally known scholar who was also the recipient of a MacArthur Fellowship, has had a major impact on the intellectual life of the college – through his courses, his own public lectures, the various prominent speakers he has brought to campus, and the reading groups he has organized.

A matching grant from the National Endowment for the Humanities (NEH) has enabled Kenyon to create the position of the National Endowment for the Humanities Distinguished Teaching Professorship. This is an appointment with a three-year term that rotates through the humanities faculty. Thus far in the program, the award has gone to Howard Sacks, Professor of Sociology, for a program titled the Family Farm Project, jointly to Peter Rutkoff and William Scott, Professors of History, for a study titled the Great Migration Project, and to George McCarthy, Professor of Sociology, for an examination of the influence of ancient traditions on the development of American and German social theory. These projects feature a seminar each year.

Over the past decade Fulbright fellowships are been awarded to Professors Wortman (history), McCarthy (sociology), and Schortman (anthropology). NEH fellowships or grants have been secured by Professors Finke (women's and gender studies), Richards (Italian), Sharp (English), Sacks (sociology), Rutkoff (history), Urban (anthropology), Cai (music), and Clor (political science). Kenyon also received a major Mellon grant, and Professor Carson (English) has been appointed a Mellon Fellow.

National Science Foundation grants have been received by Professors Klesner (political science), Idoine (physics), Slonczewski (biology), Schortman (anthropology), Gunton (physics), Itagaki (biology), Jegla (biology), Urban (anthropology), White (mathematics), Edwards (biology), Siddall (computer science), Niemiec (psychology), Marcy (biology), Gillen (biology), Marusak (chemistry), and by the Science Division as a whole. Other grants in the sciences have been awarded to the chemistry and mathematics departments and to Professors O'Bannon (chemistry), Edwards (biology), Levine (psychology), Marusak (chemistry), Itagaki (biology), Murnen

(psychology), Slonczewski (biology), Williams (psychology), Collins (physics), Schumacher (physics), and Holdener (mathematics).

Grants in the humanities have also gone to the Department of Modern Languages and Literatures and to Professors Sacks (sociology), Tomita (Japanese), Sharp (English), Adler (religion), Belieu (English), and Schubel (religion). Social science grants have been awarded to the International Studies major program and to Professors Sheffield (legal studies), Singer (history), Rutkoff (history), Krynski (economics), Suggs (anthropology), Wortman (history), Harrington (economics), Schortman (anthropology), Sacks (sociology), Bowman (history), Jensen (political science), and Dunnell (history). The Political Science Department has also received grants every year. Fine arts grants have been received by Professors Dabakis (art history), Sacks (sociology), Tazwell (drama), Gunderson (sculpture), Marley (drama), and Snouffer (art).

Three scholarly journals are currently edited by Kenyon faculty: *The Kenyon Review*, edited by Professor David Lynn; *The Psychological Record*, edited by Professor Emeritus Charles Rice; and *Encomia*, edited by Professor Jean Blacker.

Many of the individuals listed above have received multiple grants from the same source or from different sources. Clearly many Kenyon faculty are active, recognized and externally supported researchers.

Faculty Development

The college has maintained an active program of faculty development over the past decade. The key College commitment is support of sabbatical leaves. Sabbaticals typically occur after the seventh year of service and every seventh year thereafter. A standard sabbatical at Kenyon consists of either full salary for a one-semester leave or one-half salary for a full-year leave. However, faculty taking full-year leaves may also qualify for Sabbatical Supplement Grants to bring their salary up to five-sixths of their regular salary. Virtually all of those taking full-year sabbaticals who have applied have been awarded the supplemental grants.

Over the decade the College has increased the level of start-up funding for newly-hired faculty. Although these grants are awarded on a case-by-case basis, recent funding levels have tended to be \$50,000 to \$100,000 in the natural sciences, \$10,000 to \$40,000 in psychology, \$10,000 to \$25,000 in math, and smaller amounts in other departments. This program appears to compare well with start-up funding at comparable colleges.

In 1997-98 Kenyon began to offer “junior leaves” to a modest number of newly-hired faculty. The program is in a developmental state, and the academic administration hopes to expand coverage to all junior faculty as funds permit. To date, eight junior faculty have been granted one-semester leaves, usually to be taken after the third year of teaching. About one-half of these

faculty have been replaced, while in other cases their departments absorbed the leave without replacement. Several other junior faculty have been granted reduced teaching responsibilities.

Several times each year the Faculty Affairs Committee awards Faculty Development Grants on a competitive basis. These grants are designed to support scholarship. The annual budget for the grants has grown very little, however, from \$50,565 in 1989-1990 to \$51,718 in 1999-2000. Given the College's increased expectations in the area of scholarly activities, the size of this increase is discouraging. The Steering Committee believes that faculty development grants should be expanded, accompanied by more assistance to faculty seeking internal and external grants.

The lack of growth of Faculty Development Grants may partly account for the views expressed in the 1999 Survey of Faculty Opinion. Over one-half of the faculty respondents disagreed with the statement that "Kenyon's level of support for faculty development is consistent with the College's expectations for scholarly engagement." (Please see Appendix 2-A.)

On a more positive note, College support for teaching initiatives has grown sharply. The Teaching Initiative Grant annual budget was first established in 1993 and has since grown from \$15,000 to \$86,093. The creation of this budget and its growth reflect Kenyon's commitment to creative, innovative teaching.

The College has been active in securing grants to help faculty gain computer literacy and to use computing technology in their teaching and research. Over the past decade major grants for these purposes were received from the Pew and Mellon foundations, among others.

The College also partially supports travel to professional meetings and defrays some of the costs of publication. Support for faculty to participate in professional meetings is inadequate, however. Transportation reimbursement is sufficient for travel to one meeting per year, but the *per diem* reimbursement barely begins to cover necessary expenses. The current *per diem* maximum is \$75 per day while at meetings, far below actual expenses in most convention cities. The Steering Committee believes that faculty attendance at professional meetings should be supported with a more adequate *per diem* reimbursement.

Another way in which the College can recognize and support the scholarship of its faculty is by the use of endowed chairs. Kenyon has historically had few endowed chairs, but new chairs have been created at a healthy rate over the past decade. In 1988 Kenyon had only five endowed faculty chairs. Currently there are fifteen, seven of which have resulted from Kenyon's current capital campaign. To date, the College has used most of these new endowment funds to support the current academic program rather than to expand the size of the Faculty. These chairs have also provided released time from teaching and/or research funds to support the ongoing scholarship and teaching innovations of the chair holders. Thus Kenyon has strengthened its financial base while recognizing and facilitating faculty scholarship. The current capital

campaign may well result in several additional endowed chairs in the near future, some of which will likely expand the size of the Faculty.

The current endowed chairs are as follows:

1. Harry M. Clor Professorship in Political Science, held by Pamela Jensen, 1999-2004;
2. Samuel B. Cummings Jr. Professorship in Psychology, held by Jon Williams;
3. Robert J. and Paul G. Himmelright Professorship in Economics, held jointly by David Harrington and Kathy Krynski;
4. Robert P. Hubbard Professorship in Poetry, effective in 2001;
5. James D. and Cornelia W. Ireland Professorship in Music, held by Benjamin Locke, 1999-2003;
6. Philip and Sheila Jordan Professorship in Environmental Science, held by E. Raymond Heithaus;
7. The Harvey F. Lodish Faculty Development Chair in the Natural Sciences, effective in 2001;
8. John B. McCoy - Banc One Distinguished Teaching Professorship, held by Theodore Mason, Jr., 1999-2003;
9. McIlvaine Professorship in English, held by Perry Lentz;
10. James E. Michael Chair in Playwriting, held by Wendy MacLeod;
11. National Endowment for the Humanities Distinguished Teaching Professorship, currently held jointly by Peter Rutkoff and William Scott, 1999-2001;
12. Robert A. Oden Jr. Professorship, effective 2000-2001, to be held by Rita Kipp;
13. John Crowe Ransom Professorship in English, held by Ronald Sharp;
14. James P. Storer Professorship in Asian History, held by Ruth Dunnell; and
15. Richard L. Thomas Chair in Creative Writing, effective in 2001, to be held by Lewis Hyde.

Evaluation of Faculty

Kenyon devotes much of its effort to ensure an excellent faculty to the initial hiring process. The College's hiring guidelines require a great deal of time of faculty, students, and academic administrators. The great care given to the hiring process serves to reduce the number of cases of negative reviews of faculty once at Kenyon.

For most of the last decade the criteria for evaluating Kenyon faculty have remained relatively unchanged. In the 1998-99 academic year the faculty approved a modest revision in the criteria, placing somewhat more emphasis on scholarship (defined broadly) in the evaluation of faculty, while, at the same time, reiterating the primacy of teaching.

The creation by the Faculty in 1995 of a Tenure and Promotion Committee is the most significant change in faculty evaluation procedures during the decade. As noted in the Introduction, a period of mistrust among faculty had delayed the creation of this committee, but by 1995 dissension had waned and the Faculty (barely) approved the committee's creation. For the first time in the history of the College the evaluation of faculty is handled by a standing faculty committee rather than exclusively by academic administrators. The three most significant reviews (second reappointment, tenure, and promotion to Professor) are handled by the Tenure and Promotion Committee, which makes its recommendations to the Provost and President. Over the first four years of the committee's existence it has gradually gained the respect and confidence of faculty. The fall 1999 Faculty Opinion Survey reveals significant support for the function of the Tenure and Promotion Committee, with 65% of respondents agreeing or strongly agreeing that the committee should be retained.

Kenyon's faculty spend a great deal of time reviewing each other. Faculty visit at least two classes of each member under review in preparation for evaluating the member's teaching, and they also review and evaluate the member's scholarly or artistic accomplishments and collegiate citizenship. About one-third of faculty believe that the review process places too much of a drain on their time, although many view the careful evaluation of colleagues as among their most important professional responsibilities.

A standard form for student evaluation of courses was recently approved by the Faculty, representing the decade's second major change in the evaluation of teaching. For years Kenyon has required faculty to use an instrument to gather student opinion on each of their courses. Instructors were free to use any questions they chose, and were not required to share the results with anyone. Faculty used many different instruments, although several academic departments created a standard form for department-wide use. Some instructors used formative instruments, featuring long, complex forms designed to help them improve their courses. In the spring of 1998 the Faculty Affairs Committee proposed a standard course evaluation form that would be required of all faculty and summarized for use by the Tenure and Promotion Committee in formal faculty reviews. This proposal was defeated, and an *ad hoc* Course Evaluation Committee was created to pursue the matter. This committee brought a new proposal to the faculty in the spring of 1999, and the proposal was debated and passed the following fall.

The new legislation requires all faculty to use a standard, summative course evaluation form, beginning in the 2000-2001 academic year. (Please see Appendix 2-C.) The form includes eight broad statements about the success of the course and of the instructor, and for each statement students are asked to circle one of five options ranging from strongly agree to strongly disagree with the statement. There is no provision for student comments since the form is designed to be summarized quantitatively. Faculty will also be free to use another, more elaborate questionnaire for formative purposes if they wish, but these other instruments will not be collected by the administration and will not become part of the member's official review dossier that is read by the Provost and the Tenure and Promotion Committee. The faculty member's dossier will continue to feature as many faculty and student letters as ever, but Faculty approval of this

legislation indicates that most faculty expect that the summaries of the summative evaluations to provide a useful addition to the dossier. For instance, a negative remark in a student's letter may, or may not, be found to be unrepresentative of the views of most students as shown by the standard form summaries.

Over the past decade the College conducted forty-four first-reappointment reviews, and all of these candidates were successful. Of the fifty-one second-reappointment reviews conducted, forty-eight candidates succeeded (94%). There were fifty-five appointment-without-limit (tenure) reviews, with fifty candidates being successful (91%), and there were thirty-seven candidates for promotion to the rank of Professor, all of which succeeded. The overall percentage of successful faculty reviews for the decade was 95.7%.

These very high percentages of successful reviews might suggest that Kenyon's standards for success are not high or that the review process fails to ensure that high standards are met. However, the Steering Committee believes that the College's standards, especially for teaching performance, are high. The process of the reviews is thorough and effective. Few mediocre teachers have been hired, and over the years some of those whose teaching has shown to be weak soon after arriving at Kenyon have been helped to improve their performance, or on occasion counseled to leave rather than wait for a negative review.

A grievance committee, composed of elected, tenured faculty, considers formal complaints brought against the College by faculty members (for example, in promotion or retention decisions) or by one faculty member against another for unprofessional conduct. Over the decade there have been few grievances brought to the committee, although each case tends to be complex and time-consuming. The Steering Committee is not aware of dissatisfaction with the College's grievance procedures.

Faculty Governance

Developments in the Faculty Governance System

The current system of faculty governance is the product of an extensive review of the governance structure in 1991, which was undertaken partly in response to concerns which surfaced in the 1990 Self-Study. At that time about 40% of faculty believed that the previous faculty governance system had become ineffective. The chief complaints were that it lacked a body to coordinate the work of the governance system and to ensure administrative consultation with the faculty. Another concern was the proliferation of *ad hoc* committees created by the administration without faculty input other than to eventually staff them. The major innovation in 1991 was the creation of the Executive Committee of the Faculty, intended to stand between the Faculty Meeting and the standing committees and through which faculty expected to have greater interaction with the administration. The 1990 Self-Study also revealed that more than 60% of faculty believed that there was insufficient faculty participation in the allocation of resources and

in budget planning. This concern was addressed by replacing the existing resource allocation committee with a new one, the Resource Allocation Subcommittee of the Executive Committee.

The redesigned governance structure failed to meet all concerns of faculty. In part this owes to competing faculty goals. In particular, a majority of faculty indicated in the 1990 faculty survey that they felt committee work was too great a burden on those who served. However, the new governance structure, created with greater effectiveness of faculty governance in mind, increased the burden of service by creating more committee positions and increasing the responsibilities of committee chairs. Also, *ad hoc* committees were not eliminated, much to the chagrin of many faculty.

Kenyon has also needed a standing committee to annually assess student outcomes. Although the College recognized this need in its Outcome Assessment Plan of 1995, no assessment committee was formed until 1998-99. At that time the Steering Committee was engaged in the early stages of the current Self-Study and soon became convinced that a collegiate assessment committee was needed that would also consider the resource allocation implications of the outcome assessments. The Steering Committee and the Provost carried this proposal to the Faculty, which in the spring of 1999 approved a redesign of the Resource Allocation Subcommittee of the Executive Committee. The new subcommittee, known as the Resource Allocation and Assessment Subcommittee, is charged with evaluating the annual assessment reports submitted to it by the academic departments, reviewing other assessment information, and recommending resource allocation initiatives in response. Chapter Three further explains the work of this reconstituted subcommittee.

Current Structure of Faculty Governance

The current system of faculty governance at Kenyon features three major elements: standing committees; the Executive Committee; and the Faculty Meeting. The core standing committees are assigned responsibilities for curricular policy, faculty affairs, academic standards, and student life, and they meet weekly or biweekly. Each committee has at least one assigned administrative liaison, a structure which facilitates extensive faculty interaction with administrators. Faculty also serve on other standing committees which meet irregularly.

The Executive Committee coordinates the work of the standing committees and considers issues of collegiate interest. The chairs of the core standing committees sit on the Executive Committee, joined by elected representatives of the four academic divisions of the College and a representative of the interdisciplinary programs, as well as the Chair and Secretary of the Faculty. The Executive Committee's one subcommittee, now known as the Resource Allocation and Assessment Subcommittee, has a membership composed of the divisional and interdisciplinary representatives to the Executive Committee. The Chair of the Faculty convenes the Executive Committee and also the Faculty Meeting.

The monthly Faculty Meeting features committee and administrative reports and consideration of legislation that emerges from the standing committees. Occasionally, the Chair of the Faculty schedules a general forum or committee-of-the-whole discussion so that administrators can inform faculty of administrative initiatives or so that the faculty can, as a community, informally discuss potential Faculty legislative initiatives. In 1998-99 the Faculty held a general forum discussion of athletics at Kenyon, led by the Director of Physical Education, Athletics, and Recreation. Another forum addressed interdisciplinary studies and programs, and the Faculty held a committee-of-the-whole discussion on mandatory course evaluations. In 1999-2000 committee-of-the-whole discussions were devoted to faculty governance and to proposals for reforming Kenyon's general education requirements.

An Evaluation of the Faculty Governance System

The system of faculty governance in place for most of the 1990's has led to several clear improvements over the previous system. The Executive Committee for the most part has been effective in coordinating the work of the standing and *ad hoc* committees, providing one more step in the legislative process at which proposals can be improved before going to the Faculty. The Executive Committee has also provided a forum in which administrators have often sought faculty input on key decisions, especially those related to academic affairs, and at which faculty have sought information from administrators about important College issues. The Chair of the Faculty has become a member of the Senior Staff, thereby increasing faculty participation in administrative decision making.

Open-ended discussions in faculty forums and committee-of-the-whole sessions have proven highly effective. The open discussions have been especially useful when committees are beginning to develop major legislative initiatives. The sessions have lengthened the time required to pass legislation but they have also improved the quality of the legislation, increased the degree of consensus, and fostered a greater sense of community among faculty.

According to objective measures, the system created in 1991 has been effective. The Faculty has pursued a significant legislative agenda in recent years, including creation of the Tenure and Promotion Committee, revision of the criteria for faculty evaluation, creation of a standard course evaluation form, and the just-completed curricular review. The 1999 Survey of Faculty Opinion reveals only a very modest level of satisfaction with the governance system, however. About 40% of faculty respondents are satisfied with the role the administration plays in the governance system while about one-quarter are dissatisfied with it. Overall, about one-third of faculty are generally satisfied with the governance system, one-third are neutral, and one-third are dissatisfied.

Negative faculty views of the governance system seem to center around the governance workload. Staffing the faculty governance system requires considerable faculty time. The core standing committees have thirty-seven faculty seats. There are an additional forty-one seats on the committees and subcommittees that meet irregularly. The current *ad hoc* committees involve another sixteen faculty members. In addition, seventeen faculty members serve as department chairs and fourteen are chairs or co-chairs of interdisciplinary programs. Although there has been an unwritten understanding that department chairs need not serve on standing committees, five department chairs currently do double duty on standing committees and six program chairs are also doubly committed. Seven department or program chairs also serve on one of the two major *ad hoc* committees. If no department or program chair served in another capacity in the faculty governance system and if there were no *ad hoc* committees, 109 faculty members would be required to serve on one of the committees or subcommittees or to chair a department or program. By custom, neither visiting faculty nor first-year tenure-track faculty take on duties in faculty governance. In short, nearly every tenured or tenure-track faculty member is necessarily

involved in the governance structure after his or her first year at Kenyon. More than a dozen faculty currently serve in several roles.

Over the past decade many Kenyon faculty have devoted an increasing share of their time and energy to scholarship. Perhaps as a result of this growing commitment to scholarship, some faculty now resist serving in governance, especially in committee chair positions. This has made the recruitment of faculty to positions in the governance system an increasingly difficult challenge. Faculty committee membership is supposed to be determined by election, but very few elections are contested. In 1999 the Faculty enacted revisions in the criteria for faculty evaluation which make more explicit the College's expectations for scholarly publication. Many faculty, especially junior faculty, have grown concerned that taking part in the faculty governance system will inhibit their successful accomplishment of Kenyon's scholarship expectations.

As a result of concerns over the governance workload, the Executive Committee began to discuss possible changes in the faculty governance system at its summer retreat in August 1999. At a committee-of-the-whole discussion in November 1999 a suggestion was made that Kenyon adopt a Faculty Senate model of governance in order to increase efficiency and significantly reduce the number of governance positions to fill. Many faculty strongly resisted this suggestion, however, believing that the monthly meeting of the whole Faculty should be retained. They believed that the Faculty Meeting serves as an important tool for the socialization of new faculty, being a venue in which a sense of community can be built and a forum in which all faculty members can express their views on issues. The Executive Committee decided to retain the Faculty Meeting but in February 2000 proposed several modest amendments in order to streamline the governance system. The Executive Committee's legislation, which was approved by the Faculty, reduced the number of faculty meetings from nine to six each year and reduced the size of three core standing committees by one faculty member each. Another successful amendment was designed to improve the effectiveness of the Resource Allocation and Assessment Subcommittee by lengthening the members' terms from two to three years.

Another area of concern is the position of academic department chair. The College does not pay chairs for their service but generally permits department chairs to be released from one semester course each year. However, the size and complexity of departments vary, as do enrollment pressures and levels of secretarial support. Several chairs take no released time while a few chairs take more than one course.

Faculty Morale

The 1999 Faculty Opinion Survey administered as part of this Self-Study suggests that there is strong agreement among faculty for the current emphasis on the balance of teaching and scholarship at Kenyon. However, the survey also revealed that about one-half of faculty respondents are skeptical about the complementarity of teaching and scholarship. Fifteen faculty

commented that they cannot do both at the level of commitment they would like. (Please see Appendix 2-A.)

Fewer than 10% of Kenyon faculty respondents reported being either strongly dissatisfied or highly pleased with their salaries, but about two-thirds are satisfied with the sabbatical leave program. About one-half of faculty are unhappy with the system of awarding merit raises, however, and more than 40% are dissatisfied with Kenyon's fringe benefits. A dozen faculty commented that adequate child care is not available locally, and a majority of faculty respondents supported Kenyon's plan to raise the College contributions to the TIAA-CREF retirement plan to 10% of salary.

Faculty seem generally satisfied with the performance of the academic administration, and there exists exceptionally strong support among faculty for the work of the Student Affairs Division and the Admissions Office. More than one-third of faculty respondents, however, registered concern that the administration does not consult faculty sufficiently on resource allocation matters and does not communicate effectively.

The Steering Committee believes that academic administrators should seize opportunities to communicate with faculty concerning resource allocation matters. An example of successful communication concerns the Senior Staff's recent decisions regarding the allocation of the funded-depreciation budget in response to requests from various academic departments. At a meeting in April 2000, academic department chairs asked the Provost to share with them the results of the most recent funded-depreciation allocations, and this information was promptly provided. This sort of information can enable department chairs to better understand collegiate priorities.

After Kenyon's 1990 Self-Study the North Central Association's visiting evaluation team wrote, under the heading "Concerns":

The diversity of viewpoints within the faculty has been cited as a strength. It also is the seed of a concern, since this diversity frequently has led to distrust and even dissension. This was evident to us in the faculty survey appendix of the Self-Study and it became a persistent theme during our campus visit.³

Although the scales used in the faculty survey in the fall of 1999 are not the same as those used in 1989-90, faculty today feel a considerably higher degree of mutual trust than a decade ago. Today's faculty more often respond that diverse viewpoints are respected and they less often respond that they feel strong pressures to conform intellectually and pedagogically.

³ North Central Association Evaluation Team, *Report of a Visit to Kenyon College, December 3-5, 1990*, p. 26.

The Faculty's creation of the Tenure and Promotion Committee is both a sign of improving trust among faculty and a contributor to the growing trust among faculty and between faculty and administrators. Discussions of controversial issues in recent years have not only been civil, but also collegial, enlightening, and sometimes even enjoyable – a sign of improving faculty interaction. The Steering Committee believes that overall faculty morale has improved over the decade.

Problems remain, however. In the 1999 Survey of Faculty Opinion a very substantial 44% of respondents disagreed with the statement "Faculty morale is strong." Other responses on the survey did not fully explain these rather negative views of morale, but comments written on the survey tended to suggest that some faculty simply feel a great deal of stress much of the time. President Oden and Provost Sharp have recently addressed the "time famine" that so many Americans reportedly feel. Untenured faculty are especially vulnerable. The Steering Committee believes that in all decisions involving the use of faculty time, administrators should acknowledge and carefully consider these feelings of stress. Good morale among faculty is essential to the success of the academic program.

Conclusions and Recommendations

NCA Criterion Two

The Steering Committee concludes that the quality and organization of the Kenyon Faculty fully meet the requirements of the North Central Association's accreditation criterion two, "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." Kenyon's faculty possess excellent educational credentials and are dedicated to teaching undergraduates. The great satisfaction with the Kenyon faculty expressed by students, parents, and alumni/ae demonstrates the success of Kenyon's educational enterprise. Most faculty are also active and productive scholars. The Faculty has improved its governance system over the past decade to address concerns raised in 1990. The Executive Committee has become especially effective. Faculty dissension has also waned and morale has improved. The system for evaluation of faculty is elaborate and time consuming but also effective, especially with the creation of the Tenure and Promotion Committee. The new standard course evaluation form may also improve the evaluation process in the future.

Recommendations

The College should address the need for resources to improve its support of the Faculty. Over the past decade Kenyon's faculty salaries have increased significantly more slowly than those of Kenyon's comparison group of colleges. The Steering Committee believes that over the next decade faculty salaries at Kenyon should increase faster than the average rate of increase for the

colleges in Kenyon's comparison group. This would permit the College to improve its competitiveness when hiring faculty. If Kenyon salaries continue to slip further below those in the comparison group, Kenyon will find it increasingly difficult to attract and retain outstanding teacher-scholars.

Kenyon needs adequate records of the professional activity of faculty in order to evaluate the scholarly activities of the Faculty as a whole and to measure progress over time. All faculty must be prevailed upon to cooperate. One reason for lack of cooperation by some faculty in the past is the (essentially correct) impression that little was ever done with their Professional Activity Reports. The Steering Committee recommends that the academic administration prepare annual reports on the scholarly activities of the Faculty and make this information available for inspection by faculty members.

Chapter Three

General Education and Outcomes Assessment

Introduction

This chapter addresses those aspects of Kenyon's academic program which seek to promote student achievement of the abilities and knowledge that Kenyon expects of all graduates. Alumni/ae perceptions of the success of Kenyon's general education program are presented, followed by a report of the goals faculty emphasize in their courses. The Steering Committee finds a close congruence between Kenyon's Mission Statement, the goals which faculty stress in their courses, and alumni/ae views of what Kenyon has contributed to their personal and professional lives. The next section of the chapter explains Kenyon's just-completed curricular review, including the process which was followed and the reforms which were enacted. The chapter then presents and evaluates Kenyon's plan for assessing students' achievement of general education goals. Finally, Kenyon's academic advising program is considered. Chapter Four completes an evaluation of Kenyon's academic offerings by covering focused programs such as majors, minors, interdisciplinary concentrations, and collaborative research programs.

Alumni/ae Perceptions of Kenyon's General Education Program

As explained in Chapter One, Kenyon recently conducted the HEDS Consortium Alumni/ae Survey for the class of 1994. The Steering Committee compared the results with those of comparable alumni/ae groups from Hamilton, Colgate, Holy Cross, Wheaton (MA), and Dickinson. (Please see Appendix 1-A.) The findings concerning Kenyon's general education program are especially important.

The survey confirms that Kenyon alumni/ae are enthusiastic about their general education at the College. Kenyon alumni/ae reported the highest level of agreement with the statement that course work outside the major had contributed "very much" to their personal and professional development. About 60% of Kenyon alumni/ae indicated this view, compared with a median of only 42% among the other five alumni/ae groups.

The most impressive results from the HEDS Alumni/ae Survey are the responses to questions about the “abilities and types of knowledge that may be developed in a B.A. program.” Concerning each of twenty-four specified abilities, alumni/ae were asked (1) how important to their personal and professional life is the ability, and (2) how much had their undergraduate college contributed to the ability. Kenyon alumni/ae displayed the highest percentages answering that the ability was “greatly” enhanced by their undergraduate experience on twelve of the fourteen abilities ranked by alumni/ae as those most important to their personal and professional lives. Specifically, Kenyon alumni/ae were the most enthusiastic of the six college groups concerning the contribution of their undergraduate experience with respect to (1) “function independently, without supervision,” (2) “acquire new skills/knowledge on my own,” (3) “think analytically and logically,” (4) “communicate well orally,” (5) “write effectively,” (6) “establish a course of action to accomplish goals,” (7) “understand myself; my abilities, interests, limitations, and personality,” (8) “develop self-esteem and self-confidence,” (9) “formulate creative/original ideas and solutions,” (10) “evaluate and choose between alternative courses of action,” (11) “gain in-depth knowledge of a field,” and (12) “plan and execute complex projects.” Kenyon alumni/ae were also the most enthusiastic of the six college groups with respect to the contribution of their undergraduate experience to “lead and supervise tasks and groups of people,” “appreciate art, literature, music, drama,” and “place current problems in historical/cultural/philosophical perspective.” Kenyon alumni/ae were more confident than the median of the other college groups that Kenyon had contributed greatly to their ability to “identify moral and ethical issues,” although they were not as enthusiastic about this contribution as were Holy Cross alumni/ae.

Kenyon alumni/ae were about average among these colleges in their satisfaction with the contribution of their undergraduate experience to “function effectively as a member of a team,” “use computers,” “relate well to people of different races, nations, and religions,” “develop an awareness of social problems,” “understand the process of science and experimentation,” “evaluate the role of science and technology in society,” “use quantitative tools,” and “read or speak a foreign language.”

The HEDS Consortium Alumni/ae Survey also raises questions about the general education programs in the early nineties of both Kenyon and the five peer institutions. Very small minorities (generally 10% to 20%) of alumni/ae at these colleges reported that the following abilities were greatly enhanced by their undergraduate experience: “evaluate the role of science and technology in society,” “use quantitative tools,” and “read or speak a foreign language.” While Kenyon appears to have done no worse than the other five colleges with respect to these three abilities, the findings are troubling.

Only 18% of Kenyon alumni/ae indicated that their undergraduate experience greatly enhanced their quantitative skills, while 55% reported that Kenyon’s program did very little or nothing to help them develop these skills. Results were similar for foreign language skills. About 21% of Kenyon alumni/ae responded that study at Kenyon greatly enhanced their ability to read or speak a foreign language, while 61% saw little or no enhancement in this area. The findings were also

rather negative for the extent to which Kenyon's program had enhanced the ability to evaluate the role of science and technology in society. Only 12% of Kenyon alumni/ae indicated that Kenyon had enhanced this ability very greatly, and 55% reported that the extent of Kenyon's contribution was very little or none.

It is interesting to note that these three abilities were also the ones least often viewed as essential by the 1994 Kenyon alumni/ae for their personal and professional lives. For instance, only 9% of Kenyon alumni/ae in this class view foreign language skill as essential to their professional or personal lives. Thus, Kenyon did an excellent job of enhancing those abilities which these alumni/ae most value and find essential in their lives today. Only for the three abilities which the alumni/ae considered least important did Kenyon (and the other five colleges) contribute little. It is likely, however, that quantitative and foreign language skills and the ability to evaluate the role of science and technology in society are becoming increasingly important to each new student generation, so Kenyon should be concerned about these findings.

Within the context of the just-completed curricular review the Kenyon Faculty adopted new graduation requirements designed to improve student's quantitative reasoning and foreign language abilities.

Educational Goals of the Kenyon Faculty

The Self-Study Steering Committee wished to identify the goals which Kenyon faculty emphasize in their courses. To this end, a survey was developed by the Steering Committee, with help from the Executive Committee of the Faculty and the Curricular Review Committee. The Survey was sent to all current faculty in January 1999. One hundred five faculty completed and returned the survey form, for a response rate of 70%, and they reported on the goals they emphasize in 517 different courses. Twenty-one goals were listed on the questionnaire, and for each course faculty were asked to indicate which of these goals are emphasized in the course, and to indicate their five most important goals in that course. (Please see Appendix 3-A for a summary of the findings and a copy of the survey instrument.)

Kenyon faculty demonstrated a primary focus on their disciplines. Three discipline-oriented goals are emphasized in the vast majority of courses. These goals are learning the content in the discipline, learning skills used in the discipline, and understanding the perspective of the discipline.

However, Kenyon's stated general education goals are also emphasized throughout the curriculum. Faculty stress critical thinking and synthesizing and integrating information and ideas in more than 75% of their courses, and they stress writing in more than two-thirds of their courses. The ability to draw logical inferences and the process of creative thinking or problem

solving are also emphasized in a majority of courses, and close analysis of texts, speaking, and research skills are stressed in close to one-half of all courses. The survey also shows that general education goals are stressed just as much in advanced courses and seminars as they are in introductory courses.

Goals that are stressed in about 40% of Kenyon courses include “understanding a society” and “collaborative experiences or skills.”

Kenyon’s commitment to multicultural education has grown over the past decade, as shown by a major expansion of multicultural course offerings and by the finding that faculty now emphasize multicultural themes in about 38% of their courses. The Curricular Review Committee also focused attention on this topic in its “Position Paper on Multicultural Curricula.” (Please see Appendix 3-B.) The paper states, in part:

Consistent with the College’s stated objective of fostering respect for human differences, Kenyon encourages its students to pursue courses of study which address these and enable them to comprehend other cultures than their own. While the College sees value in students’ experience of difference, we think that students will benefit by augmenting that experience through curricular engagement. Such engagement includes, but is not limited to, encouraging the acquisition of foreign language skills, the study of non-Western literatures and arts, the examination of disadvantaged and marginalized populations, off-campus study, or in-depth encounter with another culture.

In order to prepare our students to deal effectively in ever-expanding global and culturally-diverse environments, the College encourages and supports its faculty’s efforts to design curricular and co-curricular offerings which enhance the opportunities of students to engage issues of cultural difference. The College should continue to support and strengthen such efforts in the form of faculty development opportunities, funding, and staffing. The College strongly recommends that all students seek to integrate courses into their programs of study which provide them with opportunities to engage in careful examination of a variety of cultures.¹

The congruence between Kenyon’s Mission Statement and the goals emphasized by faculty throughout the curriculum is striking. Also striking is the fact that Kenyon alumni/ae are highly enthusiastic about Kenyon’s contribution to them with respect to these same goals.

Several important findings are not reassuring, however. First, only about 30% of Kenyon courses emphasize quantitative information and reasoning, and nearly all of them are located in mathematics, the natural sciences or economics. Second, “values or ethical choices” were cited as stressed in only about 30% of courses. However, this is probably an understatement of the

¹ Appendix 3-B, pp. 9-10.

attention given to ethical questions, especially in the humanities, since several faculty reported finding this phrase confusing. Several other goals are emphasized in only 10% to 20% of courses: study of texts in a foreign language, artistic creativity, laboratory experience, and studio experience.

The findings of this survey of faculty goals, together with a brief summary of findings from the HEDS Consortium Alumni/ae Survey, were presented to the Faculty in the fall of 1999 and soon became a topic in faculty discussions of the curricular reform proposals of the Curricular Review Committee. The Steering Committee believes that the survey findings tend to support the need for Kenyon to place greater stress on quantitative reasoning, foreign languages, laboratory courses in the sciences, and studio courses in the fine arts.

Kenyon's Recent Review of General Education

The Review Process

Kenyon's current system of diversification requirements – the most easily identifiable aspect of Kenyon's general education program – predates the 1990 Self-Study and until recently has withstood considerable scrutiny with few changes. In 1996 the President and Provost initiated a major review of Kenyon's curriculum, with particular emphasis on the general education program and requirements. In November 1996, the Curricular Policy Committee recommended to the Faculty the creation of an *ad hoc* Curricular Review Committee (CRC). The CRC was charged to develop proposals for curricular changes and bring legislation before the Faculty by the end of the 1999-2000 academic year.

One of the early proposals was to establish a core curriculum, but general faculty sentiment toward this was negative so the proposal was soon dropped by CRC.

The Curricular Review Committee was very active – doing research, holding a series of open meetings on various topics, and developing and revising position papers. CRC spent most of the first two years researching interdisciplinary studies, multicultural education, and diversification requirements. In the spring of 1999 the Committee held an open forum at which several alternative models of general education programs were presented to the Kenyon community, and this was followed by a faculty symposium on the curriculum over the weekend of September 24, 1999. At this event the Committee's tentative general education reform proposals were discussed in detail by approximately two-thirds of the Faculty.

The substantial overlap between this three-year reevaluation of the curriculum and the current Self-Study has been useful in focusing faculty attention on basic values and goals. Perhaps most important, these concurrent reviews have clarified and reinforced Kenyon's previously

unarticulated view that the goals of general education at Kenyon are met in both introductory courses and advanced courses for majors.

Proposals of the Curricular Review Committee

The Curricular Review Committee brought a tentative set of proposed curricular reforms to the Faculty for discussion in January 2000. Based on that discussion and on the responses to a survey questionnaire which CRC distributed at the end of that meeting, the committee revised its proposals. CRC's final report and formal legislative proposals were introduced at the March 2000 Faculty Meeting, discussed at the March, April, and May meetings, and approved at the May meeting. (The full final report of CRC and the Faculty legislation appear in Appendix 3-B.)

The Curricular Review Committee concluded that several elements of Kenyon's current general education program are valuable and important. They endorsed the view that Kenyon's general education goals can and should be addressed in majors, minors and concentrations as well as through distribution requirements. CRC also indicated that they approved of the substantial freedom of choice for students under the current system and the flexibility afforded instructors and academic departments. Finally, CRC expressed satisfaction with the simplicity and clarity of the current requirements and with the balance between depth and breadth of study which they permit.

CRC also noted deficiencies which they believed should be corrected:

1. Our curriculum should reflect the College Mission Statement and the curricular goals of the Faculty, but curricular requirements are so flexible that these goals are not clearly addressed.
2. We should have consistent pedagogic goals. Courses which students take to fulfill the requirements of a liberal arts curriculum should be designed explicitly to particular pedagogical or epistemological goals, rendered more or less consistently from one course to the next, which fulfill that requirement.
2. Current divisional structure fails to reflect consistent pedagogic and epistemological practices, and even in some instances content.
3. On an individual course basis, there are problems with classification and crediting of interdisciplinary courses and courses with emphasis on multicultural studies.
4. Greater structure in the form of guided choice would help students to see their options more clearly. (According to national studies, students entering college are less prepared to make intelligent and responsible choices within a relatively open, unstructured, curriculum).
5. Our graduates may be under prepared for later life as a result of deficiencies in our curricular encouragements to develop specific skills, such as quantitative reasoning, foreign languages or writing;
6. Enrollment patterns indicate subsets of the curriculum that are avoided, in

patterns that suggest students are avoiding taking risks or engaging themselves with academic challenges.²

The CRC proceeded to explain its general approach to correcting these deficiencies, as follows:

An overview of proposed modifications in Kenyon's curricular requirements

The CRC recommends retaining requirements for students to diversify their course content, including the requirement for two semester courses (one unit) within a single discipline within each of the four academic divisions (with one modification to better integrate interdisciplinary courses). Our goal is to keep unchanged the number of units of academic credit that students must allocate to diversification or other non-major requirements (currently five units).

The CRC recommends improving our curriculum by addressing the deficiencies noted above. The faculty and administration, however, have made clear that curricular revision is just one of many goals to be considered. All desired improvements will not be possible, given the preference for reducing the teaching load that was clearly indicated in the questionnaire responses from the January 2000, faculty meeting. Consequently, the CRC reports changes we believe are important, but we propose for immediate legislative action only the changes we believe reflect the priorities of the faculty and administration.

The CRC has considered consequences of our recommendations with respect to possible shifts in enrollments and other factors that call for additional resources. Our best estimate of needs for additional faculty positions is included in this report. We have consulted with the Vice President for Admissions to evaluate how changes might affect recruiting new students.

Improvements for consideration now

We recommend adding two requirements: one semester of course work that addresses quantitative reasoning and the equivalent of two semesters of a second language. . . .

In order to compensate for the added requirements, we recommend dropping the current requirement that students must take two semesters of work in a fifth department. . . .

We recommend that interdisciplinary courses be more explicitly included in the program of diversification (divisional requirements). We propose to accomplish

² Appendix 3-B, p. 2.

this through allowing one of the four divisional requirements to be met by combining an appropriate interdisciplinary course with a disciplinary course....

Improvements for future consideration by standing committees of the Faculty

We recommend that the current academic divisions be reevaluated as defining “content” areas for diversification. The CRC consistently heard criticism of the divisional structure for being either arbitrary or anachronistic. Our attempts to address this issue were unpalatable to a majority of the faculty (including many faculty who were most critical of the current system). Although our solutions were not accepted, the problem remains.

We recommend that the Faculty consider ways to extend the teaching of writing, speaking, scientific methodology, and creative expression to a larger fraction of our students and with better results for those taking the courses. Though many of our students are highly accomplished, we are concerned that our self-satisfaction is poorly supported in terms of all our graduates. We base this on information from assessment programs and experiences reported to us by faculty. Increased support for course and faculty development (in terms of both resources and priority in professional evaluation) may be more effective in achieving these goals than would be a strategy of changing course requirements for students.³

The Curricular Review Committee offered extensive rationales for the two new requirements. (Please see Appendix 3-B.) The committee’s proposals for curricular adjustments were contained in three separate motions, each requiring a 60% majority for approval. All three motions received very broad support, with “yes” votes ranging from 70% to 80%. CRC also asked the Faculty to endorse its positions on multicultural education and interdisciplinary studies, and both statements received favorable votes from about three-quarters of the Faculty. The three motions for changes in requirements and the two position statements appear in Appendix 3-B.

The extent of the consensus shown by the votes on the Curricular Review Committee proposals is remarkable. The Steering Committee believes that this consensus reflects the deliberate, consultative, and thoughtful work of CRC. The curricular review process proved to be a model of constructive faculty governance.

³ Appendix 3-B, pp. 2-3.

Assessment of General Education Outcomes

For decades Kenyon's academic departments have used their Senior Exercises, required of all majors, to help them assess student achievement in their major programs. These departmental assessments often led to changes in course offerings and occasionally to changes in the requirements for the major. The assessments were usually quite informal and were not always fully reported to the academic administration. Furthermore, no one performed a collegiate review of what departments were learning about the achievements of their majors. The College had no formal, collegiate plan for the assessment of student achievement.

Outcome Assessment Plan of 1995

In April 1995 Kenyon reported to the North Central Association its "Outcome Assessment Plan for the Assessment of Student Academic Achievement." This plan had been developed over a period of two years by a task force. The Faculty and Trustees approved the new plan (document on file).

The 1995 plan contained the following elements:

1. the systematic development of departmental mission statements;
2. the development of "Departmental Outcomes Assessment Plans" and annual "Departmental Outcomes Assessment Reports";
3. a plan for the evaluation of students' curricular diversification, featuring general education portfolios;
4. the creation of an Outcome Assessment Coordinator position; and
5. a plan to bring the results of outcomes assessment into resource allocation planning.

The first two elements, which deal with major programs, are addressed in Chapter Four. The 1995 plan presented an excellent review of Kenyon's general education goals, with suggestions of how to gather evidence of progress toward meeting each goal.

The most distinctive element of the plan for assessing general education outcomes was the use of student portfolios. The task force reasoned that the academic departments were well suited to evaluate educational outcomes within the major programs but not with respect to general education. Their report stated that

relying on departments to assess these outcomes will provide only fragmentary and inadequate information. As a supplement to departments' assessments of outcomes for non-majors, a longitudinal portfolio of general education outcomes will provide a means of assessing the effectiveness of the college's diversification requirements.⁴

⁴ *Kenyon College Report to North Central Association: The Outcome Assessment Plan for*

The report described the portfolios as follows:

Beginning with the class entering in 1995, a randomly selected sample of students will be asked to keep a four-year portfolio of their work in non-major courses. Each portfolio will include: samples of papers and course work submitted for credit in one course taken to fulfill the diversification requirements in each of the College's four divisions (humanities, fine arts, natural sciences, social sciences); the student's senior exercise (or some record of that exercise in the case of fine arts students); a self-analysis completed by the student assessing her or his outcomes in non-major courses. The student will select which items will be placed in the portfolio and all portfolios will be archived anonymously. Students will submit relevant material each term to the Dean of Academic Advising, who will be responsible for maintaining the portfolio archive. . . . A subcommittee of the Academic Standards Committee will be charged with assessing the portfolios of the previous year's senior class during the following fall semester. The subcommittee should include faculty drawn from each of the College's four academic divisions. Each portfolio will be evaluated comprehensively to assess outcomes for Category III a-g and Category IV a, c, and d as designated in the Plan Matrix. The first assessment then would be conducted in the fall of the year 1999, which will allow for the collection of longitudinal data and the training of faculty to score portfolios quickly and efficiently. . . . A summary of the results of the subcommittee's assessment will be forwarded to the Outcome Assessment Coordinator for routing to appropriate committees, departments, or divisions.⁵

The 1995 plan required the Executive Committee of the Faculty to review the general educational outcome reports, refer issues to the appropriate committees for action, and ensure that improvements in the educational program are made in response to concerns raised through this regular assessment process.

Evaluating the 1995 Plan

According to the 1995 plan, the first evaluation of portfolios was scheduled to begin in the fall of 1999. However, the Self-Study Steering Committee began its work in the fall of 1998, and it chose to immediately review and evaluate the portfolio program. The Committee soon discovered that the administrator in charge had not been diligent in collecting the students' portfolios. Further, while students selected in the random sample had been asked to cooperate, many of them had simply refused. This voluntary participation was producing samples of student work that were not

Student Academic Achievement, April 1995, p. 13.

⁵ *Ibid.*, pp. 13-14

representative of the entire student body. Without representative samples even a thorough evaluation of the portfolios in the fall of 1999 would provide little useful information.

The Steering Committee concluded that it might not be too late to collect much of the material required from those students willing to cooperate, even for the first group of students who had been asked to collect portfolios, in the class of 1999. Most students keep their papers, so an administrator could probably collect some of the missing material before these students graduated, although the information that failed to be collected would further compromise the representativeness of the smaller sample of complete portfolios. The next, and more important, task for the Steering Committee was to evaluate what the College would learn from completed portfolios and whether this is the best way to assess student achievement of general education goals.

Upon reviewing Kenyon's 1995 Outcome Assessment Plan and studying the portfolio programs at several other colleges, Steering Committee members expressed a great deal of skepticism about the College's portfolio plan. Kenyon's plan seemed to the Steering Committee quite artificial by comparison with the general education assessment plans (including portfolios) of Kalamazoo, Macalester, Monmouth, and Carleton. In three of the four cases the colleges had decided to use portfolios as a basic element of the educational program for all students. That is, they did not undertake portfolios just for assessment purposes, as Kenyon did in 1995. For Kenyon to adopt an ambitious portfolio plan such as theirs, the College would need to introduce at least some core courses, but the Curricular Review Committee had considered and rejected a core curriculum proposal in 1997-98.

Portfolios at the three colleges have features that appear likely to give meaning to the experience. Their portfolio programs require regular interaction between student and faculty advisor designed to help the student reflect on her or his goals, plans, accomplishments, and challenges. Students don't simply contribute papers to their portfolios, they are required to write explanations of the significance of each item and to write reflective essays at several points in their college careers. Most of these features are missing from Kenyon's 1995 portfolio plan. Kenyon's plan was to ask only a small sample of students to voluntarily keep portfolios. Also, the portfolios were to include work from only four courses, all of which were outside the student's major. The Kenyon portfolios required no interaction with or input from the student's faculty advisor, and students were not to receive any feedback from the assessment committee's evaluation of their portfolios (which was not even scheduled to be done until after the students graduate). For these reasons the Steering Committee found it difficult to view Kenyon's portfolios, as originally conceived, as making much of a contribution to the education of the participating students.

If that is so, Kenyon's original portfolio program must be justified solely on the basis that it would make a vital contribution to Kenyon's general education outcomes assessment. The Steering Committee was not convinced that it would do so.

Perhaps the most important conclusion of the Steering Committee was that it is not appropriate for the assessment program to separate a student's work toward general education objectives from her or

his major program. Kenyon faculty very often seek to teach the same cognitive skills and depth of knowledge to majors and non-majors alike. Also, the same general education goals are pursued in both introductory and advanced courses. Representing only introductory, non-major courses in a student's portfolio would thus be quite arbitrary.

The Steering Committee also doubted that many faculty would be willing to serve on a committee that would require them to annually read and evaluate portfolios of materials from other disciplines and write a report based on those evaluations. The growing difficulties of gaining faculty participation on standing committees are discussed in Chapter Two, and portfolio evaluation would increase these difficulties.

General Education Outcome Assessment Plan of 1999

During the first semester of the 1998-99 academic year the Steering Committee had numerous meetings to discuss the utility of portfolios. The Chair of the Committee on Academic Standards also organized a meeting of faculty members with expertise in psychometrics, educational assessment, statistics, and experimental design to pursue the topic. The Executive Committee debated the merits of alternative assessment tools. These discussions led the Steering Committee to propose modifying Kenyon's general education program. The Steering Committee's proposals were approved by the Executive Committee of the Faculty and became the basis for a formal policy statement issued by the Provost on January 25, 1999. (Please see Appendix 3-C for the full statement.)

The Provost's statement began by explaining the importance of assessment of general education outcomes to Kenyon. She wrote:

The fundamental goal of assessment should be to understand the strengths and weaknesses of the College's programs so as to improve them. It would not suffice, for instance, to discover that our students often develop good writing skills but have little idea of how to collaborate with their peers. Information such as this, developed as a result of a thoughtful assessment process, must be used to inform teaching, program planning, curricular reform, and strategic budgeting. In other words, assessment must have a point.

The [Self-Study Steering] Committee and I agree that if general education knowledge, skills, and attitudes are contextual, then assessment of general education outcomes can be so also. Our faculty are organized in disciplines and programs, and our general education outcomes can be, and already are to an extent, assessed within the context of these disciplines and programs. Assessment of general education outcomes at Kenyon should thus be the responsibility of the faculty in their role as professors of disciplines and interdisciplinary studies. The assessment process

should start with faculty considering their own courses in collaboration with their disciplinary colleagues, and then proceed to a broader, collegiate context.

Kenyon's major programs have long relied on the Senior Exercise to evaluate student learning. Although much of what is evaluated in these exercises is specific to the discipline, attention is also given to general education outcomes such as critical thinking and effective communication. *Kenyon's assessment of general education outcomes should thus build on the various forms of evaluation already being done by our faculty in the context of courses and major programs.*⁶

Kenyon's new General Education Outcome Assessment Plan places very specific obligations on every faculty member, on every academic department, and on a new collegiate assessment committee. The plan also includes the use of a standardized examination of general education outcomes. These several elements replace the former portfolio program.

According to the new plan, academic departments are required to meet annually to discuss the general education goals and outcomes in their courses. Four members of the department (rotating from year to year in larger departments) prepare for this meeting by writing short reports. The Steering Committee devised a report form consisting of a series of tables (with instructions) to assist instructors preparing these reports (please see Appendix 3-D). In these tables the instructor identifies the general education goals for students in the course, briefly describes one particular test or assignment in the course that seeks to assess the students' achievement of these general education goals, indicates the criteria used to grade this test or assignment, summarizes briefly the performance of students on the assignment, and reflects on the success or failure of the students to achieve the specified general education goals.

At the department's general education meeting the four instructors orally present their reports and a discussion ensues, the purpose of which is to discover patterns in the various instructors' experiences. Do certain patterns of strength emerge? Are there recurring problems in attaining one or another general education goal? Are certain general education goals being ignored by the department? The department should also consider questions such as these:

- a. Do the experiences demonstrate the success or importance of certain existing practices or programs, suggesting the need for continuing support?

⁶ Appendix 3-C, p. 2.

- b. Do the experiences suggest any modifications in course offerings, requirements, prerequisites, cooperative work with other departments, teaching techniques, faculty development programs, or course development resources?
- c. Do the experiences suggest a need for new equipment, facilities, or staff, or for new educational programs or support services (in the department or elsewhere)?
- d. How would any proposed modifications or new programs specifically enhance the attainment of particular general education goals?
- e. Could the department be doing more to address certain of Kenyon's general education goals? and
- f. What issues or recommendations would the department like to bring to the attention of the collegiate assessment committee?⁷

The department must submit a brief report on its general education assessment discussion to the Provost, who then shares it with the collegiate assessment committee. As explained in Chapter Two, the Kenyon Faculty decided to reconstitute the Resource Allocation Subcommittee of the Executive Committee to perform collegiate assessment. Now called the Resource Allocation and Assessment Subcommittee, its new charge includes an annual review and analysis of the general education (and major program) assessment reports from the departments.

After reading these reports, the assessment subcommittee is charged to begin a series of discussions of the general patterns of faculty experiences with respect to the achievement of general education goals. Are all of the College's general education goals being addressed, or are some of them falling through the cracks? Have the departments reported success in attaining all of the general education goals, or are there serious problems being reported from several or most departments? The Subcommittee may wish to refer issues to other standing committees, or to offer recommendations concerning resource allocation to the appropriate committees and/or to the Senior Staff. The Subcommittee may also request that some or all academic departments address specific issues or problems. The Steering Committee believes that the subcommittee should draw conclusions from the assessment process to guide discussions and decisions regarding future changes in the College's curriculum, staffing, budgets, and long-term strategic plans. In this way, Kenyon can meet its goal to understand the strengths and weaknesses of the College's general education program so as to improve it.

⁷ Appendix 3-D, p. 11.

When this new plan for general education assessment was launched in the spring of 1999, virtually all academic departments held their general education meetings, with a member of the Self-Study Steering Committee sitting in as an observer. At most of the meetings faculty initially complained about the new assessment and reporting requirements but then proceeded to hold lively, substantive discussions of their students' achievements and problems. Nearly all departments then submitted their required reports to the Provost, and these reports were reviewed by the Resource Allocation and Assessment Subcommittee during the fall of 1999.

The Subcommittee has not yet issued a report of its findings to the Faculty. During 1999-2000 the Subcommittee reviewed the 1998-99 reports from department chairs and streamlined the reporting procedures to be used at the end of the 1999-2000 academic year. It is too early to judge the effectiveness of the Subcommittee's work on assessment, but in another year a tentative evaluation ought to be possible.

After having lobbied for significant modifications in Kenyon's general education assessment program, the Steering Committee is concerned about implementation of the new plan. In order to realize the plan's full potential, academic administrators, together with the Executive Committee of the Faculty, will need to provide strong leadership. Individual faculty members must continue to cooperate as they did in the spring of 1999, and the academic departments must continue holding substantive general education meetings. The departmental general education outcome assessment reports will need to address assessment in a way that will permit meaningful synthesis and evaluation by the Subcommittee. Finally, the Senior Staff and the Subcommittee will need to develop ways to bring the findings of assessment into the College's planning and budgeting processes so that the full potential of outcomes assessment can be realized.

ETS Academic Profile Examination

Although the Provost's policy statement focused primarily on departmentally based faculty assessment, one facet of the modified outcome assessment plan involves the use of a standardized, nationally norm-referenced examination. A standardized test is more objective than faculty evaluations are likely to be. A standardized test also requires only modest faculty and administrative resources to administer, although it carries a monetary cost. The Steering Committee believed that a standardized test might well serve as a useful supplement to departmentally-based faculty assessment, and that it might help in the Self-Study.

After reviewing half a dozen tests of general education skills, the Steering Committee decided to use "The Academic Profile, Short Form," a forty-minute test published by the Educational Testing Service (ETS). This test focuses on skills developed in introductory courses in the humanities, social sciences, and natural sciences. It concentrates on issues, themes, and ideas in an effort to test the student's ability to read carefully, make judgments about clarity, correctness, or organization of material, think critically about issues and arguments, and work

effectively with mathematics. ETS reports on the students' proficiency in writing, mathematics, and reading/critical thinking, and reports norm-referenced scale scores in humanities, social sciences, natural sciences, college-level reading, college-level writing, critical thinking, mathematics, and a total score. In the spring of 1999 Kenyon administered the test to all sophomores, who were required to take it in order to register for their junior-year classes. A summary of the test results appears in Appendix 3-E.

The initial administration of the short-form of the ETS Academic Profile examination did show that the test is promising. The logistics worked well, with virtually 100% participation. The wide range of total scores and sub-scores earned by Kenyon's sophomores seems to indicate that the test was able to discriminate well among ability levels.

A single administration of the test to a student cohort is far from ideal, however, since it fails to distinguish what the students knew upon arrival at college from what they learned over their first two years of college course work. Only by testing a cohort of students both upon matriculation and at the end of their sophomore or junior year would it be possible to estimate the extent to which Kenyon's academic program enables students to enhance their skills.

The short form of the Academic Profile produces sub-scores for three general academic areas – humanities, social sciences, and natural sciences – as well as sub-scores for four skill categories – reading, writing, critical thinking, and using mathematical data. ETS reported a mean for each of these categories as well as a confidence band, for which they used a 95% confidence level. In the three academic categories Kenyon's sub-scores were at the 100th, 98th and 94th percentiles of the national sample of upperclass students taking the examination. In the four skill areas Kenyon's sub-scores were at the 98th, 98th, 100th and 95th percentiles. Kenyon students obviously performed extremely well when compared with the students of the other sixty-four accredited institutions in the national sample.

These findings have serious limitations, however. First, the other colleges which used the test are not as selective as Kenyon. It is likely that Kenyon simply attracts more capable students than do these other schools, so it is possible that Kenyon students did not in fact learn more from their first two years at college than did the others. Once Kenyon begins to accumulate information from pre-testing and post-testing much more can be learned about what Kenyon's general education program is contributing to students' abilities. The scores on the Academic Profile test over a series of years may also permit an assessment of the curricular changes which were recently enacted. Meaningful

comparison of Kenyon's program with those of other colleges, however, will only be possible when they also conduct similar pre-tests and post-tests.

Academic Advising

Thoughtful, informed academic advising helps students devise an academic program that features the study of diverse content and methodologies and a coherent major program. Kenyon actually has two different advising systems, one for the period before students declare a major, and the other for declared majors. Kenyon students usually declare a major in their sophomore year or early in their junior year.

The advising of declared majors appears to be quite successful at Kenyon. Upon declaring a major, students select an advisor in the major program. As revealed in the HEDS Consortium Alumni/ae Survey, many students develop close relationships with faculty in their major program, although not necessarily with their faculty advisor. The closest student-faculty relationships appear to form in advanced courses and seminars, independent studies, honors programs, and collaborative summer research projects.

Underclass advising is in some ways more challenging. First-year and second-year students are advised by a faculty member who is assigned when the student matriculates. These advisors for the first two years of college are especially important in helping students to achieve general education objectives and to find an appropriate balance between academic and extracurricular pursuits. Virtually every faculty member is required to advise four to six entering students each year. Most faculty take this responsibility seriously, but the amount of contact between these advisors and their advisees varies greatly. Each faculty advisor is also assisted by an Upperclass Counselor who helps mentor the advisor's first-year advisees. The Upperclass Counselors participate in the first-year orientation program, and many of them provide their advisees with a very helpful introduction to college life.

The HEDS Consortium Alumni/ae Survey findings appear to indicate that advising at Kenyon is not a particular strength of the academic program. Unfortunately, the survey failed to distinguish between major advising and underclass advising. Although Kenyon's alumni/ae from the class of 1994 are exceptionally enthusiastic about their relationships with Kenyon faculty, they are less enthusiastic about their faculty advisors. Only 9% of Kenyon alumni/ae reported extensive involvement with faculty advisors, and fully 64% of them indicated that the contribution of academic advising to their personal development was "very little" or "none." (Please see Appendix 1-A.)

Respondents to the Parent Survey conducted by the Steering Committee in the spring of 1999 were also not especially enthusiastic about the academic advising experiences of their sons or daughters. (Please see Appendix 1-D for a summary of the survey results and a copy of the survey form.) Most aspects of Kenyon are greatly appreciated by parents; indeed many of the parents' comments border

on the ecstatic. About 95% of parent respondents are satisfied or very satisfied with both the quality of teaching and their student's access to instructors. Only 76% are satisfied with their student's faculty advisor, however, while 15% are neutral and 9% are dissatisfied. (This survey also failed to distinguish between major advising and underclass advising.) While these alumni/ae and parent survey findings do not suggest that Kenyon's advising program is failing, they do indicate that neither constituency considers advising a particular Kenyon strength.

Although the structure of the underclass academic advising system has remained essentially the same for several decades, there have been several improvements in recent years. The College has created a LEARN Committee – Linking Education Advising Resources and Needs – and has hired a Coordinator for Disability Services. At the fall orientation of underclass faculty advisors in 1998 and 1999, guest speakers addressed disability law and psychiatric practice. This is but one indication of the increased attention paid to learning disabilities in recent years.

The creation in 1999 of a Faculty Handbook for Advising provided new and continuing faculty advisors with a collection of readily accessible information. The new Handbook addresses areas of concern, including faculty responsibilities toward learning disabled advisees and students as well as the learning-disabled students' responsibilities.

The Committee on Academic Standards, which oversees the advising programs, has identified several aspects of advising as needing their special attention. They wish to improve the retention of under-represented students through enhanced advisor training. They seek to bring about equitable resolutions of conflicts between instructional requirements and athletic programs. They also hope to improve the advising of international students and of American students planning to study abroad. A system for gathering student evaluations of faculty advising is also under consideration.

Conclusions and Recommendations

NCA Criterion Three

This chapter and the next one address the North Central Association's criterion three for accreditation: "The institution is accomplishing its educational and other purposes." To satisfy this criterion a college must have a sound, coherent academic program and must also have an assessment program that effectively evaluates student achievement and uses the findings to inform the process of allocating resources.

The Steering Committee believes that Kenyon has established clear and laudable goals for the general education of its students and offers an academic program that pursues those goals with vigor and effectiveness. Kenyon's program features capable and motivated students, qualified and dedicated teachers, and strong administrative support. Kenyon alumni/ae are highly enthusiastic about Kenyon's contributions to their personal and professional lives, and their enthusiasm compares favorably with that of the alumni/ae of the peer colleges studied.

Turning to general education outcome assessment, Kenyon has been rather slow to implement its 1995 outcome assessment plan. The Steering Committee also found serious flaws in the portfolio component of this plan. It might have been easier to revive the portfolio program, but the Steering Committee preferred to significantly modify the outcome assessment plan and to help the College begin implementing the modified plan. This task has required a great deal of the Steering Committee's time, but the early results are promising. Kenyon is well on the way to implementing a general education outcome assessment program that fits Kenyon's tradition of teaching general education skills within the context of specific disciplines. The plan also capitalizes on the tradition among Kenyon faculty of routinely assessing and then modifying the courses and programs offered by the academic departments. In the past this has usually been done informally, and some Kenyon faculty have been slow to accept the need for a more formal assessment program which produces documentation. However, much progress has been made in twenty months. The Steering Committee believes that both administrators and faculty are beginning to understand the importance of the systematic assessment of student achievement. The value of the assessment program will become apparent when outcome assessment can be shown to have influenced resource allocation decisions.

NCA Criterion Four

The North Central Association's criterion four states "the institution can continue to accomplish its purposes and strengthen its educational effectiveness." The financial base, fiscal discipline, and planning needed to meet this criterion are addressed in Chapter One. Another important aspect of meeting criterion four is having effective decision-making processes. Kenyon's just-completed curricular review is an example of the way difficult academic decisions should be made. The faculty governance system organized the debate effectively and academic administrators played both leading and supportive roles. The review process was marked by much spirited but collegial dialogue among faculty who hold very different views of how best to pursue common goals. The Faculty and student body are more diverse than ever before, but the degree of consensus about general education goals has also grown over the past decade. Kenyon's ability to continue making difficult decisions and meeting its educational goals is stronger than ever before.

Recommendations

One of Kenyon's primary tasks over the next several years is to refine its recently modified general outcome assessment program and to establish it as a regular, routine aspect of college life for faculty, students, and administrators.

Kenyon should commit to using a standardized test of general education skills, such as the ETS Academic Profile, on a pre-test and post-test basis. This will permit Kenyon to track the progress its students make toward mastery of basic skills and knowledge. The Resource Allocation and

Assessment Subcommittee should use its evaluation of the test results, together with the results of the departmentally-based general education outcome assessments, to inform its recommendations for budgetary initiatives.

Kenyon's academic advising system for first-year and second-year students could be improved. The Steering Committee believes that the recently created handbook for faculty advisors is promising. Further efforts to strengthen the orientation and training of underclass faculty advisors would be helpful.

Chapter Four

Focused Academic Programs

Introduction

This chapter reviews and evaluates Kenyon's focused academic programs, including departmental majors, interdisciplinary majors, interdisciplinary concentrations, minors, departmental honors, independent study, summer research programs, and international education. The chapter also addresses the assessment of student performance in major programs.

Departmental Major Programs

Departmental Major

Kenyon requires students to earn sixteen units of credit in order to graduate. Most semester courses carry one-half unit of credit, and the standard course load is four courses per semester. Within the sixteen units required for graduation students must complete a major program consisting of four to seven units of course work.

In most departments nearly all students earn more than the minimum credit required for the major. The many students who graduate with substantially more than the sixteen required units tend to take a relatively large portion of their course work in their majors. The graduating class of 1999 earned somewhat more than one-third of their total academic credit within their major programs. The degree of concentration varies widely among the departments, however. In five of the eight departments which graduate the greatest number of majors the median number of units earned in the major is six, but in departments with only a few majors the number of units taken by majors is often significantly higher than six.

In 1999 about 86% of graduates completed a single-discipline major, the rest completing an interdisciplinary or synoptic major. About 10% to 13% of graduates each year earn a second major.

The distribution of students across majors has changed little over the past decade. English, Psychology, Political Science, History, and Economics had the largest number of majors in both 1989 and 1999. For at least four decades English has been Kenyon's most popular major, by a

wide margin. In the period 1997-1999, 32 percent of completed majors were in the social sciences, 28 percent in the humanities, 22 percent in the natural sciences, and 9 percent in the fine arts. This pattern is similar to that found in 1988-1990, except that the proportion completing social science majors has increased slightly relative to the three other divisions.⁴

Senior Exercise

Every Kenyon student must complete a capstone experience, known as the Senior Exercise, in the student's major program. This capstone requirement for graduation has been a fundamental element of major programs at Kenyon for decades. In the 1960's the capstone graduation requirement was that students must pass a comprehensive written examination in their major. In the 1970's the College began to permit departments to vary the format of the requirement, and the Senior Exercise became the system that continues to the present. In some years one or several seniors fail to graduate with their class due to their failure to complete the Senior Exercise.

The purpose of the Senior Exercise is to promote coherence within the major program of study and, particularly, to offer each student the opportunity to articulate that coherence for himself or herself. Because missions, goals and methodologies vary greatly among the disciplines, the formats of their Senior Exercises vary as well. Nevertheless, the specific collegiate objectives of the Senior Exercise are to encourage students to enhance and refine their abilities to: (a) think and read critically, (b) explore individual interests through individual, creative study, (c) write effectively, (d) speak well in group settings, (e) synthesize prior knowledge, (f) grapple with new ideas, and (g) collaborate with others. The various Senior Exercises seek to accomplish these goals by one or more of the following activities: capstone seminars; major papers; performances; exhibitions; standardized tests; and oral examinations.

Note that these collegiate goals for the Senior Exercise are essentially the general education goals presented in Kenyon's Mission and Goals statements (please see Chapter One). This correspondence illustrates Kenyon's belief that study in the student's major program necessarily involves the pursuit of both disciplinary competence and general education objectives such as thinking critically and communicating effectively. There is also an extremely close correspondence between the goals which Kenyon faculty pursue in their individual courses and the collegiate goals of the Senior Exercise, as revealed in the Curricular Goals Survey of January 1999. (Please see Chapter Three and Appendix 3-A.)

⁴ Kenyon has aligned departments among the four academic divisions as follows: the natural sciences division consists of biology, chemistry, mathematics, physics, and psychology; the social sciences division includes anthropology, economics, history, political science, and sociology; the humanities division consists of classics, English, modern languages and literatures (offering majors in three languages and minors in four others), philosophy, and religion; and the fine arts division includes art history, dance, drama, music, and studio art.

The Senior Exercise has been discussed thoroughly at several faculty retreats and has become a topic of concern to the Curricular Policy Committee over the past five years. The exercise requires a great deal of effort from both students and faculty and is the subject of complaints, but it continues to survive scrutiny. The general view among Kenyon faculty is that the Senior Exercise should be preserved as long as it involves a meaningful capstone experience, provides students the opportunity to gain a sense of personal achievement, and represents an instrument for the assessment of students' achievements with respect to disciplinary and general education goals.

However, some faculty are skeptical of the value of the Senior Exercise, and many students share this skepticism. In several of the departments which have a large number of majors, faculty and students alike view the Senior Exercise as an unpleasant burden with questionable benefits.

In a poll conducted by the Curricular Policy Committee several years ago many students reported concerns about the Senior Exercise. First, most students perceived that there are major differences in the difficulty and amount of work required by the Senior Exercises in different departments. Students were concerned that individual studies or seminars are major components of the Senior Exercise for some majors but not for others.

Second, most students believed that there are no clear and uniform standards for determining "Distinction" on the Senior Exercise across departments. Over the past decade, the total number of students who have received "Distinction" has remained fairly constant, with an average between 4.5 and 5.3 per department/program. However, some departments have had five times this many students graduating with "Distinction."

Finally, many students questioned the pedagogical purpose of the Senior Exercise, other than for assessment of their performance. In some departments, however, after having completed the exercise the seniors and recent alumni/ae report having come to understand and value the Senior Exercise.

Assessing the Major Programs: Alumni/ae Views

Returning to the results of the HEDS Consortium Alumni/ae Survey (please see Appendix 1-A), Kenyon alumni/ae from the class of 1994 report a highly favorable view of their course work in their Kenyon majors. Fully 83% of Kenyon alumni/ae respondents indicate having had extensive involvement in their major; about 63% of them respond that course work in their major contributed "very much" to their personal development; and 50% answer that their undergraduate major "very much" prepared them for their post-baccalaureate activities. These percentages are higher than those from any of the other college alumni/ae groups in the comparative study. Majorities of alumni/ae at all six colleges in the study indicate that gaining in-depth knowledge is "essential" to their personal and professional lives, but again Kenyon alumni/ae lead the other

five college groups in reporting that gaining in-depth knowledge of a field was enhanced “greatly” by their undergraduate experiences. Finally, 26% of Kenyon alumni/ae respondents aspire to earning a doctorate, higher than the median of the other five college groups. These doctoral aspirations may also reflect the success of Kenyon’s major programs.

Assessing the Major Programs: Annual Internal Evaluation

As explained above, Kenyon’s Senior Exercise represents a long-standing effort to assess student achievement in the major programs. Every department emphasizes both disciplinary and general education goals in their evaluation of student performance on the Senior Exercise. Traditionally, each department’s faculty discuss the performance of their majors on the Senior Exercise and consider altering the exercise, modifying the content of courses, and adjusting the requirements for the major. This process has led to program adjustments in every major program at one time or another.

In response to internal concerns and to a directive from the North Central Association, Kenyon began in 1993 to prepare a more formal and comprehensive plan for assessing the achievements of students in their major programs. The result of this project was the Outcome Assessment Plan which Kenyon submitted to the North Central Association in April 1995 (document on file). The general education component of that plan has been discussed in Chapter Three; the major program component of Kenyon’s assessment plan is addressed here.

Kenyon’s 1995 Outcome Assessment Plan required each major program to create a Mission Statement and a Department Outcome Assessment Plan in preparation for the department’s next external evaluation. Each Department Outcome Assessment Plan includes a listing of the department’s goals (guided by the department’s Mission Statement) and a description of the instruments and practices that the faculty will use to assess student outcomes. The departments are required to conduct this assessment of the major program annually and to report the results to the academic administration and to the Executive Committee of the Faculty.

Starting in 1999-2000, the Executive Committee assigned the responsibility for reviewing these annual assessment reports to its newly reconfigured Resource Allocation and Assessment Subcommittee. This subcommittee is charged with analyzing the Departmental Outcome Assessment Reports as a basis for its recommendations for program or resource allocation adjustments and for ways to improve ongoing outcome assessment at the College. One member of the academic administration, an Associate Provost, serves as Kenyon’s outcome assessment coordinator, overseeing all of the College’s assessment activities.

This program has generally succeeded. Twenty of the twenty-four major programs have created and reported on their Mission Statement and Department Outcome Assessment Plan. The academic administration has not yet enforced the requirement on the remaining programs.

By far the most commonly used assessment instrument is the Senior Exercise. In several cases departments have added components to their Senior Exercise explicitly designed to help in assessment. Psychology, Economics, and Mathematics have begun using standardized tests as one part of their Senior Exercises. These tests represent relatively objective assessments of student achievement and have the advantage of comparing the achievement of Kenyon seniors with others nationally. Modern Languages and Literatures has instituted standardized proficiency tests in each language. Finally, Religion and Dance and Drama have begun using an accumulative objective test as part of their Senior Exercises and the Integrated Program in Humane Studies concentration has developed a criterion-referenced test.

In other cases, departments use tools of assessment that are not a part of a Senior Exercise. The faculty of the Integrated Program in Humane Studies collectively review selected assignments and portfolios of student writing. Music evaluates performances of majors. Philosophy uses the competition for departmental prizes as an assessment tool, and Economics interviews the outside examiners of its honors candidates as part of its program assessment.

Several departments gather student and alumni/ae opinion to help them with program assessment. Studio Art surveys both seniors and alumni/ae, and both Physics and Political Science employ exit interviews. Religion requires seniors to write essays evaluating the major program.

However, several of the Department Outcome Assessment Plans are too ambitious to be practical, others focus only on highly subjective judgements or on student opinion, and still others seek to describe and track program activities rather than outcomes. To date, department chairs have been given very little direction in how to create and implement effective Department Outcome Assessment Plans and have received no feedback on the plans they have submitted. The Steering Committee believes that some of the plans could be simplified and refocused on more rigorous assessments of student achievement.

The annual reporting of these departmental assessments has also been inadequate in some cases. Several departments emphasize descriptive material which is not actually outcome assessment, e.g., the number of majors or the materials used for the Senior Exercise. This practice is understandable, since department chairs have not yet been given guidance or feedback concerning their reports.

Given the rapid rotation of department and program chairs at Kenyon, the outcome assessment coordinator should annually meet with chairs to orient them to the goals and methods of outcome assessment and review with them their Department Outcome Assessment Plans. The administration should also enforce its requirement that all department chairs submit Department Outcome Assessment Reports every year, and that these reports follow the format developed by the Resource Allocation and Assessment Subcommittee. Finally, the outcome assessment coordinator should consult with individual chairs, as needed, to help them better understand assessment goals and methods.

Most of the departments are basing their annual assessment reports on departmental faculty meetings at which student achievement is discussed. Some departments' discussions appear to be guided by basic departmental goals, while others seem to lack this guidance. However, even when the departmental assessments are not done according to formal guidelines, the discussions seem to be valuable, quite often resulting in changes in the Senior Exercise or in curricular requirements for the major. That is, requiring annual department reports appears to induce the faculty to engage in valuable exchanges of information about student achievement.

As explained in the next section, several of the external reviews of departments have contributed to significant resource initiatives, and these experiences have helped faculty understand the value of these periodic external assessments. Very few faculty, however, are enthusiastic about the annual outcome assessment process. The Steering Committee believes that faculty will only accept the value of the annual assessment reporting requirements when they see evidence that resource allocation decisions are explicitly tied to the results of assessment. Some resource allocation initiatives must necessarily be made independent of outcome assessment, but in many cases outcome assessment should contribute to the consideration of resource proposals. Until that happens, annual assessment reports will be seen by many as bureaucratic excess.

Assessing the Major Programs: Periodic External Evaluation

In 1990 the academic administration began encouraging academic departments to undertake external evaluations. Several departments did so within the next few years. Then in May 1993 the Faculty enacted a formal and mandatory system of external reviews. The purpose of the external reviews is to promote excellence in fulfilling the instructional mission of the College. More specifically, the external evaluators are asked to scrutinize the fidelity of departmental work to the department's and the College's mission, and to review the shape of the department's curriculum, the design of the major, enrollment patterns, staffing plans, ambitions for the future, adequacy of resources, and adequacy of other institutional support. The exposure to external reviewers is also designed to prevent parochial views and practices from going unquestioned. The evaluation teams consist of two academic scholars trained in the relevant discipline, at least one of whom is affiliated with a liberal arts college. The external reviews were originally designed to occur every six to seven years.

Kenyon's 1995 Outcome Assessment Plan calls for improvements in the external review process and a modest acceleration of the review schedule so that all departments would be reviewed by 2000. Beginning in 1995, each department must create a Mission Statement and Department Outcome Assessment Plan prior to its external review, as explained above. Also, every academic department must conduct a self-study of its major program and issue a report for use by the visiting team of evaluators. The visiting team is required to send Kenyon a report of its review, and after this report is received, the department under review must prepare a written response that indicates how it proposes to deal with the recommendations that are made. The department

and academic administrators then meet to discuss the evaluators' report and the department's response, and to agree upon a plan of future actions.

Since the legislation that regularized the external review process was put into place in 1993, seventeen departments and one interdisciplinary program have undergone external reviews. As a result, all academic departments have been reviewed during this period except Philosophy, which is scheduled to be reviewed during the 2000-2001 academic year.

During Kenyon's current Self-Study the academic administration has considered the length of the cycle of external department reviews. The Steering Committee has favored lengthening the review cycle to eight years, and the administration has recently decided to make this change. The external reviews have been preceded by department self-studies. Several of these self-studies and the reports of the external evaluators have led to significant program modifications. These changes often require several years to implement and then it may be several more years before the effects of the changes on the performance of majors can be assessed. Scheduling the next external review in five years simply would not give the department sufficient time to implement and evaluate the modifications from the previous review. An eight-year cycle seems fully sufficient in normal circumstances. However, in cases where significant problems have become apparent, the programs should be scheduled for follow-up reviews sooner than eight years.

In general, the external evaluators have been very positive about the quality of departmental programs and faculty. In twelve of the eighteen reviews, the reviewers found the program's curriculum to be fully appropriate for a liberal arts college of Kenyon's size and caliber. In the other six cases the external evaluators suggested significant changes in the major program. As a result, Women's and Gender Studies has completely revamped its concentration and History has redesigned its major program. Sociology and Biology were very recently reviewed, and are currently revising their curricula in response to suggestions from their external evaluation teams. Resource constraints have so far prevented Modern Languages and Literatures from implementing several of the suggestions of their evaluation team, and philosophical differences have led the department to reject other recommendations. The Art faculty have rejected most of the recommendations of their external evaluation team, and the department's view is supported by the administration. Evaluators found morale problems in two departments, and in each case the College administration has begun working with the department to solve the problem. One notable review is that of the Department of Anthropology and Sociology. This review precipitated a split of the two disciplines into separate departments, effective in 2000-2001.

Kenyon's faculty and administrators have been pleased with the reports of most of the visiting teams, but several teams have proven rather weak, and in two cases the teams appeared to have rigid and inappropriate notions of what a department should be doing. It may be that some departments will need more assistance in identifying appropriate external evaluators for their next review.

The Steering Committee believes that more direction should be given to departments scheduled to begin a self-study. They should be encouraged to rely to a significant degree on their Department Outcome Assessment Reports from prior years, especially in cases where these have been substantive. That would help focus the self-studies on student outcomes and it would reduce the time needed to write the department self-study report. The academic administration should also give the departments a structure to follow in their self-studies.

Contrary to Kenyon's guidelines, some of the departmental self-studies have concluded without a meeting between the academic administration and the department. Also, the academic administration has seldom completed the process with a letter to the department indicating what actions, if any, are to be undertaken. The Steering Committee recommends that the guidelines be followed in every case, so that every departmental self-study and external review process concludes with a letter from the academic administration to the department.

Assessment-based Program Adjustments

Every department at Kenyon has made program adjustments in response to an evaluation of student achievement. Some of these adjustments have resulted from informal discussions among faculty, while others have resulted from annual internal program assessment, departmental self-studies, or recommendations of external evaluators.

Curricular adjustments have occurred in the wake of several of the external reviews, as noted above. Most departments have used the self-study preceding their external review to closely evaluate their major programs and course offerings, and in a number of cases the departmental self-study led the faculty to revise the major even without much of an independent contribution from the external evaluation team.

In several instances the external reviews have helped the faculty identify priorities for new facilities. For instance, the decision to include the building of Storer Hall for music as part of the current capital campaign was influenced by the external review of the music program. The reviewers of Modern Languages and Literatures emphasized the need for a language laboratory, a concern shared by Kenyon faculty and administrators. A Mellon grant was secured for equipping a new laboratory, but a suitable site has not yet been found for it.

In other cases the external review has triggered staffing adjustments. The instructional staffs in Dance and in several foreign languages have been slightly increased by the expansion or addition of part-time positions. Technical support has been increased in Art and will be increased in Psychology upon completion of the renovation of Samuel Mather Hall. The College budget for start-up funds for newly hired faculty has been increased, partly in response to the findings of external reviews. The College administration also plans to increase the size of the Faculty by several positions over the next several years. The decisions concerning which disciplines will gain staff will be based in part on the findings of the external reviews.

The annual internal assessments have also proven highly useful to some departments. When Psychology began using the ETS field examination as part of its Senior Exercise, it found that, relative to the national sample, its seniors were strong in many areas but relatively less well prepared in research methods. As a result, Psychology completely reconfigured its research methodology curriculum. Economics also began using the ETS field examination as part of its Senior Exercise and found that its seniors, relative to the national sample, were strong in economic theory but somewhat weaker in quantitative reasoning. Economics reported this in its external review, and after conferring with the external evaluators decided to increase its offerings and requirements in empirical economics.

As a result of assessment discussions, the Department of English is making significant changes in its intermediate courses, redesigning the Senior Exercise, and adding a new theory course to the curriculum. The faculty of the interdisciplinary Neuroscience major are altering the Senior Exercise, requirements for the major, and content of the capstone course.

Interdisciplinary Major Programs

Interdisciplinary study at Kenyon has increased greatly since 1990. In 1989-1990 the College offered only ten interdisciplinary courses, two interdisciplinary concentrations and one interdisciplinary major (International Studies). In 1999-2000 there are thirty-four interdisciplinary courses, four interdisciplinary majors and nine interdisciplinary concentrations. In addition, faculty have proposed new majors in environmental studies and American studies, although neither of these has yet been approved by the Faculty.

The four interdisciplinary majors that have been created to date have been carved out of existing departments without any expansion in the size of the faculty. Each is directed by a faculty member from one of the contributing departments, and each offers a required capstone course. These major programs have not been required to participate in the College's program of annual assessment reports and periodic external reviews. Three of them are so new that an external review would probably be premature at this point, but International Studies has been a major for over a decade and has scheduled an external review in the spring of 2001. If external reviews continue to be optional for these major programs, accountability may suffer. Without periodic reviews it would appear difficult to determine whether these major programs continue to be appropriate and whether new resources are needed to support them. The Steering Committee believes that the interdisciplinary major programs should be required to submit annual assessment reports and to conduct periodic external reviews.

Since 1972 the College has also permitted students to propose their own synoptic majors that integrate the study of several (usually three) disciplines. Students who wish to pursue a synoptic major must formulate a plan of study with the help of faculty in the relevant disciplines and then

submit a proposal to an Associate Provost for approval. The number of synoptic majors has grown from three or four each year in the early 1990's to a high of eighteen seniors in 1999. In 1998-99 the Curricular Policy Committee reviewed the synoptic major program. While finding the program valuable, the committee instituted a minimum grade-average requirement and a limit on the number of units of independent study courses that could be included as part of the synoptic major. Several faculty remain concerned that the quality of synoptic major programs varies too widely and that faculty supervision of them requires too much time. The growth in the number of these programs has contributed to these concerns.

The Curricular Review Committee (CRC) evaluated Kenyon's interdisciplinary offerings and issued a "Position Paper on Interdisciplinary Studies." (Please see Appendix 3-B.) CRC stated that the rapid growth of interdisciplinary offerings has brought additional flexibility, creativity, and energy to the existing curriculum. However, CRC did not conclude that a new interdisciplinary graduation requirement is necessary. Instead, they recommended that more regularized institutional support be given to interdisciplinary programs. In particular, they noted perennial problems with the staffing of interdisciplinary courses. To ameliorate this problem, CRC recommended that departments be asked to make firmer and more specific commitments to release their faculty to teach in interdisciplinary courses and programs. CRC also recommended that the distribution requirements be modified by permitting instructors to collaborate to develop pairs of courses (one interdisciplinary and one disciplinary) which could satisfy one of the divisional distribution requirements. CRC's position statement was endorsed by the Faculty on May 1, 2000, and the Steering Committee trusts that CRC's recommendations on interdisciplinary studies will soon be considered by the appropriate committees.

Interdisciplinary Concentrations

Interdisciplinary concentrations are rapidly growing in popularity at Kenyon. The interdisciplinary concentrations function like minors, in that concentrators are not relieved of the obligation to complete a major program. Both the number of interdisciplinary concentrations and enrollments in them have grown rapidly over the past decade. In 1990, only the Integrated Program in Humane Studies and Women's and Gender Studies were offered as concentrations. Now seven additional concentrations are offered. The current list of concentrations, with the number of students completing each one in the graduating class of 1999 in parentheses, is: African and African-American Studies (4), American Studies (6), Asian Studies (5), Environmental Studies (16), Integrated Program in Humane Studies (13), Law and Society (5), Neuroscience (10), Public Policy (7), and Women's and Gender Studies (10). In 1999, 21% of the senior class completed an interdisciplinary concentration.

Currently only four instructors hold appointments in interdisciplinary concentrations, and all of the concentrations experience the same sort of staffing problem cited for the interdisciplinary major programs. The Curricular Review Committee's recommendations concerning the staffing

of interdisciplinary programs, cited above, applied to both interdisciplinary majors and concentrations.

The interdisciplinary concentrations have not been subject to the assessment requirements which apply to major programs. Assessment would be difficult because the concentration director has no released-time and the faculty who contribute to the program are scattered across a number of departments. Also, most of the concentrations are quite new. However, the two oldest programs, each with a faculty appointment in the program, are participating in assessment. Women's and Gender Studies has performed a self-study and been externally reviewed, and the Integrated Program in Humane Studies is scheduled for an external review in 2000-2001. The Steering Committee believes that all of the interdisciplinary concentrations should be required to conduct periodic self-studies and external reviews. The Committee does not believe that it is necessary for them to conduct annual assessments, however. Students enrolled in the concentrations are assessed in their major programs. Also, the educational goals of the concentrations overlap greatly with those of major programs, so assessment within the major programs would appear to be sufficient.

Minors

Minors represent another curricular option that has grown in popularity. In 1990 the Academic Policy Committee began discussing the possible creation of departmental minors, and they were soon approved by the Faculty. By 1993 students had completed minors in six academic departments. Today, there are ten departments offering minors in seventeen separate areas. These minors range in depth from two and one-half to four units of credit. Departments that have elected to offer minors are distributed throughout the four academic divisions of the college. The number of students completing minor programs has grown from fifteen in 1993 to sixty in 1999, representing about 17% of the senior class.

Six academic departments have not chosen to offer minors. Several departments are concerned that a briefer exposure to the discipline is not meaningful, while other departments fear that a minor would draw off students from their major. By contrast, faculty in several of the most popular major programs are concerned that creating a minor would add to enrollment pressures. One department studied minors at other colleges and conferred with its external evaluators before deciding not to offer a minor.

Collaborative Student-Faculty Research

Collaborative student-faculty research is undertaken throughout the curriculum. It is conducted in regular seminars, honors programs, independent study courses, and in the College's summer

research programs. Close collaboration between students and faculty is cited in Kenyon's Mission Statement and in that of virtually every department and program. Kenyon faculty consider collaborative research one of the most important ways in which students learn the knowledge and skills essential to a field of study.

Departmental Honors Program

Probably the closest and most intense student-faculty collaboration occurs for students who are enrolled in the Senior Honors Program of a departmental or interdisciplinary major. To undertake Senior Honors the student must have the recommendation of the department or program. In addition, the candidate must ordinarily have a 3.33 grade point average in the major program and a 3.20 overall grade point average. Senior Honors programs typically require the students to conduct individual projects or investigations. These projects are usually supervised by a faculty member who has been selected by the student. In several departments and programs, honors tutoring is provided by faculty teams of two or three members for each student project, and in other departments all members of the department are involved in advising each honors candidate. Several departments require that their honors candidates complete a special senior seminar for which a series of papers or a senior thesis is written.

The Faculty also requires that every honors candidate's honors project be examined by an academic scholar from outside of Kenyon. Usually graduate school faculty are selected for this task. The outside honors examiner comes to campus to interview one or several honors candidates, and in the larger honors programs several examiners are brought to campus. Generally, the examination involves an assessment of both written work and an oral presentation or defense of the senior honors project. Usually the Kenyon faculty of the candidate's major program participate in or observe the interview, and decisions about the granting of honors are made jointly by the outside examiner and the Kenyon faculty. These decisions are whether to grant honors, and if so, what degree of honors to grant.

Eleven of the seventeen departments with honors programs offer their students a Junior Honors course, which is usually a seminar which requires a major paper that can serve as the basis for developing the student's Senior Honors project. Most of the departments that do not offer a Junior Honors course are those with a large number of students taking independent study courses, such as English, Psychology, and Religion.

In 1991-92, sixty-two students from sixteen academic disciplines graduated with departmental honors, while in 1998-99 fifty-three students from fifteen departments, representing about 15% of the senior class, did so.

Many Kenyon faculty are extremely enthusiastic about the honors program, since they find working closely with exceptional students to be highly stimulating. Departmental standards for honors have remained quite high, and the use of external examiners insures a degree of rigor in

the honors projects. Very significant student projects have resulted from honors research, and some Kenyon alumni/ae have pursued Kenyon honors topics in graduate school.

Several departments have also asked the outside honors examiner(s) to meet with the entire department to discuss the apparent strengths and weaknesses in the department's curriculum and research facilities. Although this is not a formal external evaluation of all aspects of the department's program, the feedback has proven useful to these departments.

In conclusion, the honors program is a highly successful element of Kenyon's academic program.

Independent Study

An independent study project provides the student with an opportunity to investigate an advanced topic of special interest to the student that may not be covered, or covered in depth, in the curriculum. The investigation or creative activity is designed in consultation with (usually) one faculty mentor who is knowledgeable in the area.

The number of independent studies at Kenyon has increased by about one-third over the past decade. The enrollment increase was particularly large in the departments of English, Psychology and Religion, and in the Integrated Program in Humane Studies and Environmental Studies concentrations.

Some student-faculty teams have produced journal publications or convention presentations as a result of work that began as the student's independent project. Although this type of tutorial or apprenticeship teaching and learning occurs at many liberal arts colleges, Kenyon appears to be especially effective in this area. The HEDS Consortium Alumni/ae Survey revealed that Kenyon graduates very much appreciate their independent study experiences and other work with individual faculty members. (Please see Appendix 1-A.) In this survey, 31% of Kenyon alumni/ae from the class of 1994 indicated that their undergraduate involvement in independent study or faculty research projects was "very extensive," as compared with a median of only 18% among the five other college alumni/ae groups. Furthermore, 36% of Kenyon alumni/ae, compared with a median among the other five alumni/ae groups of only 25%, reported that their undergraduate independent study had contributed "very much" to their personal development. Finally, 30% of Kenyon alumni/ae indicated that the independent study experience "very much" prepared them for their post-baccalaureate activities, higher than the median of 21% reported by the other alumni/ae groups. Not only was Kenyon ranked the highest on all three of these survey questions, but Kenyon also had the lowest percentage of alumni/ae who answered "very little" or "none" to these questions.

Other responses to the HEDS Consortium Alumni/ae Survey also reveal that Kenyon has provided its undergraduates with experiences that "greatly enhanced" their abilities and knowledge in several important tasks: "function independently without supervision," "acquire new skills and knowledge on my own," "formulate creative/original ideas and solutions,"

“function effectively as a member of a team,” “gain in-depth knowledge of a field,” and “plan and execute complex projects.” Kenyon alumni/ae are more enthusiastic about the contribution of their undergraduate experiences to the development of all of these abilities than were the alumni/ae of any of the other five other liberal arts colleges in the study. Kenyon’s emphasis on independent studies and honors projects are likely to have contributed to these findings.

Many Kenyon faculty believe that independent studies or honors projects provide an outstanding preparation for post-baccalaureate education and for the evolving expectations of the modern work place. Often faculty teach an independent study course for one or two students and/or supervise several student researchers while also teaching a full set of courses. However, this requires an enormous investment of time and energy on the part of faculty, with little formal recognition by the College for these activities.

In order to further promote collaborative student-faculty research, the Steering Committee believes that faculty should be recognized in some way when they undertake significant collaborative research projects with students through independent studies, honors projects, synoptic major advising, or summer research.

Summer Research Programs

Since 1992 the Kenyon Summer Science Scholars Program has provided opportunities and funding for selected students in the sciences to work under the close supervision of a science faculty member. These students fully participate in the processes of creating a research plan, executing a project, and preparing the results for presentation in a public forum. Summer Science Scholars working on the Kenyon campus form a special community which meets together for seminars, workshops, and social activities. Similar summer opportunities have been made available by the Carolinas and Ohio Science Education Network, although funding for this program recently ended.

Selections of these competitive awards are made each year by the Summer Science Scholar Committee. Since 1992 the number of projects has remained fairly constant, ranging from twenty-eight to thirty-five students. In addition to a paper, Summer Science Scholars are required to present the results of their research at a poster session for the College community in order to receive audit credit on their College transcripts. Because of the early success of the annual Summer Science Poster Sessions, in recent years the College has scheduled this event to occur when the Board of Trustees is meeting at Kenyon.

To further assess the student research projects two scientists were employed as outside evaluators at the poster session in the fall of 1999. After the session, both of the evaluators were extremely complimentary about the students’ knowledge of their projects, the quality of their posters, and the impact of the entire event. They especially emphasized the contagious enthusiasm shown by

the student exhibitors. They also offered several practical, useful suggestions for future poster sessions.

The success of the Summer Science Program has prompted Kenyon's academic administration to establish a similar program for non-science students. A grant from the McGregor Foundation funded this program in 1998 and 1999. The McGregor Scholars Program was set up very much like the Summer Science Program. McGregor Scholars do their research and participate in community programs, and their stipends are equal to those of the science scholars. Each McGregor Scholar writes a report and makes a half-hour public presentation of his or her project in order to receive audit credit. These presentations have been scheduled for the Saturday of Family Weekend. Administrators and faculty who have attended these presentations have been very impressed by the quality of the projects and the presentations.

In 1998, six McGregor Scholars worked with six faculty members from four departments, while in 1999 eleven scholars worked with eleven faculty members from six departments. At the end of 1998-99 the McGregor funding ended, so the College financed a somewhat more modest program for 1999-2000 on an *ad hoc* basis. For the summer of 2000, six of the fourteen applicants for McGregor Scholarships were successful. These grants were awarded for projects in English, history, art, philosophy, and political theory.

The successes of the Summer Science Scholars Program and the McGregor Scholars Program should be built upon in future years. The Steering Committee believes that the College should bring the funding for the McGregor Scholars Program into the annual operating budget. Also, the program should gradually be expanded to the scope already achieved in the sciences.

International Education

The Office of International Education oversees Kenyon's Off-Campus Study Program, and since 1993 has also provided orientation and other services to international students studying at Kenyon. Nearly one-half of the junior class study off-campus each year, either for a semester or a year. In 1993 the College administration was concerned about the loss of tuition revenue and instituted a cap on the number of students who could study off-campus at any one time. Since the number of students studying off-campus is virtually the same in 1999-2000 as it was in 1989-90, the cap appears to have had only a limited effect on number of students participating in the program. The cap has usually required that some students be placed on a waiting list. However, in every year except one all applicants have ultimately been able to participate in the program. The cap may have been responsible for the trend of the improved grade-averages of participants, however, since prospective applicants are now aware that their applications may be rejected or they may be wait-listed. Also, somewhat more students in recent years have chosen to study off-campus for only one semester, and this has permitted more students to participate in the program

within the cap. Currently a little more than 70% of program participants are studying off-campus for only one semester.

The Committee on Academic Standards provides oversight of international education. In its most recent review of international education, the committee recommended that a program be developed which explains to faculty the special needs of students studying abroad and of international students studying at Kenyon.

The Steering Committee questions the educational quality of some of the approved off-campus study programs. A thorough review of programs would be useful.

According to the HEDS Consortium Alumni/ae Survey, about 39% of Kenyon alumni/ae respondents from the class of 1994 had studied abroad as juniors. About 50% of these alumni/ae reported that their off-campus study experience had contributed “very much” to their personal development, and 32% responded that the experience prepared them “very much” for their post-baccalaureate activities. These percentages are higher than the median of the percentages among the five other college alumni/ae groups.

Although Kenyon students who have studied off-campus are generally satisfied with the experience, the Steering Committee has heard complaints that communication to off-campus students of activities and events at Kenyon is insufficient.

Conclusions and Recommendations

NCA Criterion Three

As stated in the conclusions of Chapter Three, the Steering Committee has concluded that Kenyon meets criterion three of the North Central Association’s criteria for accreditation: “The institution is accomplishing its educational purposes.” Kenyon’s majors and other academic programs are focused, coherent, and challenging. Faculty spend a great deal of time on program building beyond their preparation for specific courses. The Senior Exercise, honors program, and collaborative research opportunities all reflect the seriousness with which Kenyon faculty approach the task of providing meaningful opportunities for students to gain in-depth knowledge and advanced skills. Kenyon’s majors, concentrations, and minors all focus on both disciplinary or interdisciplinary goals and selected general education objectives. This is reflected in the department mission statements and in the content and format of the Senior Exercises. Kenyon succeeds in fostering intellectual interaction between students and faculty in a variety of ways, in regular courses, seminars, the honors program, independent study, collaborative summer research and synoptic majors. Rigor is provided in each program by the existence of the Senior Exercise, the use of outside academic scholars to evaluate the work of honors candidates, the public

presentations of the summer research scholars, and the periodic external evaluations of major programs.

Kenyon's long-standing use of the Senior Exercise and the cycle of external department reviews since 1993 serve as important assessments of student achievement and of the major programs. All departments have at one time or another modified their programs in response to an analysis of their students' performance on the Senior Exercise. Several departments have undertaken especially significant program adjustments as a result of their departmental self-studies and external reviews. Since the more formal reporting requirements for departmental assessment of student outcomes were introduced in 1995, nearly all departments have begun to report more thoroughly on their assessment activities. Also, departments have begun to use more comprehensive measures of student achievement than ever before, and several have adopted more objective instruments than those used in the past.

Kenyon has not fully adjusted to the new climate of more formal and objective assessment of student outcomes, but progress is being made. The Associate Provost who serves as outcome assessment coordinator and the new Resource Allocation and Assessment Subcommittee of the Executive Committee have begun the complex task of learning how to make effective use of the annual Departmental Outcome Assessment Reports.

Recommendations

Kenyon's outcome assessment program is well established for the disciplinary major programs, and much of it should be extended to the interdisciplinary major programs and concentrations. In particular, the interdisciplinary major programs should become subject to the assessment requirements which apply to departmental major programs. Otherwise, they will not be sufficiently accountable. The College should also extend the requirement of periodic external reviews to each of the interdisciplinary concentrations. However, it is not necessary to require the directors of the interdisciplinary concentrations to undertake annual outcome assessment.

The Steering Committee recommends that the academic administration devote significant attention on a continuing basis to assessment of student outcomes. Faculty are not enthusiastic about assessment, and many department chairs have limited understanding of what is expected. The success of outcomes assessment will thus depend upon strong administrative leadership.

Finally, the Steering Committee recommends that the international education program be subjected to periodic external reviews. Due to the large proportion of Kenyon students who participate in off-campus study, international education is one of Kenyon's largest academic programs. Furthermore, faculty interest in international education is dispersed across most disciplines, without any one academic department having responsibility for policy decisions. The standing committees of the Faculty have neither the time nor expertise to evaluate the full

range of off-campus study options and policies. Periodic external reviews of the international education program would contribute significantly to its strength.

Chapter Five

Student Life

Introduction

As a residential college, Kenyon aspires to help its students develop into responsible, caring, effective citizens who will lead rich, fulfilling lives. This chapter examines the many interrelated services which the College offers in pursuit of this goal. Nearly all of these services are provided by the staff of the Student Affairs Division.

Overview of Student Affairs

The Student Affairs staff seek to assist students to gain a sense of responsibility for themselves and for others. Developed within an environment of appropriate challenges and supports, this sense of responsibility will eventually serve to help students define their own identity, their life's direction, and their place in a multicultural society and world. Kenyon students have a great deal of freedom to make choices, both academic and social. The Student Affairs staff help students understand that with such freedom comes the need for self-discipline and an awareness of how one's decisions and actions may affect others.

Student Satisfaction with Kenyon

Kenyon students are actively engaged in their college experience, in the classroom, the library, the residence halls, the athletic fields, and the many other places on campus where students study, work, play, volunteer, and socialize. Student views of their experiences at the College have been measured since 1993 by administering to seniors the College Student Survey of the Higher Education Research Institute. A summary of the results of this survey for the classes of 1993 through 1999 is presented in Appendix 5-A.

The Steering Committee combined the data for the Kenyon classes of 1993 and 1994 into one group and the data for the classes of 1997, 1998, and 1999 into a second group. The responses of Kenyon seniors were compared with the combined responses of about 8,000 comparable seniors from about three dozen non-sectarian private colleges. Kenyon's 93-94 and 97-99 groups were also compared in order to discern trends over time. Throughout the chapter this survey is referred to as the "Senior Survey" and the seniors of all non-sectarian private colleges are

referred to as “seniors elsewhere.” Finally, only those differences in responses between groups or over time which are statistically significant at the 95% confidence level are reported here.

Kenyon seniors’ use of time differs from that of seniors elsewhere. Kenyon seniors spend much more time each week talking with faculty, studying, and participating in student clubs or groups. They also spend somewhat more time partying and doing volunteer work. By contrast, Kenyon seniors spend substantially less time in classes and laboratories than do seniors elsewhere.

Kenyon seniors’ self-images also differ in important ways from those of seniors elsewhere. Kenyon seniors, much more often than others, rate themselves above average on writing ability, academic ability, creativity, and understanding of others. Kenyon seniors also tend to rate themselves relatively highly on cooperativeness, emotional health, and social self-confidence. On the other hand, Kenyon seniors much less often than seniors elsewhere rate themselves above average on mathematical ability and competitiveness.

The Senior Survey asks seniors whether they believe their specific abilities or skills are stronger than when they entered college. Kenyon seniors substantially more often than others respond that they are much stronger in writing skills, critical thinking ability, knowledge of a particular field, general knowledge, problem-solving skills, and reading speed/comprehension. By contrast, relatively few Kenyon seniors believe that they have gained a great deal in mathematical skills and in religious beliefs and convictions.

Also notable is a trend in some of these perceptions of skill improvement over time at Kenyon. Kenyon seniors in 1997-1999 were much more confident than seniors in 1993-1994 that they have become much stronger since entering college in writing, reading speed/comprehension, public speaking, and ability to work cooperatively.

Turning to broader attitudes, more than 90% of Kenyon seniors since 1993 have been satisfied or very satisfied with their overall college experience, a response that is significantly higher than that of seniors elsewhere. Kenyon seniors are also more satisfied than seniors elsewhere with their interaction with other students and with their leadership opportunities, and they are much more satisfied than others with the sense of community on campus. Finally, 86% of Kenyon seniors in 1997-1999 indicated that they would either definitely or probably re-enroll in Kenyon if they had the choice. This response is significantly higher than that of seniors elsewhere, and it is significantly higher than that of Kenyon seniors in the classes of 1993 and 1994.

Residential Life

Residence Hall Programming and Facilities

Kenyon requires virtually all students to live in College residences, which are intended to serve as housing, study and social centers. Residence halls operate in support of the academic mission of the College through educational living experiences and intentional programming. Kenyon expects that individuals will assume an active role in maintaining a safe, secure and enjoyable environment, one that promotes courtesy, respect, and accountability.

In 1989 a major review of residential life was completed by the Commission on Student Life. The Commission recommended new residential policies to give women and independent men more equitable access to the College's historic residence halls, which had long been dominated by fraternities. The Commission also recommended providing more coed, mixed-class, and special-interest group housing options, and the Commission was especially emphatic that the College should promote the development of inclusive-membership groups. Residence hall lounges that had been maintained by fraternities should become the responsibility of the College and should be open to all residents, according to the Commission. Overcrowding in residence halls was identified as a serious problem that should be eliminated promptly. In the area of residential programming, the Commission recommended increasing the professional staff from one to three persons, with the two new positions to supervise the student Resident Advisors and Community Advisors. The College was also encouraged to promote (and finance) the formation of residence councils in each hall, and to establish peer counselors in each hall who would work closely with the Counseling Center staff. Finally, the Commission recommended the prompt renovation of the Bexley Apartments and New Apartments.

Following much discussion, several new housing policies were developed in response to the Commission's work. In 1991 a program was developed to provide for special-interest housing groups desiring substance-free or smoke-free spaces, or with an interest in international or wellness programming, and for sororities. In response to the Commission's concerns in the areas of programming and program funding, programs were initiated to address alcohol abuse and date rape, and to consider multicultural, gender, and other relationship issues. Funding was increased in 1991 and again in 1997 to support these initiatives. Two full-time professional area coordinators were hired to oversee the work of Resident Advisors and Community Advisors.

The Commission's concerns about equitable access to housing were addressed, with a significant degree of success. The seven national fraternities and two social/service organizations continue to occupy designated housing divisions on the south end of campus, but beginning in 1991-92 these organizations were required to give up one-half of the rooms in the designated divisions. These rooms became available

for women and independent men. The number of sophomore fraternity members who can live in the divisions was also limited, and those sophomores who chose to live in divisions were penalized in subsequent housing lotteries. These requirements improved housing equity.

Women and independent men remained at a disadvantage when selecting apartment-style housing, however. In 1997 this problem was addressed by making all apartments equally available to men and women. The lottery has thus become a generally fair and efficient procedure for allocating housing, although controversy continues over specific policies.

Access to the highly prized single rooms on campus remains quite unequal. One-half of all single rooms in residence halls are in the fraternity-designated areas of the historic residence halls. Singles in apartments are available to all students, however.

The College also sought to relieve the residence hall overcrowding problem identified by the Commission, but without success to date. This continuing problem is examined more fully in Chapter Six.

In response to another Commission recommendation, the College created and funded a Residence Council in each housing unit, but this experiment failed, so the Residence Councils were merged into a single Residence Area Council, with representatives from each housing unit. The Commission's concerns about fraternities having effective control of the lounges in their divisions and about the need to promote inclusive-membership social groups have not been addressed.

Attention now turns to the current situation. The professional residential life staff of three persons seeks to help students create a productive residential community. This staff is assisted by students, including twenty-four Resident Advisors in the five halls housing first-year students. In addition, fourteen student Community Advisors assist with residential issues in upper-class housing units.

The Office of Residential Life has developed programs in which responsible citizenship, community, and individual responsibility are emphasized. The Resident Advisors organize programs for their first-year students, and the total of these programs has risen from 138 in 1997-1998 to an estimated 286 in 1999-2000. The Resident Advisor program has also been strengthened in recent years by the use of more detailed job descriptions, the introduction of contracts, and the appointment of a Head Resident Advisor in each first-year residence hall. The duties of the Resident Advisors are somewhat complicated by the fact that they are expected to offer advice and counsel to the first-year students and also to enforce College regulations. The Community Advisors in the upper class halls have arranged an estimated 112 programs in 1999-2000.

Use of cigarettes in residence halls poses problems for the quality of life and for health. Almost 25% of Kenyon's seniors in the period 1997-1999 smoked cigarettes frequently as seniors. Note, however, that fewer than 10% of these same students reported smoking frequently when they entered Kenyon. By contrast to these figures, the proportion of seniors at all private colleges who smoke frequently was less than 15% in 1997-99. In Kenyon's class of 1999 alone, the proportion of self-reported smokers tripled while they were enrolled at Kenyon. At present only three of the College's residence halls are smoke-free, leaving 81% of Kenyon students in halls where smoking is permitted. It appears that Kenyon has done relatively little in its rules and programming to address the smoking problem.

Residential life programming includes occasional visits by members of the Health and Counseling staffs, but most programs on alcohol and other drug abuse are conducted by the Residential Life staff, not by health professionals who are trained to provide this sort of information and counseling.

Kenyon's residential facilities are generally in good condition. The most important improvements since 1990 are the addition of two apartment complexes and the major renovation of two others. One problem concerns computing equipment. The current computing facilities in residence halls are heavily used, but too much of the equipment consists of virtually useless VAX terminals. These terminals should promptly be replaced with personal computers, and additional work stations should be provided.

Academic Advising

Kenyon's academic advising system is evaluated in Chapter Three. It is noteworthy, however, that the Dean for Academic Advising is a member of the Student Affairs staff. This organization is designed to link as closely as possible the academic and residential aspects of students' lives at Kenyon.

Dining Service

Kenyon contracts with ARAMARK to provide dining service in Peirce Hall and Gund Commons. This firm has provided Kenyon's dining service for at least fifteen years, and Kenyon has not invited open bidding for the contract during the past decade. The College administration has generally been satisfied with the service of ARAMARK, and students have become increasingly satisfied in recent years. Responses to ARAMARK surveys of student opinion show that 56% were satisfied with the service in 1996 and that this percentage rose to 73% in 1998. Also, the Committee on Student Life of Student Council, which regularly advises ARAMARK, reports being generally satisfied with both the quality and variety of meals. This degree of satisfaction is notable, given the long-honored tradition in which college students complain about the food service. Despite general satisfaction, Kenyon students do offer

suggestions. During the past several years the dining service has addressed student concerns on a regular basis in response to student comment cards, meetings with the Committee on Student Life, and frequent e-mail messages to the Food Service Director. Student suggestions have led to hours of service which are longer and better tailored to academic and athletic schedules. The dining service has also provided a greater variety of food choices at each meal to accommodate students having special dietary restrictions and those on vegetarian or vegan diets. In 1999 a popular “Pan Geos” option was introduced.

Several times during the past decade students have raised the question of moving to a more flexible meal plan option (the only one currently available provides nineteen meals per week). When these students were informed that a flexible meal plan would require all students to use identification cards at all meals and that cost savings would not be as great as they hoped, interest in a flexible meal plan dwindled. The Steering Committee believes that an important drawback to any flexible meal plan is that some students would dine in the halls less frequently, possibly reducing the sense of community that most Kenyon students currently enjoy.

The dining service operates under a serious space constraint in Peirce Hall, where one kitchen serves two dining rooms. The kitchen was originally designed to prepare 600 meals daily for family style dining in one dining room. That kitchen now prepares 1,900 meals daily for cafeteria style dining in the two dining rooms. The kitchen was also reduced in size to accommodate a larger serving area. Both the kitchen and serving area in Peirce are seriously inadequate.

Physical and Mental Health

Medical Care

About one-half of Kenyon seniors in 1997-99 reported on the Senior Survey being satisfied or very satisfied with Kenyon’s health services, and this is somewhat higher than the satisfaction of seniors elsewhere. Seniors in these Kenyon classes were also more frequently satisfied with campus health services than were Kenyon seniors in 1993-94.

Kenyon is unusual among liberal arts college in having a physician employed full-time by the College. Kenyon also employs a full-time staff of two nurses, four counselors, and a rehabilitation therapist. Much of the staff time is consumed with treatment of individual students, although educational and outreach programs are also provided. In recent years the College has increased the staff of full-time trainers from one to four. This has been a response to the growing number of varsity teams having contests in both fall and spring and to an additional varsity team.

The Kenyon Medical Board consists of eighteen alumni/ae who are physicians, nurses, and social workers. They meet annually on campus to review programs and offer recommendations. In 1998 they recommended that the College “hire a female physician, who should have regularly scheduled office hours. . . . medical issues are too involved and extensive for one lone practitioner.” The Student Medical Advisory Board has also recommended hiring a female physician, and this recommendation appears to reflect considerable interest among women students.

Counseling

The four counselors see about 300 students a year for individual counseling, for an average of more than six visits per student. One result of seeing this many students for multiple sessions is that students are often required to wait several weeks before being able to gain an initial counseling session. The staff also offers support groups for eating issues, alcohol and other drug recovery, and sexual assault survivors, as well as educational programs which address alcohol and substance abuse.

The Health and Counseling Center staff and the Deans are extremely busy dealing with the problems of individual students. This makes it difficult to expand residential programming and other outreach efforts. The Steering Committee suggests that members of the Student Affairs staff consider the balance between individual attention and group programs.

Disabilities

College concerns about serving students with disabilities and requirements arising from the Americans with Disabilities Act have caused Kenyon to increase disability services and staff in recent years. A new advisory group known as LEARN (Linking Education Advising Resources and Needs) was formed, and a Coordinator for Disability Services position was established in 1999. The services of the Disabilities Services Office include counseling, testing, providing peer note-takers and readers, and helping faculty design appropriate academic accommodations. Until several years ago, about twenty-five students from each incoming class identified themselves as having learning disabilities, psychological disorders or other issues that affected their learning. Over the past two years this number has climbed to about fifty students in each entering class, almost one-half of whom need specific support from the Disability Services office or some sort of academic accommodation. In 1999-2000, 178 students in the whole student body have identified themselves as having learning disabilities, and sixty of them have received academic accommodations.

Over the past decade only one Kenyon student had impaired mobility, and she could walk into buildings with a ‘Canadian cane.’ A significant number of academic and residential facilities are not wheelchair accessible, but the College has improved wheelchair access to the main academic and residential buildings. Storer Hall and the new science complex are designed to be

completely accessible, but several other buildings require attention. Middle Path should also be maintained, or paved, so as to accommodate wheelchairs. Students with temporary mobility impairment have experienced difficulty opening many doors on campus, so the Disability Coordinator plans to have power-assisted doors installed in some locations.

Fitness and Recreation Programs

A major issue concerning fitness and recreation at Kenyon is lack of adequate facilities, a problem which is addressed in detail in Chapter Six. The inadequacy of facilities causes serious problems for varsity athletes and coaches, but probably the most damaging consequence is its effect on the recreation and fitness activities of other students and members of the Kenyon community. The weight, training, and exercise facilities are so inadequate relative to the demand for them, and much of the equipment is in such poor condition, that many potential users are discouraged from using the existing facilities.

Reporting on the Senior Survey, about 38% of Kenyon seniors in 1997-99 spent at least six hours per week exercising or in sports, a percentage which is significantly lower than that reported by Kenyon seniors in the 1993-94 period. This pattern of reduced activity may be partially related to Kenyon's aging and inadequate facilities, since only 52% of Kenyon seniors in 1997-99 indicated being satisfied with Kenyon's recreational facilities. This compares poorly with seniors elsewhere, 62% of whom report being satisfied or very satisfied with their college's recreational facilities.

A second issue concerning fitness and recreation is the allocation of staff time. The Department of Physical Education, Athletics, and Recreation provides only very limited services for recreation and fitness for the 83% of the student body who are not varsity athletes. The intramural program is modest, poorly organized, and poorly supported. However, Student Council funds about ten club teams, and the College funds a program of fitness classes. The Department of Physical Education, Athletics, and Recreation offers a variety of physical education courses, each of which extends through one-half of a semester and carries a small amount of academic credit. The number of student enrollments in these courses is rather small, however, with about 100 total enrollments per year scattered among 12 courses. These course offerings include personal fitness, weight training, lifeguard training, tennis, golf, and racquetball.

The Steering Committee has found it difficult to evaluate the recreation and fitness programs due to an apparent lack of record-keeping by the Department of Physical Education, Athletics, and Recreation. The Committee recommends that the Department be required to maintain well-organized records of participation in its programs, reports, publications, newsletters, and other recruiting materials. These records should be retained in some location for a significant number of years.

Varsity Athletics

Kenyon is a charter member of the North Coast Athletic Conference, in Division III of the NCAA. The College fields eleven varsity teams for men and eleven for women. These teams included 162 men and 106 women in 1998-99, with many of them on several teams. Male varsity athletes represented 23% of Kenyon's male students; female athletes represented 12% of Kenyon's female students. Thus, varsity athletes comprised 17% of Kenyon's student body in 1998-99. Competition among Division III colleges is intense, as is the recruiting of athletes. There are, of course, no athletic scholarships, and Kenyon's varsity athletes in fact receive a level of financial aid that is very similar to what other students receive (please see Chapter Seven for elaboration).

Kenyon is justifiably proud of the athletic and academic accomplishments of its varsity participants. Over the past decade Kenyon student-athletes have been awarded more NCAA Postgraduate Scholarships than have students of any other Division III institution, and Kenyon's teams have won more national championships than those of any other Division III college. Kenyon's awards in the 1990's include the following:

- 21 NCAA National Championships (20 in swimming)
- 34 NCAC Conference Championships (19 in swimming)
- 21 GTE/CoSIDA Academic All-Americans
- 16 NCAA Postgraduate Scholarships
- 2 National Football Foundation and Hall of Fame Scholarships
- 2 Honda Division III Woman Athlete of the Year Awards
- 1 National Finalist for NCAA Woman of the Year Award
- 1 NCAA Ethnic Minority Postgraduate Scholarship
- 1 NCAA Women's Enhancement Program Postgraduate Scholarship

Generally, Kenyon's athletic programs operate in harmony with the College's academic program. However, conflicts between the scheduling of classes and varsity athletic competitions concern a number of faculty. Almost every year the Committee on Academic Standards considers faculty complaints about student-athletes missing classes due to the scheduling of "away" varsity contests. There is no doubt, however, that Kenyon's student-athletes are held to the same academic standards as other students, and the overall academic performance of Kenyon student-athletes is indistinguishable from that of other students. In addition, Kenyon coaches form close personal relationships with many of their players, permitting them to offer valuable advice and support.

Student athletes have formed the Student-Athlete Advisory Council of the Kenyon Student Athletes organization, an advisory and support group representing student athletes. This group implemented the Mentors Against Violence Prevention (MVP) program in 1998 and introduced an educational program on alcohol use in 1999. These programs are designed to increase

awareness of sexual harassment and alcohol abuse issues by providing informational workshops, led by athletes and staff. Every varsity athletic team has been required to attend these workshops.

While the varsity athletic program is highly successful, a question of balance arises. It appears that nearly all of the energy of Kenyon's twenty-nine coaches is devoted to the varsity program, and very little to the recreation and fitness needs of the other 83% of Kenyon students.

Multicultural Affairs

Kenyon students' attitudes about multicultural issues are revealed on the Senior Survey. Among the seniors of 1997-99, 57% reported having socialized with persons of different ethnic groups. This proportion is significantly higher than that for seniors elsewhere, and higher than for Kenyon seniors from the classes of 1993 and 1994.

However, when considering changes from their first year to their senior year, only 22% of Kenyon seniors in 1997-99 believed that their knowledge of different races and cultures had increased greatly while at Kenyon. This proportion is similar to the reports of seniors elsewhere.

Many Kenyon students are also dissatisfied with the modest level of diversity in Kenyon's student body and Faculty, which is examined fully in Chapter Seven. Among seniors in 1997-99, only 23% are satisfied with the diversity of the student body and Faculty. This is a much lower level of satisfaction than reported by seniors elsewhere. Although Kenyon has become more diverse over the decade, student expectations of the College appear to have grown even more rapidly.

Kenyon students appear relatively idealistic, in that 47% of seniors in 1997-99 indicated that it is important or essential to them to promote racial understanding. This is a substantially higher percentage than is observed for seniors elsewhere. In fact, seniors elsewhere have become substantially less interested in this ideal over time, while Kenyon students are becoming more interested in it.

What has the Student Affairs Division done to promote multicultural understanding? In 1989 Kenyon created an Assistant Dean position with responsibility for providing leadership in developing multicultural programs. The Office of Multicultural Affairs was significantly restructured in 1997, and a second position, Coordinator for Multicultural Events and Services, was created. The coordinator's responsibilities are to create and support multicultural programming, initiate residential programs, advise student groups, and assist in the recruitment and retention of minority students.

The Office of Multicultural Affairs has initiated new services such as Peer Mentors for under-represented students, a program of discussions in residence halls, and a series of discussions with high-school students in the neighboring Mount Vernon community. The office has also improved the ethnic diversity of campus speakers. The Snowden Multicultural Center, created in

1991, is a campus house devoted to multicultural services and events. The Office of Multicultural Affairs has not reported on the level of use or effectiveness of this facility.

Since its inception a decade ago, the directors of the Multicultural Office have struggled to define the office's identity and mission. Turnover has complicated this, with the fourth director to be hired for 2000-2001. The Steering Committee believes that while the office is supposed to serve all minority groups, it has attended mainly to the concerns of the African-American community. Strong leadership will be needed to develop a coherent set of programs serving the whole range of multicultural interests on campus.

As documented in Chapter Seven, Kenyon has not succeeded in attracting many foreign students. This limits an important source of cultural diversity. Related to this, Kenyon lacks a residence hall that serves as an International House. Such a facility, with adequate support for programming, would offer American and international students an opportunity to live together and participate in a range of cultural and language programs.

Social Life

Community Service

Eight student community service organizations operate on campus, most of them having several dozen members. Some social and most fraternal organizations also undertake community service projects each year. In addition, the Psychology Department operates the Off-Campus Activities Program in Psychology. This program links student volunteers with agencies such as Knox County Head Start, Wiggin Street School, Mount Vernon Developmental Center, New Directions, and Knox County Mentorship Program. Students also volunteer their time to homes for senior citizens, Habitat for Humanity, Big Brother and Big Sister programs, energy conservation and recycling projects, and the raising of money for various causes.

The overall level of involvement in community service is indicated on the Senior Survey. About 78% of seniors in 1997-99 reported that they had performed community service within the past year. This proportion is higher than among seniors elsewhere and substantially higher than reported by Kenyon seniors in 1993-1994. In 1997-99, 34% of Kenyon seniors indicated that in a typical week they performed at least one hour of service per week, and this proportion is also higher than for seniors elsewhere. Fully 74% of Kenyon seniors reported being satisfied or very satisfied with their opportunities for community service, which again is a higher proportion than at the comparable colleges.

An “Activities Mart” is held early each fall, at which organizations recruit members and volunteers. Throughout the year several student coordinators assist students in finding service opportunities, transportation, and project funding.

Student Organizations and Facilities

Kenyon seniors in 1997-99 indicated on the Senior Survey that they are spending less time in student organization activities each week than was true for the seniors in 1993-1994. However, in the recent period 40% of seniors reported spending at least three hours per week in club activities, which is much higher than the 30% of seniors elsewhere who reported this level of involvement. When asked about leadership opportunities in college, 70% of Kenyon seniors in 1997-99 reported being satisfied or very satisfied. This level of satisfaction is much greater than the level reported by Kenyon seniors in the 1993-94 period, and it is also greater than the level reported by seniors elsewhere in 1997-99. Alumni/ae have also stated that their involvement in student organizations at Kenyon strengthened their sense of belonging to the College, created ownership in the specific organizations, and afforded them an opportunity for leadership.

Kenyon has more than 110 student organizations that are student-run and student-perpetuated. These groups reflect a wide range of student interests in social issues, politics, publications, cultural activities, sports, and a variety of special-interest areas. The Student Council supports the student organizations by allocating funds from the Student Activities Fee to them.

The legislative body of student government is Senate, composed of students, faculty, and administrators, with student and faculty co-chairs. In 1999-2000 the Senate spent a great deal of time revising Kenyon’s sexual misconduct policies. Both Student Council and Senate also considered several proposed amendments to policies concerning fraternity housing.

Kenyon has sought to provide social centers that are comfortable and convenient for students. Kenyon has no single campus center, but the two dining commons buildings in the north and south sections of campus provide for a range of activities. Gund Commons and Peirce Hall have both been reorganized and renovated to address student concerns about lack of programming and office space for organizations. Peirce Hall was reorganized in 1993, creating seven new offices for student organizations and an additional room for organizations having meetings during meals. Gund Commons was reorganized in 1994, creating one additional student organization office, renovating the game room, and enlarging the computer laboratory.

The central meeting area of Gund Commons has been filled for several decades with “temporary” offices, known as the “fish bowl.” The Steering Committee believes that the College should eliminate these offices, currently occupied by the Dean of Residential Life and his staff. This would permit the space to be returned to its designed use as a comfortable lounge and convenient gathering spot. The office of the Dean of Residential Life should then be located closer to the offices of the other Deans in order to enhance program coordination.

The Crozier Center for Women, founded in 1985, initiates programs for and about women and has evolved into a popular place for students to gather and meet regardless of race, gender, or sexual orientation. A renovation of the Center in 1995 began a period of intentional educational programming by the Crozier Center Program Board with support from faculty and staff. The Center also accommodates social functions, dinners, and meetings.

The Brown Family Environmental Center, located just outside Gambier along the bank of the Kokosing River, offers a wide range of educational and recreational programs. Kenyon students maintain a variety of gardens and trails and teach local elementary school children about nature. Kenyon ecology students attend classes and perform research at the Center. Most of the Center's programs are open to the Gambier and Mount Vernon communities, so the community service aspect of the Center's activities is very significant and laudable. A new building for the Center is scheduled to be constructed in the summer of 2000.

Kenyon has seven chapters of national fraternities, one local fraternity and two local sororities. Fraternity membership represented about 25% of men on campus from 1995 to 1998, but in 1999-2000 the proportion suddenly rose to 37%. Sorority membership has varied between 1% and 3% of women on campus. Male and female Greek membership combined has averaged about 13% of the student body until 1999-2000, when it was 18%. Controversy continues concerning the seven fraternities which occupy divisions in the historic residence halls. Some independents complain that the fraternities continue to control the lounges in those halls, thus controlling most of the campus spaces available for parties. Both independent students and the Student Affairs staff have expressed concerns about the conduct at some fraternity parties. On the other hand, some fraternity members believe that over the past decade they have lost too many of their traditional housing privileges. A different concern is raised by faculty who are critical of the fraternities' pledge initiation weeks.

Students take the initiative to create and operate their organizations, but the support of the Student Affairs staff and faculty advisors can also contribute to the success of these organizations. Members of the Student Affairs staff are concerned, however, that in recent years they have not found time to provide training for the officers of student organizations. They believe that voluntary participation in training sessions could strengthen the leadership of student groups.

Artistic Programs and Facilities

A significant and growing number of Kenyon students are intensively involved in artistic endeavors. About 22% of seniors in 1997-99 reported that achieving in a performing art is an important or essential objective for them. This proportion is substantially higher than for seniors elsewhere and much higher than the 14% of Kenyon seniors committed to this objective in the 1993-94 period. However, even Kenyon alumni/ae from the class of 1994 stress the importance of their Kenyon experience in the performing arts. In the recent HEDS Consortium Alumni/ae Survey of that class, 23% of Kenyon alumni/ae indicated that their undergraduate experience in the performing arts had very much contributed to their personal development, a greater proportion than in any of the other five college alumni/ae groups in the study. (Please see Appendix 1-A.)

Part of this artistic dedication is stimulated and supported by Kenyon's strong academic programs in studio art, music, drama and dance. However, many students who are not active in those departments also seek creative outlets. The College has responded by providing facilities and programming to support these interests.

The Craft Center occupies a large house with a student manager. Students and local artisans offer a variety of non-credit craft classes at the Center. In the past decade the Craft Center has expanded its programs from the original three media (clay, glass and quilt-making) to include offerings in photography, silver jewelry, weaving, and woodworking. During the past several years students have also begun to offer special-interest workshops.

In response to a student initiative, Kenyon created the Horn Gallery in 1994. The College provided a small barn on campus that served as a social, educational and performance center for students to complete and display their art work, hold coffee house programs, read poetry, perform plays, and practice and perform musical work for the Kenyon community. Since 1996 the Horn Gallery has become very popular as a result of student leadership and interest. In 1998 the barn was condemned and the gallery moved to a temporary facility. Construction of a new, larger, and more flexible Horn Gallery was completed in April 2000.

The KC was renovated in 1995 to include both a campus coffee house, the Red Door Café, and a theater space which accommodates student-initiated plays, concerts and coffeehouse programs. This facility is heavily used and is unable to accommodate all of the desired activities. If more small performance spaces like the KC and Horn Gallery were available, they would surely be used.

Cultural Events and Opportunities

Cultural events abound at Kenyon. The College sets aside a Common Hour at 11:10 a.m. every Tuesday and Thursday. Major lectures or symposia are scheduled in nearly all of these periods, and quite often several events are presented simultaneously. Other events occur throughout the week and on weekends. The Faculty Lectureships and Student Lectureships committees both

schedule lectures throughout the year, as do individual academic departments and programs. The science division offers a variety of science symposia. The Social Board of Student Council, the Snowden Programming Board, and student cultural organizations sponsor a wide range of concerts, plays, readings, dinners, and exhibitions. The Dance and Drama Department offers student-directed and faculty-directed plays. The Music Department offers concerts by visiting artists and student ensembles, and recitals by students and faculty. In addition, concerts by half-a-dozen student singing groups and a dozen student instrumental ensembles occur frequently. Faculty and students in the Studio Art Department exhibit work throughout the year in the gallery of Olin Library, the Horn Gallery and elsewhere. Poetry readings are sponsored by the English Department and by student groups. Special programs are presented throughout the week of Martin Luther King's birthday. In addition to these events, student literary publications are popular at Kenyon, and student opinion pieces appear in the weekly *Collegian* and in other student journals.

These cultural activities, events and publications enrich student residential life immensely. They are also testimony to the energy and varied interests of members of the College community.

Religious Life

Kenyon students report a significant decline in their religious activity while in college. Among seniors in the class of 1999, the proportion who reported having "attended a religious service within the past year" fell from 71% when they entered Kenyon to only 52% in their senior year. These proportions are substantially below the religious participation reported by students elsewhere, although the decline in attendance at religious services while in college is quite similar to the national pattern. In addition, only about 11% of Kenyon seniors in 1997-99 reported that their religious convictions were stronger as seniors than they were upon entering college.

Upon entering Kenyon, students report their religious affiliation as follows: about one-third to 40% are Protestant, 20% Roman Catholic, 9% Jewish, and one-quarter to one-third claim no religious affiliation.

Two changes in professional religious staff positions have occurred in the past decade. Kenyon eliminated the full-time position of Chaplain in 1993, and sought to revitalize the Board of Campus Ministries, an interdenominational group of local clergy. The second change was the appointment of a full-time director of Kenyon College Hillel for a three-year period beginning in 1998. The Hillel director has significantly improved both the number and quality of programs focusing on Jewish life.

The Board of Campus Ministries and Hillel provide spiritual programming, support and opportunities for worship to the entire student body. Some students complain, however, about a lack of religious programming and support.

Orientation

Kenyon annually conducts a three-day orientation program for first-year students just prior to the beginning of classes in the fall. Orientation includes opportunities for new students to meet and socialize with each other and to meet their upperclass Resident Advisors, Upperclass Counselors, faculty advisors, and members of the Student Affairs staff. Placement examinations, presentations by academic departments, academic advising and course registration are accompanied by interpersonal programming on life issues and social gatherings. An opening convocation ceremony formally introduces new students to the College.

The purely social activities of orientation provide an opportunity for students to become acquainted. Educational programs on the social aspects of Kenyon are provided by the Community Forum and Voices workshops, which are mandatory for all new students.

Students generally express satisfaction with orientation, judging by their responses on the annual orientation survey. They are especially enthusiastic about the help they receive from their Resident Advisors. Each year the Committee on Academic Standards and the Dean for Academic Advising adjust the orientation program, partly in response to student feedback. In 1998 the College began including an orientation session for parents of entering students, and in 1999 the College instituted an orientation program for the small number of transfer students who enter Kenyon at mid-year.

Student Behavior

The College's philosophy concerning student behavior is set forth in the statement, *Principles and Rules of Behavior*, which appears annually in the *Student Handbook*. The Steering Committee recommends that the Deans consider conducting a review of this statement. The College last revised the statement in 1972, the first year women graduated from Kenyon, and much has changed since that time. Such a review would offer an opportunity to discuss the College's values with current students, so even if the statement were ultimately not revised the effort would be useful.

Use of Alcohol

The vast majority of Kenyon students use alcohol, and a significant number drink excessively. The use of other drugs, is more moderate and more occasional, so attention here focuses on alcohol use and abuse. In response to the Senior Survey each year and to the CORE surveys of drug use conducted in 1996, 1997 and 1999, about 90% of Kenyon students report having used

alcohol. However, about two-thirds of Kenyon students average less than one drink per day, while the 13% who may be termed “heavy drinkers” average about three drinks per day. Drinking is a basic part of Kenyon’s social scene. Over two-thirds of the students surveyed in 1999 reported that alcohol breaks the ice, enhances social activity, gives people something to do, allows people to have more fun, and promotes male bonding. Only 13% of Kenyon respondents stated that they would prefer not to have alcohol at parties. Although very few believe that alcohol use makes people sexier, 57% of respondents in 1999 responded that it facilitates sexual opportunity. Most Kenyon students believe that having four or more drinks nearly every day is very risky, but only one-third believe that binge drinking (five or more drinks in one sitting) carries a high risk. In the 1999 survey more than 60% of Kenyon students reported having binged within the past two weeks. Most drinking occurs at late-night parties on Friday or Saturday evenings, but some students drink on Wednesday evenings as well.

Students report a variety of problems resulting from their drinking. A majority of respondents to the 1997 CORE survey reported having had a hangover, about one-half had drunk to the point of nausea and vomiting, and 38% indicated having suffered memory loss. About one-half report responded that they have been insulted or humiliated by a student who was drinking, about one-quarter reported having become involved in a serious argument or quarrel, 23% responded that they had felt threatened by a drunk, and 10% of women indicated that they had been taken advantage of sexually while drinking. Concerning academics, about 30% of respondents reported having missed a class after drinking and 20% indicated having gotten behind in their classes.

Although alcohol use is common on most college campuses, levels of use and seriousness of consequences appear greater at Kenyon than elsewhere. The 1999 CORE survey compares Kenyon students’ responses with those of a reference group of more than 93,000 students at 197 other colleges. ‘Frequent’ alcohol use is defined on the survey as drinking at least three times per week. More than 34% of Kenyon students reported this level of use, compared with only 22% of the reference group. Kenyon students much more frequently than others also reported these consequences of alcohol use: I have been in trouble with police or college authorities; I have done something I later regretted; I missed a class; I had a memory loss; I got nauseated or vomited; and I had a hangover. On the other hand, while 25% of Kenyon students reported having driven a car while under the influence, this was less than the 33% of the reference group who reported having done so. All of these differences between Kenyon and reference group responses are statistically significant at the 95% confidence level. (Please see Appendix 5-B.)

In 1996 the Task Force on Alcohol and Other Drugs on the Kenyon Campus was created to review the patterns and trends in alcohol use and abuse, evaluate the College’s policies and programs relating to alcohol, and recommend policy and program improvements. On the basis of their review of several CORE surveys, anecdotal evidence, and their use of focus groups, the Task Force stressed the need for a fundamental change in the campus climate, a change that would need to be initiated and sustained largely by students. The Task Force also recommended expanding programming and opportunities for responsible drinkers and nondrinkers and

encouraging students to take more responsibility for their drinking and for that of their peers (document on file).

The Student Affairs staff offer informational, prevention and counseling programs focused on alcohol abuse, including several new initiatives in response to the Task Force report. Information is regularly provided to new students during orientation, Resident Advisors, varsity athletes, and social groups. Students wishing to host a party are required to complete the TIPS video workshop on serving alcohol. Two student groups, ADEPT and The Kenyon Coalition, seek to raise awareness of the possible consequences of alcohol abuse and to sponsor non-alcoholic programming. A full-time substance abuse counselor coordinates several of these activities, together with the College physician and the other counselors and members of the Student Affairs staff. Substance-free programming is provided late at night on weekends in some residence halls, Peirce Hall, Gund Commons, Horn Gallery, and the Red Door Café. Three residence halls have been designated as smoke-free housing options, although the Task Force found that more students demand these options than can be accommodated in the three halls. Four floors scattered in several residence halls have been designated as substance-free, and several of these are wellness housing groups which operate with College program funding. Although the College has made significant efforts, the CORE survey findings from 1996 through 1999 show no decrease in alcohol abuse on campus. In addition, about 200 alcohol violations are reported each year. Most violations are adjudicated by one of the Deans. A “Responsible Choices” educational program for first-time offenders provides education and stresses accountability for one’s behavior, while also informing parents or guardians of the infraction. However, in the Task Force’s 1997 student survey a great majority of students stated that College alcohol policies are not consistently enforced and that disciplinary action against policy violators has been ineffective.

This lack of student confidence in the enforcement of alcohol policies suggests that the enforcement and judicial system should be reviewed in an effort to improve the consistency of enforcement and punishment of those found guilty, to incorporate more fully educational programs on alcohol abuse and harassment, and to publicize more effectively both the rules and the sanctions which have been imposed on those found guilty of violating the rules.

Gender Relationships

In 1989 the Commission on Student Life discovered serious concerns by students regarding relationships between men and women students, particularly in the areas of sexual harassment and assault. Since that time the Associate Dean of Students and the Counseling Center have supported the initiative of two student peer education groups, PEERS and VOICES, and they have offered several outreach programs and support groups on campus. The Sexual Assault Task Force, created in 1995, consists of students, administrators and faculty. It focuses most of its attention on the prevention of sexual assault, sponsoring campus discussions, speakers, and publications.

The Sexual Assault Task Force has also addressed the College's policies and procedures for handling cases of sexual misconduct. Seven formal hearings involving charges of sexual assault have been held over the past five years, and many students and others are deeply concerned about this problem. During 1999-2000, Senate thoroughly reviewed the College's sexual misconduct policies, with assistance from the Sexual Assault Task Force. The review featured weekly subcommittee meetings over a period of eight months, an open forum to discuss proposed changes, and a series of revisions before final enactment on May 5, 2000. Senate distinguished four categories of sexual misconduct: sexual assault; inappropriate sexual touching; endangering the health of another person; and sexual harassment. Senate retained the existing policies on sexual harassment but devised new policies for the other three categories. The new policies feature clear definitions of misconduct, explanations and examples, and guidelines for penalties.

In 1998-99 women students who dine at Peirce Hall complained of verbal harassment by men while walking the length of the hall to the serving area. Over the following summer the College reoriented the tables in Peirce, and this problem seems to have been solved.

Security and Safety

The Office of Security and Safety reports to the Vice President for Finance, although most of its duties relate directly to the work of the Student Affairs Division. Fourteen security officers regularly patrol the campus, including residence halls, and make periodic safety and lighting inspections of all campus buildings and grounds. They are also trained to administer first aid and CPR, to provide escort services, and to respond appropriately to cases of apparent sexual assault.

In 1985 a student auxiliary program was created to provide a student escort service. Shortly thereafter "blue light" emergency telephones were installed throughout the campus. The student auxiliary program was expanded in 1994, extending the responsibilities of the students to patrolling campus, maintaining the "blue light" telephones, helping with special campus events, controlling traffic, and issuing parking tickets.

Close cooperation between the Office of Security and Safety and the Student Affairs staff is essential if student behavior is to be dealt with consistently, effectively and constructively. The Steering Committee is concerned about the performance of those security officers who appear not to understand college students. Officer orientation, training, and supervision seem inadequate. The Security Office has failed to report on its activities to either the Steering Committee or the Student Affairs Division, and it appears that the office is not required to undertake annual departmental reviews designed to evaluate policies and procedures.

Career Development

The Career Development Center offers counseling about career choices and assistance to students planning to seek jobs or pursue additional schooling. More emphasis is placed on giving students the tools to pursue career ambitions than on immediate job placement. This is appropriate, since Kenyon seniors report being undecided about a career significantly more often than do seniors elsewhere.

About one-half of the student body use at least one of the services of the Center each year, including about 90% of seniors. Much staff time is devoted to individual interviews, and the number of these interviews has grown from 147 in 1986-87 to 382 in 1990-91 and to more than 500 in each of the past three years. A modest program of on-campus interviews is offered. In 1998-99 sixteen recruiters held 116 campus interviews. As a result, thirty-eight students were given second interviews and fifteen received job offers. Another service to students seeking jobs is that of maintaining a file of information about alumni/ae who have offered to share their experiences with current students.

Given the limited number of job recruiters willing to visit Kenyon, the Steering Committee believes that the Career Development Center should consider the possibility of organizing a recruiting consortium of local area colleges which would open job interviews at each campus to students of the other colleges. Perhaps many more recruiters would be willing to visit one of the campuses of the consortium and interview students from the member colleges. Alternatively, perhaps The Ohio State University would be interested in making interview slots available to Kenyon students.

The Career Development Center also offers an Extern program in which students spend several days to a week during a College break working with an individual or firm in order to learn about a particular occupation. Fifty-four students participated in this program in 1989-90 and about eighty students have participated in each of the past two years.

Given the large number of Kenyon students who are undecided about a career, even as they approach graduation, the Career Development Center should seek to expand moderately the Extern Program. This program provides excellent opportunities for students to explore several different occupations before they begin a job search, and they should be encouraged to participate in the program several times while at Kenyon.

In 1989-90 Kenyon entered the Selective Liberal Arts Consortium, which operates job interview fairs in various cities during the winter holiday break. Originally about thirty employers participated in fairs held in two cities, but now at least triple that number participate, and the fairs are held in seven cities. About 40 to 50 Kenyon students are granted interviews at these fairs each year, and ten to twelve students eventually receive job offers as a result. Students who participate in the consortium program receive feedback from employers and alumni/ae in the process, and most consider it a very positive experience.

In January 1999, administrative responsibility for pre-professional advising shifted from various academic departments to the Career Development Center. This change promises to bring more continuity and professionalism to this area of advising. Much of the Center's early pre-professional advising effort focused on those seeking admission to health science schools. Over the past five years, fifty-eight current students and sixty-seven alumni/ae have sought admission to medical school. Of those seniors with at least a 3.25 grade-point average, 85% have gained admission, while only 19% of those with lower grades have been admitted. About 45% of the alumni/ae who applied have gained admission to medical school. This record of success is good, but the College aspires to improve it.

Several years ago the Center began surveying Kenyon alumni/ae who had been out of college for one year. Responses from the classes of 1996, 1997 and 1998 have been received and tabulated, and the response rate has been 60% in each of the latter two classes. About 60% of these first-year alumni/ae report having full-time jobs and another 20% to 25% are full-time graduate students. The most heavily represented occupations are education, banking and finance, public policy/community action, journalism, merchandising, public relations, and consulting. Nearly one-half the respondents took a first position within one month of starting a serious job search, and most of the rest found a job within three months. The job seekers averaged four first interviews, resulting in an average of almost two job offers. The factors which these alumni/ae rate as most important in obtaining a job are interpersonal skills, verbal and written communication skills, interview preparation, and previous work experience. Those alumni/ae who are in graduate school state that the most important factors in their gaining admission were letters of recommendation, course work in their major, grade point average, and research or field experience.

Student satisfaction with Kenyon's career counseling has increased substantially over recent years. Responses to the Senior Survey indicate that only 42% of Kenyon seniors in the 1993-94 period were satisfied or very satisfied with Kenyon's career counseling. By contrast, 54% of seniors in the 1997-99 period were satisfied or very satisfied. However, a greater availability of attractive jobs in recent years could explain part of this increased satisfaction.

The Steering Committee believes that the staff of Career Development Center should further expand their contacts with faculty, since this additional cooperation would be helpful to both groups. Recent efforts to work with faculty to create materials that highlight the skills used in various professions should be expanded. The Center can also assist faculty in their work. Faculty do a great deal of advising, including career advising, yet many faculty lack current information on opportunities available to their graduates. Pertinent information from the Center's staff could help faculty improve their advice. Perhaps the Center could target several academic departments each year for this extra level of interaction.

The current location of the Career Development Center is not ideal. The Steering Committee believes that the Career Development Center should be relocated from the north side to the

center of town. Such a location would increase the visibility of the Center and would likely encourage more student use.

Conclusions and Recommendations

NCA Criterion Three

The Steering Committee believes that Kenyon fully satisfies the North Central Association's reaccreditation criterion three: "The institution is accomplishing its educational and other purposes." In particular, this criterion requires the college to provide "student services that effectively support the institution's purposes." Kenyon's dedicated Student Affairs professionals, assisted by student workers and volunteers and by faculty, provide a residential environment that promotes Kenyon's educational mission. The Student Affairs programs help students mature into responsible, caring, effective citizens. An excellent working relationship exists between Student Affairs staff members and faculty. The residential environment at Kenyon is one of Kenyon's very important strengths.

Recommendations Concerning Residential Life

The Steering Committee recommends that the College reduce the overcrowding in residence halls, either by providing more residential facilities, reducing the size of the student population, or both. Doing so will permit the College to restore lounges in several halls, provide more flexibility to deal with roommate conflicts and other special problems, and reduce the number of students required to live off campus. If additional housing is provided, it should include single rooms, given the strong preference for them by many students.

The Steering Committee also believes that the College should create an International House residential facility. If provided with adequate program funding, such a facility would enhance the multicultural experiences of students and focus increased attention on diverse cultures. The programs of the International House should be developed in cooperation with members of the Modern Languages and Literatures Department and the Office of International Education.

The Steering Committee recommends that Kenyon promptly require that first-year student residences be smoke-free. All upperclass residences should become smoke-free within a very short time thereafter. Kenyon should not continue to create smokers as it has in the past. Smoke-free residences will offer both a healthier and more enjoyable environment for the majority of students, who do not smoke.

The Steering Committee finds that the kitchen and serving area in Peirce Hall are seriously inadequate. In order to prepare and serve more adequately the present volume of meals, both the kitchen and serving area should be expanded and properly equipped. This expansion will probably require an addition to the south side of Peirce Hall.

Recommendations Concerning Physical and Mental Health

Given the very high student demand for a physician's services, and considering the view by both advisory boards that a female physician should be added to the staff, the Steering Committee recommends that a female physician be retained on a part-time basis.

The Steering Committee recommends that the Kenyon community study the balance between the resources devoted to varsity athletics and those devoted to the fitness and recreation of the 83% of students who are not on varsity teams. Given its isolation, the College should also seek to serve the fitness and recreation needs of the faculty, administration and staff. In recent years it appears that the fitness and recreation needs of the community have received too little attention. The Steering Committee believes that more personnel and facilities should be allocated to the fitness needs of the community. The current planning for expanded athletic and fitness facilities presents an excellent opportunity for a careful review of priorities.

Recommendations Concerning Social Life

The Steering Committee recommends that the College eliminate all parties at which alcohol is served from residence halls. Instead, the College should permit student groups to hold parties at which alcohol is served in Peirce Hall (in Philander's Pub, Upper Dempsey, or Lower Dempsey) and in Gund Commons (in the lounge or dining room). Fraternities would continue to be permitted to hold parties at which alcohol is served at their lodges. This policy would make all of the lounges in the historic residence halls available for non-alcoholic parties and gatherings, thus increasing substantially the opportunities for and attractiveness of non-alcoholic events. The Steering Committee believes that the policy would contribute to reducing the dominance of alcohol in student social life. Removing alcohol from the residence hall lounges would also reduce the considerable irritation felt by students who reside in nearby rooms. Finally, moving alcoholic events from the residence hall lounges to more neutral sites may reduce instances of unwanted sexual behavior and date rape.

The Steering Committee recommends that the Multicultural Affairs Office expand its programs so as to address the needs of all minorities, and that it clarify its mission to the larger community. As Student Affairs staff are hired in the future, attention should be given to seeking representation from several different minority cultures.

Given the number of student groups active on campus, space for meetings is extremely scarce. The Steering Committee recommends that the College provide a number of additional rooms for meetings of ten to twenty-five people. Also, an additional medium-sized performance space with a stage should be created, since this would permit an expansion of popular, alcohol-free student programs.

In recent years the College administration has considered relocating the College Relations offices from the center of the village to the north side. The Steering Committee recommends that this be done so that these centrally located facilities can be devoted to student activities and services. The Committee believes that it is more important that student-oriented facilities be located in the center of town than it is for the College Relations Division to remain there. Students could use these facilities for meeting rooms and a performance space, and the facilities could also house the Career Development Center and other student affairs staff offices.

The Steering Committee recommends that the performance of the Office of Security and Safety be reviewed by a team of people representing various constituencies. This Office should coordinate its services much more closely with the Student Affairs staff. The College should consider reassigning this Office from the Finance Division to the Student Affairs Division in order to better facilitate the needed coordination.

A General Recommendation

In a residential college of more than 1,500 students, medical, psychological, interpersonal, and academic emergencies inevitably arise rather frequently, as do violations of college regulations. By tradition at Kenyon, most of these cases have been handled by one of the five Deans, usually with assistance from other persons. This tradition ensures an appropriate College response to these crises and problems, and Kenyon's crisis response has been outstanding. However, giving due attention to these frequent crises appears to interfere with the ability of the Deans to devote significant blocks of time to program review, coordination of the interdependent services offered by various offices, consideration of how best to deploy resources, and creative long-range planning. The Steering Committee recommends that this issue of how best to use the Deans' time be considered by the Student Affairs staff. Perhaps it would be possible, for instance, to assign the lead responsibility for more of the medical and psychological emergencies to members of the Health and Counseling staff.

Chapter Six

Facilities and Information Services

Introduction

This chapter first evaluates Kenyon's buildings and grounds. Major improvements made within the past decade or currently under way are presented, as are Kenyon's unmet needs. Attention then turns to the services of the Library and Information Services Division.

Buildings and Grounds

Academic Facilities

In 1990 the North Central Association visiting evaluation team stated: "New or renovated and enlarged music facilities are, in the view of the visiting team, among Kenyon's most pressing needs."⁵ The need for a new building for music became the first building priority of the current capital campaign, and Storer Hall opened in the fall of 1999. This building is connected to Rosse Hall, the College's large auditorium facility. The new hall has solved most of the space and facility problems of the Music Department. It includes a 130-seat recital hall with excellent acoustics and an electronic classroom with computers, specialized software, MIDI keyboards, and earphones. The hall also features specialized rehearsal rooms for choir and instrumental ensembles, a seminar room, adequate instrument and music storage, an electronic studio for recording and advanced projects in music technology, and faculty offices. With music's regular faculty offices located in Storer, Rosse Hall now accommodates offices for adjunct faculty and more student practice rooms, relieving what had been an acute shortage of space. Facilities of the new hall permit twice as many groups to rehearse at the same time. The electronic classroom enables music theory to be taught much more effectively, and this room has also permitted the department to offer a new course in music technology and composition. When classes are not meeting in it, the electronic classroom is available for student projects and homework. Finally, Storer Hall is not only highly functional, but also beautiful and in harmony with the classic design of Rosse Hall.

⁵ North Central Association Evaluation Team, *Report of a Visit to Kenyon College, December 3-5, 1990*, p. 14.

Kenyon administrators and science faculty have long understood the need for improvements in the College's science facilities, and these needs were also recognized by the North Central Association visiting team in 1990. The construction of two new science buildings and renovation of two existing ones became the second building priority in the current capital campaign. Currently under construction is a new building to house the classrooms, laboratories, and offices of Physics and Mathematics. A second building, also under construction, will accommodate the Chemistry Department. Higley Hall, the home of Biology, is being extended and partially renovated, and all three of these projects are scheduled to be completed by the fall of 2000. Upon completion of the two new buildings, Samuel Mather Hall, currently housing Psychology, Neuroscience and Physics, will be thoroughly renovated and devoted entirely to Psychology and Neuroscience. The current home of Chemistry, Philip Mather Hall, will then be razed. The four new and renovated science buildings will then form an attractive and functional quadrangle.

The programmatic benefits of the new and renovated science facilities will be many, but the dominant theme is an improvement in opportunities for collaborative student-faculty research projects. Physics will for the first time have research space for every faculty member and for an ample number of student research projects, including those of summer science scholars. The introductory physics laboratories will also be equipped with video cameras for taking measurements. Mathematics will also for the first time have laboratories for student research located near meeting rooms and faculty offices, an arrangement designed to facilitate collaborative projects. One of the department's two large classrooms will be equipped with twenty-five desktop computers, doubling the number of such classrooms on campus. Until now introductory mathematics courses have monopolized the single computer-equipped classroom, relegating upper-level courses to regular classrooms. Holding these upper-level courses in the new classroom will enable instructors to use the computers for visual demonstrations and for simulation and modeling.

Research space is also being dramatically expanded in the new chemistry building. The number of biochemistry majors has grown to nearly equal the number of chemistry majors, and for the first time Kenyon will have a dedicated biochemistry laboratory. The introductory chemistry laboratories will feature connectivity to Kenyon's local network and to the Internet. Perhaps most important, the whole third floor will be dedicated to faculty offices and faculty and student research laboratories, together with lounges and meeting rooms, all designed to facilitate collaborative research.

The renovation of Samuel Mather Hall for Psychology and Neuroscience will dramatically expand the number of individual research rooms. These will accommodate both neuroscience and social psychology research projects, permitting a greater variety of experiments to be pursued simultaneously. Neuroscience research will also gain by major improvements in the facilities for animal subjects. Psychology has recently expanded its offerings in quantitative research methods, and the renovated facilities will fully support this initiative.

The creation of the Brown Family Environmental Center, located just outside Gambier along the scenic Kokosing River, represents another recent addition to the science programs at the College. The Center supports instruction and research in environmental studies and biology, nature programs for the whole community, and outreach programs for school children. A new academic/community building at the Center is to be constructed in the summer of 2000 and opened in the fall. The new building will contain a space for public environmental programs, a laboratory for student research, and permanent environmental education displays.

For several decades the Art Department has been housed in Bexley Hall. This hall, built as a seminary, is rather ill-suited to art instruction. In 1990 both Kenyon and the North Central Association evaluation team recognized the need for more and better-quality studio space. In response, the Mayer Art Center was constructed and opened in 1994. This is Kenyon's first facility designed specifically to meet the needs of artists, and has greatly facilitated instruction in photography, printmaking and sculpture. However, the Mayer Art Center has been flawed by excessive noise levels that initial attempts failed to ameliorate. Renovation is currently under way in an effort to solve this problem.

Kenyon's 1990 Self-Study revealed the views of the art faculty that studio art facilities should be relocated to a new facility nearer the center of campus and closer to Music, Dance and Drama. The Campaign Planning Committee considered a new art facility when planning for the current capital campaign but this proposal failed to be included in the campaign. The Campaign Planning Committee, Senior Staff and Trustees viewed the need to increase the endowment and to meet the facilities needs of music and the sciences as higher priorities.

The Horn Gallery has served as a center for student artists to exhibit their work and for student musical groups to practice. The facility was a rather inadequate barn, but was heavily used and very popular among students. In the spring of 2000 a new, much more adequate building was constructed for the Horn Gallery.

Language instruction has been hampered by the limitations of a small, poorly equipped language laboratory. The need for a larger, better equipped facility was emphasized by both the language faculty and the evaluation team at the time of the external review of Modern Languages and Literatures in 1995-96. Subsequently, a Mellon grant was received to equip a new laboratory, and much of the equipment has been purchased. However, no space has yet been found for the new laboratory, so language students must continue using the old laboratory.

Kenyon's 1990 Self-Study Report also cited a lack of storage space as hampering instruction and performance in Dance and Drama. This serious problem remains unsolved.

With the exception of the language laboratory, instructional facilities for the humanities, social sciences, and most of the interdisciplinary programs are accommodated reasonably well in their

present buildings. These programs are scattered among Ascension Hall and eight separate houses.

Kenyon appears to have enough classrooms, and several more well-equipped classrooms will be provided in the new science quadrangle. These rooms will help the science programs greatly, and several of them will be used as general-purpose classrooms, hence assisting other disciplines. Ten years ago most classrooms were not equipped with overhead projectors, video monitors and video recorders, but that problem has been addressed well. Faculty now express the need for more classrooms equipped with computer projection systems. Currently there are eleven such classrooms, and several more will be provided in the new and renovated science buildings.

At the most popular hours for classes the current facilities do not accommodate all courses that faculty wish to schedule, but most classrooms are idle at 8:10 a.m. Efforts to encourage more extensive use of the 8:10 a.m. class hour have met with resistance from both students and faculty.

In the 1999 Faculty Opinion Survey, 22% of faculty respondents indicated that their offices were inadequate, and the Dean for Academic Support believes this to be an accurate appraisal of the shortage of adequate faculty offices. (Please see Appendix 2-A.) On several occasions visiting faculty have been assigned to a library carrel for an office, clearly not a desirable solution. Since 1990 only a few new faculty offices were created until Storer Hall opened in 1999. The new and renovated science buildings will greatly improve faculty offices in the sciences. When Mathematics moves from Ascension Hall to its new building in the fall of 2000, the shortage of office space for the five remaining departments in Ascension will also be somewhat relieved.

Despite these improvements in the number and quality of faculty offices, they remain quite scattered. Ascension Hall currently houses six departments, but virtually all other departments are or soon will be housed in separate buildings. This situation was considered a problem in 1990, since it was thought to contribute to a lost sense of community among faculty. The Faculty Opinion Survey of 1999 did not address this proposition directly, but 39% of faculty disagreed (and only 41% agreed) with the statement "There are sufficient opportunities for pleasant, productive interaction with faculty members in other departments." The scattering of offices may play a role in this level of dissatisfaction. Kenyon is certainly not going to centralize faculty offices in the foreseeable future, so faculty will need to find other ways to promote the desired opportunities for interaction.

Residence Halls

Overcrowding in residence halls was noted in Kenyon's 1990 Self-Study Report and was emphasized by the North Central Association evaluation team, which concluded

that "Kenyon badly needs new residential space."⁶ During the 1980's overcrowding had caused some residence hall lounges to be converted to rooms, and some students were permitted to live off campus. Significant residential improvements have been made since 1990, but overcrowding remains.

Single rooms and apartments have long been the most popular housing arrangements, and their popularity appears to have grown over the past decade. In 1993 the College purchased the Acland Apartments, adding forty-eight beds in twelve double rooms and twenty-four single rooms, arranged in four-person suites. The College then constructed the Taft Cottages in 1994, which added another forty-eight beds in twenty-four double rooms in four-person suites. Currently 43% of campus rooms are singles, and these are evenly divided among apartments and traditional residence halls.

Overcrowding remains in McBride and Mat her Halls, where the lounges remain in use as triples. In addition, twenty-nine students have lived off campus in each of the past two years due to the housing shortage. If the classes of entering students were to remain at the size of recent years, the College would need to continue housing some students off campus, crowding them in some residence halls, or both. The administration plans to gradually reduce the student population by as many as fifty students in response to this problem. Accordingly, the College admitted a somewhat smaller entering class for the fall of 2000, so overcrowding may be reduced in the 2000-2001 academic year.

Several initiatives have improved the quality of life in residence halls over the decade. In 1993 both the 'New' Apartments and the Bexley apartments were substantially renovated. New heating and cooling units were installed, the

⁶ *Ibid.*, p. 21.

apartments were soundproofed, paths between the units were paved, and new siding and paint were applied. Also, telephone and cable lines were rewired and roofs were replaced. This renovation, together with the addition of the Taft Cottages and Acland Apartments, has greatly improved the quality of campus apartment living. Over the decade renovations have also been made in a number of residence hall lounges and community spaces.

Starting in 1991 grounded data ports were placed in all residence hall rooms and virtually all apartments. By the fall of 1997 all students living in residence halls were able to access the Internet and Kenyon's local computer network from their rooms. Starting in 1994, new controllable heating units were placed in the rooms of the historic residence halls: Leonard, Hannah, and Old Kenyon. Non-controllable heating remains in Watson, Lewis, Norton, Gund, Bushnell, and Manning.

Athletic Facilities

Since 1990 improvements have been made to some of Kenyon's athletic and fitness facilities, but demands on them have grown much faster. Also, the heavy use in recent years has caused serious deterioration in some of these facilities. As a result, athletes, coaches, and those desiring recreational and fitness spaces and programs are frustrated. The most significant needs are for fitness facilities for use by the campus community as a whole. Other priority needs are the construction of indoor tennis courts, expanded and improved locker rooms, and more adequate storage facilities and offices.

Most of Kenyon's athletic and fitness facilities currently serve more users than they were originally designed to accommodate. In the past two decades recreational fitness participation has escalated rapidly, and Kenyon's varsity athletics programs have also expanded. Approximately 17% of Kenyon's student body participates in intercollegiate athletics. Many other students, faculty, and staff use the athletic facilities for individual fitness and recreation, and use would increase if adequate facilities were available. The various shortcomings of current

facilities hinder Kenyon's athletic recruitment efforts and detract from the quality of the experience enjoyed by recreational users.

Both Ernst Center and Wertheimer Fieldhouse are currently strained beyond capacity. The College's cardiovascular fitness equipment, free weights, and Nautilus equipment are crammed into two small, poorly ventilated exercise rooms in Ernst Center. People routinely use the hallway outside the Ernst exercise room for stretching and other exercise. The Wertheimer Fieldhouse weight rooms are approximately one-fifth to one-quarter the size necessary to accommodate all who need to use them. Kenyon lacks adequate space for aerobic exercise and similar activities. The swimming pool is adequate for the varsity teams, but access for the community at large is extremely limited.

During the winter months, indoor recreational space for basketball, volleyball, and other sports is nearly impossible to find during prime hours. Most of the spaces appropriate for these activities are used for varsity practices between 4:00 p.m. and 10:00 p.m. During the fall and spring varsity seasons these spaces are used as backup facilities in case of bad weather.

Locker rooms and shower facilities are inadequate for current needs, leading to frequent conflicts between recreational users and varsity teams. The Wertheimer locker rooms for visiting varsity teams are especially poor.

Other problems include inadequate facilities for storing the uniforms and equipment of varsity teams, and the small size and poor ventilation of coaches offices and the athletic laundry facility. Several more meeting rooms are also needed. Parking is often inadequate when competitions are being held. Contest supervision and media facilities are inadequate for certain sports.

Most of Kenyon's outdoor athletic contest facilities are good. There have also been recent upgrades to the pool and Tomsich Arena. The outside tennis courts are currently being rebuilt. Serious problems remain, however, for track and tennis. The outdoor track is in poor condition, the indoor track is insufficient for competition and hazardous for recreational use.

This review helps to explain Kenyon seniors' relatively high level of dissatisfaction with their recreational facilities. On the College Student Survey of seniors in 1997 through 1999, only about half of Kenyon seniors reported being satisfied with recreational facilities, compared with more than 60% of seniors satisfied with them at all non-sectarian private colleges. (Please see Appendix 5-A.) In addition, dissatisfaction appears to be further increasing within the past year.

The College administration has responded to these problems by launching a comprehensive recreation, fitness, and athletic facilities planning effort. In early 1999 a Steering Committee was appointed and the architectural/planning firm of NBBJ was hired to guide the planning effort. The firm's report, "Kenyon

College: Recreation, Fitness and Athletics Facilities Study, November 15, 1999,” evaluates Kenyon’s current facilities and confirms the serious problems cited above (document on file). The report also sets out a series of proposed building projects, which are currently under consideration by Kenyon’s Senior Staff.

Administrative Offices

On the Administration and Staff Survey of 1999, respondents were asked about many aspects of their work environment. (Please see Appendix 1-H.) The aspect that met with the greatest dissatisfaction was the physical environment. About 25% of administrators and 33% of staff disagreed or disagreed strongly with the statement “my physical environment is adequate.” Respondents were also invited to offer brief comments on their physical environment, and fifty of them chose to do so. Twenty-four were concerned about lack of office space, thirteen complained about lack of privacy, nine complained about noise or disruption, and eight cited temperature or humidity control problems. Some respondents cited several of these problems.

Some offices that were once adequate for one individual have been divided into offices inadequate for two or three. Some staff work in open spaces outside of offices, depriving them of privacy. The Steering Committee has not independently evaluated administrative office space, but the crowding in some areas is obvious. The responses to the survey are also sufficient to suggest that space and privacy problems do exist.

Academic department secretaries and administrative assistants appear to be better accommodated than many other staff. Secretarial space in the new and renovated science buildings will be fully adequate. Most other departmental secretaries report their office space to be quite good. The secretarial spaces are not fully adequate in the departments of English or History, though neither of these situations is unworkable. The Drama secretary had for years shared a room with a faculty work space, but in 1998 this situation improved when the two spaces were separated.

Major Renovations and Repairs

Kenyon appears to have sound plans and procedures for making major renovations and repairs to campus buildings. Administrative reports are sent twice a year to the Trustee Buildings and Grounds Committee. Most plans for major repair projects appear in these reports and are subsequently funded and completed significantly before a crisis is permitted to develop. During the past decade substantial resources have been expended on major repairs and improvements to heating and air-conditioning systems, computing and telephone networks, renovation of residence halls, and roofs.

Construction of Storer Hall was completed in time for the opening of the College in the fall of 1999, but without furniture and computers. The missing furniture did not arrive for five months, preventing full use of the new building throughout the first semester. Different members of the computing services staff offered different explanations for the absence of the computers. Delays often accompany the opening of new facilities, but a delay of five months would appear to suggest inadequate planning or poor implementation of plans. The Steering Committee hopes that similar problems will not occur in the new science buildings, which are scheduled for occupancy in the summer of 2000.

Routine Maintenance, Minor Repairs, and Custodial Services

Routine maintenance problems generate a great many complaints. Indeed, the Steering Committee has heard more complaints about maintenance and minor repair services than about the work of any other department except computing services. Too often maintenance services are slow and costly. The Steering Committee believes that some repairs are quick fixes which fail to address basic problems. The Committee also finds that morale is poor in the maintenance department. Several years ago there was a protracted work stoppage among the skilled trades personnel (represented by one of the two unions in this department), and several members of the Steering Committee believe that the quality of service has deteriorated since that event. Each year Maintenance schedules a series of summer projects which need to be completed before school opens in the fall. Almost every summer many of these projects are not completed on time, but the delays appear worse in recent years. Residence hall repairs have become especially problematic. The College sometimes hires outside contractors to make minor (and major) repairs, and these jobs often appear to be performed more effectively, sometimes at a lower cost. Custodial services are inconsistent in classrooms, faculty offices, residence halls, and public spaces, suggesting poor supervision.

Responses by maintenance staff on the Administration and Staff Survey of 1999 tend to confirm this impression of poor morale. In response to "What is the worst aspect of working at Kenyon?" the maintenance staff disproportionately complained of nepotism, favoritism, poor communication, wastefulness, unproductive co-workers, and poor morale. All of these complaints were heavily concentrated in this one administrative department. In addition, most of the complaints of physical and sexual harassment that were reported in the survey were concentrated in the Maintenance Department, as explained in Chapter One.

The Steering Committee believes that Maintenance Department supervisors should strive to communicate more effectively with employees and promote better relationships among employees.

Campus Grounds

In 1990 the North Central Association visiting evaluation team observed: “With respect to the most basic of physical resources, its campus, Kenyon is the envy of most colleges. It is one of the truly picturesque campuses in America. . . .”⁷ During the past decade Kenyon has continued its efforts to preserve this notable heritage. The campus green spaces are widely considered to be treasures. This view has affected the siting of the new buildings. The new music and science buildings are located near the center of campus without intruding on the ample green spaces adjoining Middle Path. Similarly, the new Taft Cottages are conveniently located but not intrusive. In recent years the College has also purchased several properties adjacent to campus in Gambier, helping to protect and consolidate the campus.

The College is in the process of updating its Master Plan for the campus, with the guidance of an architectural firm. This plan will help the College to address the need for more administrative offices while also preserving the beauty of the campus. However, the College’s appearance also depends on the fields and forests surrounding Gambier. The College currently owns 800 acres of this land, using some of it for the new Brown Family Environmental Center and leasing some to farmers. This College-owned buffer helps to ensure that the rural and tranquil setting for the campus is preserved. The Trustees remain concerned, however, that commercial or residential developments could intrude on the area. For this reason, in February 2000 they decided to establish a separate entity, the Philander Chase Foundation, to purchase and manage buffer lands for the College. The Vice President for Development will resign his position in the summer of 2000 in order to direct the new foundation.

The Steering Committee believes that maintenance of the College grounds has deteriorated somewhat over the past decade.

Computing Services

Introduction

In 1990 the North Central Association visiting evaluating team praised Kenyon’s computing facilities and services:

⁷ *Ibid.*, p. 21.

Kenyon has moved with alacrity and commitment into the “computer age.”... It has developed an impressive set of computer facilities and services – including a campus network with more than 600 access ports and appropriate connections to external networks – and a staff to support, service, and extend those facilities and services. It is a notable “success story.”⁸

In its review of computing at Kenyon, the Steering Committee has relied heavily on two reports. “Report on Library and Information Services of Kenyon College: Reaccreditation Report, August 1999” may be found in Appendix 6-A. This report was prepared for the Steering Committee by the Vice President for Library and Information Services. The other report, entitled “Consultant’s Report on Information and Computing Services, April 24, 1996,” was prepared by H. David Todd, who was hired by Kenyon to review Kenyon’s computing services. The “Todd Report” appears in Appendix 6-B.

Notable Developments over the Past Decade

In 1990 most desktop computers and terminals were connected to separate VAX microcomputer systems, one for academic and the other for administrative computing. The early 1990's featured the growth of the network and expansion of computing resources to everyone on campus. By 1993 telecommunications (computer and telephone) connections had been completed to all of the major campus buildings, linking 99% of faculty and 95% of students to the VAX systems. Perhaps the greatest impact of this network expansion was a sharp increase in the campus-wide use of electronic mail. A second major effect was that most faculty and students began to rely on WordPerfect on the VAX for all of their word processing. Large statistical packages were available on the academic VAX, and all administrative offices used POISE software on the administrative VAX.

In the fall of 1994 the College began implementing Kenyon’s first local area network, and this network was expanded from the original users in the sciences to most other faculty over the next several years. In the fall of 1996 students began to have the option of direct, high-speed access to the Internet from their residence hall rooms. In 1997 Kenyon began converting desktop computers from Windows 3.1 to Windows NT, improving the reliability of these units. By this time desktop computers in most faculty offices had been upgraded several times and the VAX systems had been linked.

During the period from 1990 to 1997 the speed and reliability of the campus network were regularly improved, and by 1997 many faculty were being served with powerful desktop computers using local network resources. Other faculty, less demanding of new technology, had been left far behind, however. Beginning in 1998 the College began to replace computer equipment on a more regular cycle, relying on the College’s growing funded depreciation

⁸ *Ibid.*, pp. 22-23.

account. By the end of the 1990's, academic computing at Kenyon had come to be dominated by the upgrading and replacement of computers, software, and network links, and by troubleshooting and repair services.

Early in the decade responsibilities for administrative computing were substantially decentralized. Most administrative divisions hired a computer records supervisor to serve as the first resource in the department for computer support and to function as a liaison with the administrative computing staff.

Administrative computing began another major transition in 1996, after several years of study. Since 1982 administrative offices had used POISE, a text-based software system. Users' terminals were connected to the VAX. The College decided that POISE was obsolete, and that new systems must be found to operate in a client-server environment, utilizing a mainstream relational data base management system. After reviewing several vendors' products, the selection committee concluded that the vendors offering a complete suite of systems did not offer the processing features required by all administrative departments. As a result, the College adopted a "best of breed software" approach in which each department chooses the software product and vendor that best meet its particular needs.

A variety of separate vendor's platforms were chosen by the administrative departments. The Powerfaids system from The College Board was installed in 1996 to support Financial Aid. The Advance system from Business System Resources was installed in 1998 to support College Relations. Implementation of these systems is substantially complete. The Student Marketing System from Exeter was selected to support Admissions, with the installation and conversion beginning in late 1999. The Banner Student, Fiscal, and Payroll systems from SCT Corporation were selected for the Registrar and Finance offices, and conversion by the Registrar to the Student system is under way in the spring of 2000. Conversion to the Banner systems for finance and payroll have not yet begun. Other systems to support maintenance work orders and stores inventory, campus classroom and event scheduling, *The Kenyon Review*, and the Kenyon Bookstore have been installed and are in various stages of implementation.

In 1999 the College began migrating both academic and administrative users from VAX-mail to a web-based electronic mail system. This transition, still under way, is discussed more fully below.

Reorganization

In 1995 the Senior Staff studied Kenyon's delivery of computing and library services. They decided that having two separate operations, with the Librarian reporting to the Provost and with Information and Computing Services managed by the Vice President for Technology, would not continue to serve the College well. The nature and technology of library and computing services were rapidly converging, and should no longer remain administratively separate. At the time, the positions of Librarian and Vice President for Technology were being filled on an acting basis,

also making this a convenient time for restructuring. An integrated administrative division was created, known as Library and Information Services, to be headed by a Vice President. This new position was filled by the hiring of Daniel Temple in 1997. During 1995-96 outside consultant H. David Todd reviewed Kenyon's computing services. His report in April of 1996 presented a thorough evaluation of Kenyon's computing services and contained many practical recommendations. Shortly after arriving in 1997, Vice President Temple began to plan a major reorganization of the personnel in the division, and this reorganization was essentially completed by early 2000.

Library and Computing Services now includes four departments: Information Resources (collection development, acquisition, cataloging, and reference); Information Access (circulation, interlibrary loan, audio-visual services, the Helpline, laboratories, and classrooms); Systems Design and Consulting (faculty technology support, systems design and management, and advanced technology); and Administrative Computing.

A new strategy has also emerged with respect to the hiring of personnel. Leading library schools now train librarians to deal with electronic developments in information storage and use, so the College has begun hiring well-qualified graduates from such schools.

The Steering Committee lacks the expertise to evaluate the merger and recent reorganization of Library and Information Services or its new hiring strategy. Instead, the Steering Committee has polled users to determine their level of satisfaction with library and computing resources and services. The views of students, faculty, administrators, and staff have been considered. In addition, the Steering Committee has studied the outside consultant's 1996 report and other documents.

Views of Computer Users

As technology has improved rapidly over the past decade, and Kenyon has continually upgraded its equipment and software, the expectations of computer users have risen at least as quickly. Frustrations with computer services are quite common and appear to have grown over the past five years. These frustrations are expressed by students, faculty, administrators, and staff. The Steering Committee has discovered the following important pattern in the comments from these constituencies:

Most users are very satisfied with the hardware and software available to them, but less satisfied with the support for these resources by Library and Information Services. Complaints tend to focus on the quality and promptness of troubleshooting assistance, consulting and repair services, and training.

The 1999 Administration and Staff Survey revealed this pattern. About two-thirds of the respondents agree with "My computer (or computer terminal) is appropriate and adequate" and

“The computer programs I use in my job are adequate.” A moderately greater percentage of administrators than staff agree with these statements. (Please see Appendix 1-H.)

Less enthusiasm is expressed for computing support from the Library and Information Services staff. About one-half of the respondents agree with: (1) “Kenyon’s computing staff responds quickly and effectively to my computer questions”; (2) “Kenyon’s computing staff responds quickly and effectively to my requests for repair service”; and (3) “the computer services Helpline is effective.” One-quarter disagree with the first of these statements and one-third disagree with the second and third. For the first two statements the views of administrators and staff are almost precisely the same, but administrators are somewhat more critical of the Helpline than are staff.

Turning to computer training, only 30% to 40% of respondents agree with the following statements: “Kenyon has provided me the computer training I need to do my job effectively”; and “I have sufficient opportunities to take Kenyon’s computer training classes during regular working hours.” Among both administrators and staff, more respondents disagree than agree with these two statements.

The 1999 Faculty Opinion Survey revealed a similar pattern. (Please see Appendix 2-A.) About 72% agree that “my office computer is adequate,” and only 16% disagree with this statement. However, two of the resources with which faculty are least satisfied also concern computing. Only 36% of faculty agree (and 40% disagree) with “the computing staff is effective” and only 28% of faculty agree (and 44% disagree) with “training on computers is sufficient.” Significantly higher percentages agree with statements that computer equipment is adequate for teaching and for research. Thus, faculty are generally satisfied with computer hardware and software but often frustrated with service and support.

Student attitudes toward Kenyon’s computing facilities are generally positive. In the College Student Survey administered annually to Kenyon seniors, about three-quarters of the respondents in recent years have reported being satisfied or very satisfied with Kenyon’s computer facilities, a percentage that is higher than the average among all non-sectarian private colleges. On the other hand, the Steering Committee believes that science students and other relatively demanding computer users are much more frustrated than most students.

The following specific concerns and frustrations appear to be most widespread:

1. Inadequate Communication

The Todd Report in 1996 emphasized that many users felt a great deal of uncertainty due to a lack of communication. This remains true. Upgrades and repairs have often not been made when promised, and generally the computing administrators have failed to warn users about the delays or explain the problems encountered. Sometimes computing staff have upgraded software on a desktop computer when the user is absent, without warning of the

changes to be made and without explaining to the user what has been done. In the past, repair personnel have tended to leave an office without explaining or leaving a memo to the user about what was done and whether they consider the repair to be complete. Sometimes requests for service or for advice about a problem have met with no response for weeks at time, not even a response to indicate that the request has been noted. In addition, when network-wide problems have arisen, computing administrators have quite often failed to offer a warning or explanation to users.

The “Report of the Library and Information Services Division to the Steering Committee” was a useful communication but quite incomplete. (Please see Appendix 6-A.) The report failed to address either the problems identified by the Todd Report or the recent and current complaints by users. The Division’s statement presented laudable broad, general goals and objectives, but without the measures of achievement or performance that would be necessary to evaluate success or failure.

2. Major Conversions

Each introduction of a major new operating system or program in recent years has generated frustration, even though the technological advantages have usually been great. Generally the computing staff have not explained their strategy, leading to all sorts of rumors about what changes are to be made, which offices are going to be upgraded to the new system, and when the upgrade will occur. Usually the first users of the new system find little or no documentation and in several cases the staff appears not to have been fully trained to troubleshoot the new system.

A recent example of this problem is the conversion from VAX-mail to web-based electronic mail. Many users had become dissatisfied with the VAX-mail utility, given its limited text editor and its inability to handle attachments. Students who had heard of the new web-mail system and were especially venturesome began using it in the spring of 1999. Those administrators who became aware of the option and were anxious to upgrade their mail service migrated to the new mail system during the summer of 1999. Then in the fall all entering first-year students were assigned web-mail accounts. Nearly all faculty, many students, and some administrators remained on VAX-mail. Those who switched systems soon found that the web-mail system lacked documentation, and set-up problems arose that the computing staff were not prepared to solve. For instance, users usually had great difficulty transferring stored mail messages to the new system, and the new system “paused” frequently in the late summer and early fall, apparently due to a lack of sufficient servers for web-mail. Users found that the College’s distribution lists were not available for use in the new mail system. Within several months the distribution lists were made available and system “pauses” became less frequent, but some of those who had not yet converted from VAX-mail became very reluctant to convert. The remaining VAX-mail users have been invited to convert but no additional documentation or training has been offered. The whole

experience suggests (1) inadequate planning for the server capacity that would be needed, and (2) weak communication, documentation and training.

Another major project for Library and Information Services will be installing and providing technical support for the computing facilities of the new science complex, beginning in the summer of 2000.

The Steering Committee recommends that major initiatives and system conversions be planned so that resources will be adequate to support the users, and so that documentation and training will enable problems to be solved promptly.

3. Ongoing Services

The telephone Helpline is intended to be the primary source of immediate help with computing problems and it is also the primary method for placing a request for service or consultation at a later time. Calls to the Helpline sometimes lead to satisfactory results. However, many users have expressed frustration with the Helpline. On the 1999 Administration and Staff Survey only 40% of administrators agreed that “the Helpline is effective,” and 33% disagreed. Staff respondents’ views were similar. Faculty were not asked formally to assess the Helpline, but many of them are dissatisfied as well. No objective evidence of student opinion of this service is available.

Complaints about the Helpline center around the fact that it is not staffed consistently, so that callers must often leave a voice mail message. The line is often busy, also requiring users to leave a voice mail message. Much of the time the Helpline is staffed by student workers who are unable to offer useful assistance. Sometimes the Helpline worker promises to refer a problem to someone else on the computing staff, but then the problem seems to become lost in the “system.”

Further improvement in service might be facilitated by adopting one of consultant Todd’s recommendations in his 1996 report:

“Implement the problem-tracking system and use its reporting system to track improvements in problem-resolution times, trends in problem reports, common problems that could be avoided with better planning, etc. Establish metrics for quality of service and use the problem-tracking system to help improve service, not just resolution of individual problems.”⁹

Another serious problem concerns viruses, which invaded files during the 1999-2000 academic year. Until early 2000 the College had no anti-virus utility for general use on laboratory computers and on desktop systems of administrators, faculty, and students. Library and

⁹ Appendix 6-B, p. 21.

Information Services did purchase a Norton AntiVirus software license in November 1999, and announced plans to make it available to Kenyon users in early 2000. As of early March, this has apparently not been done. If this important utility is to be widely used, the computing staff will need to prepare clear documentation for users.

Several computer users attending an open meeting in March 2000 complained that the College's computing staff suffers from excessively rapid turnover. Turnover appears to reduce the effectiveness of service to clients. The Steering Committee suspects that rapid turnover may be a problem in the computing departments of many colleges, and that it may be difficult for Kenyon to avoid. However, some of Kenyon's turnover may be related to morale problems in the department, and thus may be avoidable.

Four committees have been formed in recent years to consult with the staff of Library and Information Services. Two of these are subcommittees of the Curricular Policy Committee: one dealing with library collections; the other addressing computing technology concerns. The library collections subcommittee has met fairly regularly, and has offered advice on library collections policy and space reorganization. The technology subcommittee was active in 1998-99 but did not meet during 1999-2000 until March of 2000. A third advisory committee is the Web Advisory Committee, which met in 1998-99 but has been inactive in 1999-2000. The fourth group is the Information Technology Advisory Committee, appointed by Senior Staff to undertake occasional, specific tasks.

Given the many strategic issues in information technology and the rather frequent complaints of users, the Steering Committee believes that one or several of the advisory committees dealing with computing should be activated. Many faculty have a deep interest in and knowledge of technology, so the Division staff should initiate cooperative efforts that capitalize on this expertise.

Administrative Computing Issues

As noted above, administrators share some of the concerns of other users of information technology. The conversion from the POISE software to the more modern systems in various administrative offices has created its own set of frustrations, however. In 1996 consultant H. David Todd wrote:

While the "best of breed" approach to selecting applications software for individual offices may be attractive to those offices, that approach will cost the College much more in administrative systems support. An administrative systems staff of the current size would not be able to provide the level of current service while providing the data integration among the various independent subsystems. The selection of a new system should recognize that the benefits the College has taken for granted for

the past fourteen years (integrated data, low staffing costs) might be lost if each decision were made independently.¹⁰

Those administrative offices which have converted to one of the new systems have indeed found the conversions to be very costly. Each conversion requires a great deal of time of both administrators and their staffs. Especially problematic is the need to create new report formats to replace the POISE reports of the past. Reporting in the new systems is extremely flexible, but this advantage also makes the new systems complex to set up. Also, some of the vendors' consultants have not been very effective as trainers or troubleshooters. However, all of these problems are regularly reported by Kenyon's peer institutions who are undertaking conversions to modern systems. Most other colleges in the HEDS Consortium have adopted a fully integrated package serving all administrative offices, and although integrated conversions have advantages, they too are costly.

Kenyon may be incurring higher costs as a result of its "best of breed" system, since there is less opportunity for offices to share what they have learned. The other challenge appears to be in integrating information among offices using different vendors' products. Since Kenyon has not yet completed the conversions, it is too early to evaluate how well data will be able to be shared. In the past institutional research has been hampered at Kenyon by the lack of an integrated, searchable data base.

The Steering Committee is also concerned about Kenyon's web site, www.kenyon.edu. (Please see Appendix 6-C for a site map.) While much of the web site is attractive and informative, those persons responsible for creating and updating web pages have been essentially left on their own. College Relations and some other offices have hired knowledgeable persons or trained them to produce excellent web pages, but other departments have been less successful. Academic departments have created pages with a great variety of formats and linking procedures, and these pages are sometimes maintained rather intermittently by interested faculty or department secretaries. These persons have little training in site management, and the College has no "web master" to whom secretaries and faculty can turn for help.

Library Collections and Services

Kenyon's faculty are much more content with library collections and services than with computing services. In response to the Faculty Opinion Survey of 1999, 73% agree or strongly agree that "library collections and services are adequate" and 89% agree or agree strongly that "library staff are helpful." Students are not quite as satisfied. According to the College Student Survey administered to Kenyon seniors, about 60% of students have been satisfied or very

¹⁰ Appendix 6-B, p. 16.

satisfied with the College's library resources in recent years. The Steering Committee is concerned that the rapid turnover in the library staff in recent years may have impaired the effectiveness of the staff.

In 1994 Kenyon joined with Denison, Wooster, Ohio Wesleyan, and Oberlin to create the Five Colleges of Ohio Consortium. In 1995 the new consortium received a grant from the Mellon Foundation to support its programs. The most visible and successful of these ventures began in 1995-1996 when Kenyon, Denison, Wooster, and Ohio Wesleyan merged their automated library systems into a single system. Kenyon transferred its library catalog to the new CONSORT system, and the CONSORT libraries began a program of patron-initiated book requests in the summer of 1996. Later that year CONSORT joined OhioLink, and thereby provided its users with quick, patron-initiated, automated access to Ohio's most important university and college library collections.

OhioLink's purchasing power has enabled Kenyon to add numerous reference databases since 1998 at very low cost. In several instances OhioLink acquired licenses for databases to which Kenyon already subscribed. This resulted in cost savings which permitted Kenyon to purchase new resources. For example, the saving of \$8,600 per year for Kenyon's access to the ABC-Clio history databases permitted the College to subscribe to Biological Abstracts. In another case, Kenyon is currently paying \$300 per year through OhioLink for Math/Science Net, which formerly cost the College \$6,000 annually. For a complete listing of Kenyon's research resources please see <http://topaz.kenyon.edu/depts/library/resources/research.htm>.

In addition to these databases, the Kenyon community now has access to a collection of approximately 2,500 electronic journals, including all of those published by Elsevier, Academic Press, Springer Verlag, Kluwer, Institute of Physics, JSTOR, Project MUSE, Wiley, and American Physical Society. Another OhioLink project, the Digital Media Center, provides widespread access to images, sounds, video, and other types of multimedia information. This project currently focuses on Art History and Architecture images, and will expand to include other disciplines, including the sciences and humanities.

These electronic resources supplement a collection of library resources in traditional formats. Currently, Kenyon's collection stands at 351,422 books and bound periodicals; 341,488 government documents; 131,214 microforms; 149,860 audio-visual materials; and 1,100 printed periodicals. More than 75% of the library's volumes have been converted from the Dewey to the Library of Congress cataloging scheme since 1991. Conversion was suspended in 1996, but resumed in 1999, with a librarian assigned to work full-time on this project. Completion of this conversion will improve access to Kenyon's collection, since all monographs in the same subject area will be shelved together.

Kenyon's annual library collections budget amounts to \$1,075 per FTE pupil, which is below the average of the "Oberlin group" of comparable liberal arts college libraries. Over the past two years Kenyon's book budget has increased by 2% annually, while the periodicals budget has

increased by 9% annually. Given the resources being made available through CONSORT and OhioLink, Kenyon librarians believe that this rate of spending increase for the campus collection has been adequate.

Librarians are assigned as liaisons to particular academic programs. In the Spring of 1999 the liaisons worked closely with the Library Collections Subcommittee of the Curricular Policy Committee to document collection management policies. For the full text of the policies please see <http://topaz.kenyon.edu/depts/library/colldev/cdpol.htm>.

Kenyon students and faculty have access to more sources of information than ever before, and navigating this wealth of information can be overwhelming to users. While retrieving a massive amount of information is now a relatively simple task, understanding, organizing, and utilizing that information is far more difficult. Kenyon's library staff seeks to facilitate these information literacy skills. Most library instruction is course-related, and is conducted by reference librarians. The instructors create web-based research guides for these sessions, and these guides can be accessed by any person interested in learning about the information resources available in that area of study. The guides appear on a comprehensive library web site which includes links to the CONSORT catalog, course reserves, and comprehensive lists of research resources.

Conclusions and Recommendations

NCA Criterion Two

As stated in Chapter One, the Steering Committee has concluded that Kenyon meets the North Central Association's criterion two: "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." The review of facilities in this chapter demonstrates that Kenyon has the facilities needed to support its academic program. Kenyon also maintains its campus buildings well. The current capital campaign was designed to meet the highest priority needs, and the new music and science buildings will certainly strengthen the curriculum. Kenyon's classrooms, laboratories, studios, libraries, computing network, and computer hardware are satisfactory. The new science and music facilities will support a significant increase in collaborative student-faculty research. The College is financially capable of maintaining its physical plant in the future, given the continuing expansion of the funded depreciation budget. Planning for new fitness, recreation, and athletic facilities is progressing.

Recommendations Concerning Facilities

Several of Kenyon's unmet facility needs relate directly to the quality of students' residential life on campus. Senior Staff's commitment to reducing or eliminating overcrowding in the residence halls is important and commendable.

Residential and community life would also be improved greatly by construction of new fitness and recreation facilities. The current level of frustration among users and potential users is very high, so meeting at least some of these needs would boost morale significantly. A new indoor fitness center could meet the needs for weight and training rooms, aerobic fitness rooms, exercise rooms, courts, a track, a recreational swimming pool, the associated locker and storage rooms, and offices.

Once the science complex is completed, the most important academic facility needs would appear to be periodic upgrading of the technology in classrooms, laboratories, and studios. Other priorities should include space for the new language laboratory, storage space for Dance and Drama, and improved and more centrally-located studios for art.

The Steering Committee is concerned about the services of the Maintenance Department. The College should consider outsourcing even more repair and renovation work than is done currently. The Steering Committee also recommends that supervision and communication be strengthened so as to improve both the quality of service and morale of the staff.

Recommendations Concerning the Library and Information Services Division

The Steering Committee has devoted considerable attention to Kenyon's Library and Information Services Division. Given the dissatisfaction with computing services on campus, the Steering Committee strongly recommends that within two years an outside team of consultants be engaged to evaluate the Division's client services. The team should also investigate the Division's organization, planning, use of staff, library collections, and facilities. By that time the new organization of division personnel ought to be well established, and it ought to be possible to evaluate the new policy of hiring most staff with library science rather than computing degrees. The Todd report in 1996 demonstrated that an expert with long experience in technology and administration at a leading liberal arts college can offer Kenyon useful insights and recommendations.

In the meantime, the Division should establish the goal of improving communication with clients as its first priority. Division administrators should be willing to explain to their constituencies their plans, schedules, problems, and mistakes. They should respond to user concerns promptly and openly. They should initiate outreach efforts to train users and to provide them with adequate documentation.

A second priority for the Division should be to improve its response to problems and complaints. The Helpline should be staffed all day and all evening during the week by professional staff.

Reliance on voice mail and untrained student assistants is inadequate. Problem tracking software should be used to help prepare periodic reports to the community on the types and patterns of problems reported, the fraction of problems resolved within a week, etc.

Finally, the Steering Committee recommends that the Division frame its objectives and plans in more specific, measurable terms. This would enable clients to better understand what is being attempted. It would also permit administrators and faculty to better judge the extent to which the Division's objectives and plans have been realized. Accountability needs to be improved.

Chapter Seven

Diversity and Integrity

Introduction

This chapter evaluates Kenyon's practices and performance with respect to ethnic diversity and integrity. Given the prominent commitment to ethnic diversity in Kenyon's Mission Statement, the College's actual diversity policies and programs are one test of its integrity. Another dimension is Kenyon's curricular diversity, which is addressed in Chapters Three and Four. Integrity also encompasses the honesty with which the College communicates with students, parents, prospective students and their parents, alumni/ae, and prospective donors. While notions of ethnic diversity and integrity are addressed at several points in other chapters, a more comprehensive treatment is offered here.

Ethnic Diversity

Ethnic Diversity of Kenyon Students

The Admissions and Financial Aid offices have made concerted, sustained efforts to increase the presence of minority students in the student body. Special efforts are made to initiate contact with minority students who are sophomores and juniors in high-school. A minority member of the Admissions staff focuses attention on minority recruiting, although the whole staff is actively involved. Kenyon's School-College Articulation Program, described below, has also helped attract minority students, especially African-American students, to Kenyon. The Admissions Office offers to pay the travel expenses of minority students wishing to visit campus. Once minority students are admitted in April, their parents receive a letter from the parent of a minority Kenyon student.

Financial aid is an important tool for increasing the diversity of the student body, and has been used for this purpose. Kenyon offers need-based aid to those with demonstrated need, virtually always filling 100% of their need, usually with a combination of scholarships, loans, and on-campus employment. Minority students are placed in the category of students whose need-based aid packages include the highest levels of scholarship aid. In addition, several merit-based aid programs are designed to attract minority students, including programs for African-American, Asian-American, and Hispanic/Latino students. Honors Scholarships, Science Scholarships, and

Distinguished Academic Scholarships are also available to qualified students, including minorities.

Another College effort during the past decade to promote multicultural learning and to support minority students was the creation of the Snowden Multicultural Center, a house which accommodates activities and social occasions for several campus minority groups. In 1991 the Student Affairs Division also created a Multicultural Affairs Office, directed by an Assistant Dean of Students. Several years later the College created an additional position in the office, that of Coordinator for Multicultural Events and Services. Please Chapter Five for more information about the Multicultural Affairs Office.

These recruiting and support initiatives have been successful. Kenyon's Admissions and Financial Aid Offices have substantially increased the percentage of first-year Kenyon students who are students of color. (This group includes African-American, Asian-American, Hispanic/Latino, and Native American students.) In the fall of 1986, only 2.8% of first-year students were members of one of these minority groups. The minority percentage gradually but steadily increased through 1994-95, reaching 11% that year. Since 1994-95 students of color have comprised between 10% and 11% of the first-year classes, with no discernable trend. (Please see Appendix 7-A.)

The proportion of first-year students who are (non-Hispanic, non-Latino) African-American has increased from 0.6% in 1986 to 4.3% in 1999, and this trend of increase seems to be continuing. By contrast, the proportion of first-year students who are Asian-American increased until 1992-93 and has declined slightly since that year. The proportion of students who are Hispanic/Latino has continued to increase very gradually over the period, but not to the extent of the African-American group. The proportion of first-year students who are foreign is slightly higher in the 1990's than in the 1980's, but there is no discernable trend in this proportion since 1992-93.

While Kenyon has managed to more than triple the proportion of first-year students who are minorities over the past twelve years, the College aspires to increase further the diversity of the student body.

A recent report from the HEDS Consortium permits a comparison of Kenyon's minority recruiting record with that of twenty-seven colleges from Kenyon's comparison group. (Please see Appendix 7-A.) This report presents information on the ethnicity of all full-time students.

Despite Kenyon's progress in attracting minority students, the College remains substantially behind most of the colleges in the comparison group. For the group as a whole, 16% are students of color; Kenyon's proportion is only 11%. Several of the colleges have very large groups of minorities, led by Occidental, Wellesley, Barnard, Scripps, and Amherst. Note, however, that in each of these cases the college's large minority population is dominated by Asian/Pacific or Hispanic/Latino students, never by (non-Hispanic, non-Latino) African-American students. The only colleges in the comparison group which have significant proportions of (non-Hispanic, non-Latino) African-American students (i.e., with 6% to 8%), are Oberlin, Wellesley, and Amherst. The colleges with the highest proportions of Hispanic/Latino or Asian-American students are

located in regions with large populations of these ethnic groups. Location clearly gives these colleges an advantage in recruiting minorities when compared with colleges, like Kenyon, located in areas without large Hispanic/Latino or Asian-American populations. Kenyon's recruiting of (non-Hispanic, non-Latino) African-American students has been somewhat more successful relative to the comparison group average; this minority group comprises 3.5% of Kenyon students, not much below the comparison group average of 3.8%.

Finally, Kenyon has a relatively small proportion of foreign students in its student body (i.e., only 2.0% compared to the average of 3.4%). This student group enriches the cultural diversity of a student body, just as students of color do, but Kenyon has not succeeded in attracting very many foreign students. The Steering Committee considers this to be a problem that deserves attention.

In conclusion, Kenyon must continue its efforts to diversify the student body. Hispanic/Latino students are especially under-represented in the student body, and renewed efforts should be made to attract them to Kenyon. Adding an employee of Hispanic or Latino descent to the Admissions staff might be helpful in this regard.

Ethnic Diversity of Kenyon Employees

Kenyon has pursued a number of recruiting efforts designed to identify and attract minority candidates to the Faculty. The Equal Opportunity Officer trains faculty recruiters, publishes position openings in periodicals read by minorities, and provides faculty recruiters with minority rosters. (Hiring guidelines and training documents are on file.) To date, however, there is little or no evidence that either the advertising in minority publications or the use of minority rosters has increased Kenyon's minority applicant pool. The most valuable tool in minority recruiting appears to have been curricular and outreach initiatives and the creation of new faculty positions.

Two departments have identified positions which tend to attract minority faculty: a position to teach race and ethnicity in Psychology; and a position to teach African-American literature in English. Recruiting faculty to fill the Psychology position is challenging, however, and this position has remained vacant for two years. As explained below, Kenyon has also recently initiated two programs for visiting minority faculty.

Given these efforts, what is Kenyon's record? Since 1993 the College has virtually doubled the number of minority members of the Faculty, from nine to seventeen. (Please see Appendix 7-A.)

New initiatives over the past several years have accelerated this trend, with five minority faculty having been added to the Faculty since 1997. However, minorities currently only comprise 10% of Kenyon's Faculty. The College has had more success in attracting African-American faculty than Asian-American or Hispanic/Latino faculty.

Members of the College administration are concerned that in the past Kenyon has hired a number of minority faculty who have been unsuccessful in gaining reappointment or tenure. While virtually all observers are confident in the fairness of the evaluation procedures used by the

administration and more recently by the Tenure and Promotion Committee, some faculty believe that minorities have not received adequate support. Partly for this reason, the Faculty in 1998 adopted a program in which each newly-hired faculty member is advised by several experienced faculty mentors from the same academic department.

Kenyon's record of hiring women and minorities to the Faculty was compared with those of fifty colleges belonging to the HEDS Consortium in a fall 1999 HEDS report to Kenyon. (Please see Appendix 7-A.) The HEDS report showed the average results for the fifty colleges combined (including Kenyon) as well as Kenyon's own individual results. The study included all faculty at each institution, including part-time faculty. The participating colleges included sixteen which are in Kenyon's comparison group: Barnard, Bates, Bucknell, Carleton, Colorado, Davidson, Denison, Franklin & Marshall, Grinnell, Hamilton, Haverford, Macalester, Union, Wellesley, Whitman, and Wooster.

Kenyon's minority faculty presence was slightly below the group average in 1998-99, being 9% at Kenyon but 10% for the group. African-American faculty comprised a larger than average percentage at Kenyon, while Hispanic/Latino faculty comprised a smaller than average percentage. Kenyon's minority faculty are distributed among the ranks in a manner quite close to the pattern in the whole group of colleges, except that Kenyon had no minority Professors. The College's minority faculty represented 12% of Associate Professors and 17% of Assistant Professors.

Kenyon has no engineering or business faculty, putting the College at a disadvantage relative to those colleges that teach either or both of these areas. Engineering and business are among the areas where minorities are most heavily represented in the full group of colleges. Among the academic areas that Kenyon does have, the greatest differences between Kenyon and the group as a whole are as follows: Kenyon's minority faculty comprised 25% of all faculty in the humanities, compared with only 8% in the whole group of colleges; and Kenyon's minority faculty represented 31% of all faculty in the languages, compared with only 26% in the whole group of colleges.

Women comprised a slightly higher percentage of Kenyon's faculty than they did in the whole group of colleges. They represented 40% of the Kenyon faculty but only 37% in the group as a whole. Kenyon's trend of hiring more women over time is even more pronounced than the trend is for the whole group of colleges, since Kenyon started with no women faculty in 1968 (just before the College became coeducational in 1969). In 1998 women faculty represented 54% of the youngest 20% of Kenyon's Faculty, compared with only 51% for the whole group of colleges. This trend can also be seen by comparing women's representation at the various ranks. In 1998-1999 women comprised:

- 19% of Kenyon Professors (lower than the 23% in the whole group of colleges);
- 50% of Kenyon Associate Professors (much higher than the 40% in the whole group); and
- 51% of Kenyon Assistant Professors (slightly higher than the 49% in the whole group).

Finally, this trend is also shown by the distributions of tenure-track women and men with various lengths of service at Kenyon. Only 7% of women faculty have served more than 20 years at Kenyon, compared with 16% in the whole group of colleges. By contrast, 38% of Kenyon's male faculty have served more than 20 years at Kenyon, very similar to the 37% of men with that length of service in the whole group of colleges.

The HEDS Consortium report also presents information about "newly hired" faculty (i.e., those joining the faculty in the fall of 1997 or 1998). Minority faculty comprised a much higher percentage of Kenyon's newly hired faculty than they did in the whole group of colleges. Minority faculty were 33% of new hires at Kenyon, compared with only 18% in the whole group. Asian faculty represented 13% of Kenyon's new hires, compared with only 6% for the whole group; African-American faculty represented 21% of Kenyon's new hires, compared with a group average of only 7%. By contrast, Kenyon did not hire any Hispanic/Latino faculty in 1997 or 1998, while 5% of the whole group's new hires were Hispanic/Latino faculty. Women represented 58% of Kenyon's new hires, compared with only 50% of new hires by the colleges as a whole.

The College has had less success in attracting minorities to administration and staff positions. (Please see Appendix 7-A.) The proportion who are minorities, while higher than a decade ago, is only about 3% of all administrators and staff. The recruitment procedures for hiring administrators are essentially the same as those for faculty, but the College hires virtually all staff and many administrators in the lower-paid positions in the local labor market. This market contains extremely few minority individuals, and Kenyon's rather modest salary levels have made it difficult to find minorities willing to move to Gambier from other areas.

While Kenyon has employed minority coaches in the past, there are no minorities currently on the athletics staff.

Educational Outreach

Kenyon's School-College Articulation Program (SCAP) has grown over the decade. The program has two components: SCAP courses at the students' high schools, and a summer program on the Kenyon campus. Currently more than 1,000 Ohio high-school students are taking SCAP courses at twenty-five secondary schools for Kenyon credit. Twenty-two Kenyon faculty coordinate eighteen different courses in the program. Most of the students in these programs are not minorities, although some live in relatively rural communities where expectations of college attendance are modest. On average over the past decade, nine former SCAP students have matriculated at Kenyon each year.

SCAP summer seminars are designed to reach minority students by bringing inner city public high-school students to campus for three weeks to work intensively in subjects related to the

SCAP courses they will take at their own schools in the fall. In the summer of 1999, seven SCAP students also spent a month as interns in Kenyon offices.

In 1997 Kenyon created two programs for minority faculty. The Kenyon Dissertation Fellowship program brings two minority scholars to campus each year for one-year residencies. These scholars continue work on their dissertations and teach one course each semester. The Visiting Minority Artist program brings minority artists to campus for short residencies of two to four weeks to work with Kenyon students and faculty. In addition to their outreach dimension, these programs help to enrich educational opportunities for Kenyon students. There is also the hope that these promising scholars will view Kenyon as a good career choice. To date, two of them have accepted tenure-track positions at Kenyon.

Attitudes Toward Diversity

The Kenyon community realizes that the College is not as ethnically diverse as it could and should become. As a result, Kenyon is actively pursuing its goal of ethnic diversity and is promoting engagement in multicultural experiences and issues. These efforts are reflected in Kenyon's admissions initiatives, hiring initiatives by administration and faculty, faculty efforts to broaden the curriculum, a strong program of study abroad, and a range of Student Life programs.

Student interest in diverse cultures is shown by the increasing enrollments in courses with multicultural themes and by the wide variety of student organizations which are dedicated to multicultural ideals. Student concerns about campus ethnic diversity are also revealed in responses to the College Student Survey administered each year to seniors. (Please see Appendix 5-A.) While most Kenyon seniors agree that Kenyon is accepting of people of all races, about 75% of seniors are dissatisfied with the current ethnic diversity of the Faculty and student body. The seriousness of student interest in this issue is underscored by responses to two other questions. More than 56% of Kenyon seniors in recent years report having socialized in the past year with members of a different ethnic group. By contrast, fewer than one-half of the students at all non-sectarian private colleges gave this answer. This would appear to suggest that Kenyon's few minority students participate actively in campus social life. When asked what activities would be important or essential to them in the future, nearly 47% of Kenyon seniors cited "promote racial understanding," compared with only 39% at all non-sectarian private colleges. Thus Kenyon seniors appear to seriously desire a more ethnically diverse community and seem to be taking advantage of opportunities to learn about other cultures and interact with members of other ethnic groups.

In addition, the 1999 Kenyon Parent Survey showed that while nearly three-quarters of the parents are satisfied or very satisfied with Kenyon's contribution to the development of their student's personal values, parents are not nearly as enthusiastic about the diversity of the college community. (Please see Appendix 1-D.) A modest majority, 57%, are satisfied or very satisfied with the opportunities their student has for interaction with students from different racial or

ethnic backgrounds, and only 47% are satisfied or very satisfied with their student's opportunities for interaction with students from different countries. About 15% of parents are dissatisfied or very dissatisfied with these multicultural opportunities.

The Steering Committee believes that these views of students and parents represent a strong desire for the College to devote significant resources to increasing its ethnic diversity. Making a significant effort to recruit more foreign students would likely meet with widespread approval.

Integrity

Participation in Decision Making

One way to preserve the College's integrity is to promote wide participation in decision making. Kenyon does this. Faculty engage actively in the governance of the College. Student involvement is much less, but still significant. Students serve on Senate, which is led by student and faculty co-chairs. Students also serve on most of the standing committees of the faculty, on advisory committees in each of the major programs, and on faculty search committees.

Even parents are quite actively involved in the life of the College. Committees of the Parents' Council meet twice a year with various administrative offices, including admissions and financial aid. This practice tends to ensure that consumers' evaluations of Kenyon's programs, policies, publications and other communications are brought to the attention of the responsible administrators.

Admissions and Financial Aid

A college's integrity is especially tested in its admissions and financial aid policies, given the keen competition among the nation's selective liberal arts colleges. For this reason Kenyon administrators and faculty take special pride in Kenyon's honest and full disclosure to prospective students and their parents.

Kenyon's most important recruiting asset is 'word-of-mouth' recommendations received from students and parents who have previously gone through the admissions process. These recommendations come not only from the current Kenyon community of parents and students but also from Kenyon alumni/ae and the families of prospective students who applied but chose not to attend Kenyon. The 1999 Parent Survey reveals much enthusiasm for Kenyon's Admissions and Financial Aid offices. (Please see Appendix 1-D.) Seventy-nine percent of parent respondents were "very satisfied" with Admissions and 73% of respondents were either satisfied or very satisfied with Financial Aid. Even more telling, 90% of parent respondents report that they would recommend Kenyon as a college of choice to other parents and their children. These

parent attitudes reflect not only positive experiences with Admissions when their children were prospective students, but also the ability of the College to deliver on its promises.

Kenyon has slowly increased the number of applicants over the past ten years, a measure that in itself speaks for good ‘word-of-mouth’ recommendations. The College also maintains a consistent number of ‘feeder’ high-schools, i.e., schools that send a significant number of applicants to Kenyon every year. Such consistency of interest means that enrolled students are reporting satisfaction with their college choice and are recommending Kenyon to their younger friends. College counselors at high-schools are also crucial to developing this sort of ongoing relationship with Kenyon. The fact that counselors at the “feeder” high-schools continue to encourage their students to visit and apply to Kenyon suggests that they consider the College to be honest in its dealing with prospective students.

High retention and four-year graduation rates also suggest that a college has been honest in admissions and has provided the sort of educational experience that matriculating students expected. Of the students entering Kenyon in the fall of 1995, 80.2% graduated within four years. This compares favorably with the average percentage of 78.4% among the thirty-one colleges of Kenyon’s comparison group who reported these figures to the HEDS Consortium. Twenty-six of these colleges also reported the four-year graduation rates of their minority students over a three-year period. Among Kenyon’s African-American students, 76.8% of them who matriculated in 1992 through 1994 graduated within four years. Only two of the colleges in Kenyon’s comparison group reported higher four-year graduation rates for this group of students.

Kenyon seeks to ensure its integrity by regularly reviewing and updating all printed material. Printed materials for Admissions are coordinated by the Public Affairs Office. Having one office oversee all printed materials helps ensure both accuracy and consistency in the Admissions Office’s communications to the public.

Representatives of the College receive training materials, and those with the greatest potential for contact with the public, receive extensive training (a copy of the Admissions Staff Handbook is on file). In these ways the Admissions Office seeks to ensure that the enthusiasm of its representatives is matched by the accuracy of their information about the College. Alumni/ae who represent the college at high-school college nights are sent packets of information to distribute as well as up-to-date statistics on Kenyon admissions and guidelines for participating in college fairs. The Admissions Office provides Alumni/ae interviewers with interview instructions, the *Prospectus*, and the “Counselor Letter,” in order to ensure that they have current, accurate information. Prospective students, parents of prospective students, high-school counselors, and independent counselors each receive information written specifically for them, but Admissions also encourages these groups to share information and materials with one another.

Kenyon's Admissions Office maintains a web site which contains much of what is also printed and mailed to students. The web site also provides access to newsletters, Kenyon's application, a listing of dates which are important to prospective students, and other publications.

Selection of Admissions tour guides and of senior interns and interviewers is very competitive, and those selected are trained by the professional staff. Every person who takes a campus tour receives a response/evaluation card at the end of the tour. Senior interviewers are monitored closely by the staff.

Athletics

The recruiting and admission of college athletes are two other endeavors where competition tests the integrity of a college. Kenyon competes in the North Coast Athletic Conference, which is composed of colleges much like Kenyon, all having strong academic and athletic programs. Kenyon recruits athletes without offering any athletic scholarships. Athletes compete on an equal basis with all other students for need-based aid and merit scholarships. Kenyon's perennial dominance of the NCAA Division III men's and women's national swimming championships has led at least one outsider to wonder if Kenyon gives special consideration to its swimmers. Early in 1999 a New York Times reporter came to Kenyon to investigate this possibility, so Kenyon performed a study comparing the financial aid received by swimmers with that received by other students. The results of this study showed no favoritism for swimmers. (Please see Appendix 7-B.) While 52% of all students received financial aid in 1998-99, 56% of the seventy swimmers received aid. About 10% of all students received merit-based financial aid, compared with 11% of swimmers receiving that sort of aid. Similarly, 28% of all students received need-based aid, compared with 29% of swimmers. The average value of the financial aid awards was virtually identical between swimmers and others. The academic performance of swimmers is also fully comparable with that of the whole student body. This evidence seems persuasive, and it may have convinced the New York Times reporter, since he never wrote the article.

Gender equity is another important integrity issue in college athletics. The College fields eleven varsity teams of men and eleven of women. According to Kenyon's 1998-99 Higher Education Act Report, women comprise about 55% of the student body but they represent only about 43% of varsity athletes. In financial terms, the women's teams receive nearly 46% of the Department's operating budget but a smaller share of the recruiting budget. In 1998-99 the men's teams had several more assistant coaches than did the women's teams, so the total head count of coaches included twenty in the men's program and seventeen in the women's program.

One of the main ways that Kenyon coaches communicate with prospective athletes is through occasional team newsletters. These publications are controlled by the individual coaches, without oversight by the Public Affairs Office. As a result these publications use a variety of formats and they are not checked by anyone outside of the Athletic Department for accuracy.

This practice appears to put the College at risk of being incorrectly represented to prospective athletes by enthusiastic coaches.

Fund Raising

In its fund-raising programs Kenyon strives to maintain open and honest relationships with donors, prospects, and volunteers. The *Kenyon Alumni Bulletin* is the fundamental source of information for all members of the Kenyon community. In addition to the *Bulletin*, all constituents receive the *Along Middle Path* and the *Annual Report*. The Internet has also become a prime source of information, especially for younger alumni/ae. Kenyon's web site provides access to much information about the College, including schedules of on-campus and off-campus programs. Those interested can subscribe to receive all press releases. Regular electronic mail messages are also sent to alumni/ae for whom the College has e-mail addresses, providing current College news. Alumni/ae and parents are invited back to campus each year for Reunion Weekend or Family Weekend, and at each of these events the President and other members of the Senior Staff conduct a "town meeting." The President speaks on current topics and stands for questions that either he or members of the staff address. Kenyon parents receive a biennial *Handbook for Parents* that supplies parents with information in an effort to help parents feel fully informed and connected with the institution. The annual funds appeal is delivered to alumni/ae and parents each fall with a brochure that results in 40% of Kenyon's annual gifts.

Fund-raising volunteers receive additional communications. Handbooks are presented to class agents and regional association volunteers. The Kenyon Profile provides statistical information to volunteers and anyone else who requests the information. Every three years the Office of Alumni and Parent Relations and Annual Funds (APRAF) hosts the Kenyon Leadership Conference for all its volunteers. The weekend event includes training workshop sessions and meetings with the President and his staff and members of the Board of Trustees.

The integrity and effectiveness of Kenyon's communications and publications are monitored through several means. Once every four years, APRAF conducts a random survey of the alumni/ae body. The most recent survey was conducted in April of 1999 (document on file). Results from the survey are reported to the alumni/ae body as a whole and are used to make changes in the program. In the 1999 HEDS Consortium Alumni/ae Survey, 93% of Kenyon respondents reported that they read campus publications. (Please see Appendix 1-A.) In the College's own most recent alumni/ae survey, 94% agreed that the Kenyon Fund is important to the College (document on file). In evaluating communications from Kenyon, 72% say they feel well informed or moderately well informed about the College, up from 65% in 1995. Fully 87% of respondents report that the amount of mail they receive from the College is "just about right." The importance of the *Kenyon Alumni Bulletin* was also affirmed, with 88% responding that they always or usually read at least part of it. Alumni/ae not only read about Kenyon, they also like to return to campus. About 68% of respondents report having visited the campus within the last five years and 30% have returned within the last year. In the 1999 Parent Survey, 83% of parent respondents rate the overall adequacy of information received from Kenyon as effective or very effective, and only 3% are unhappy with the information they receive.

The President and Senior Staff receive direct feedback at the town meeting sessions mentioned above. The College also relies on feedback from its advisory groups: the Alumni Council, the Kenyon Fund Executive Committee, and the Parents Advisory Council. Each of these groups meets with the President and senior administrators, and committees of the Parents Advisory Council focus on specific areas of interest and meet twice a year with the appropriate administrators.

In addition to very positive survey responses, the strong financial support given annually by both the alumni/ae and parents appears to provide evidence that College communications are effective and are perceived as honest. This record of voluntary giving is presented in Chapter One.

Another practice that helps to ensure Kenyon's integrity is that of consulting widely in the development of fund-raising goals. Before the start of the current capital campaign President Oden convened a Campaign Planning Committee that included representatives of all Kenyon constituencies, including Trustees, faculty, students, administrators, staff, parents, and alumni/ae. The members of this committee consulted widely with their constituencies. Based on the information and opinions gleaned through this process, they developed a list of the highest priority needs to be included in the Campaign. While either the Vice President for Development or the Director of Development sat in on most meetings of this Committee as a "resource person," there was intentionally no representation by the College Relations division in this group.

Once the Campaign needs were identified, the senior members of the College Relations staff developed a Campaign Operating Plan which has been shared with selected volunteers and is available to any member of the Kenyon community who would like to see it. One policy addressed in the Campaign Operating Plan is that of gift counting and reporting. Historically, it has been difficult, if not impossible, to compare the results of different colleges' campaigns because of differences in ways that gifts are counted. Of the total, how much is cash and how much is in deferred gifts? Are all deferred gifts counted at face value or are they discounted to present value? Are only those gifts which are designated for stated campaign purposes included in the campaign total, or are all gifts for all purposes included? Kenyon has adopted the campaign standards and policies of the Council for Advancement and Support of Education, and will therefore report all campaign totals at net present value and future value. In these ways Kenyon strives to maintain its reputation for openness and integrity.

Student Views of Kenyon's Integrity

Student views of the College's honesty and integrity are an important source of information. Students begin receiving information from the College long before matriculating and throughout their college years.

In late October of 1999 the Steering Committee circulated a questionnaire concerning the honesty and accuracy of Kenyon's communications with prospective and current students. The

survey was given to all 459 first-year students, and 211 of them (or 46%) completed and returned the forms. Each of the 13 questions invited student comments, and many comments were received. The survey was given only to first-year students because the Committee was especially interested to discover whether after their first two months at Kenyon these students had found Kenyon to be what they had been led to expect. The statistical results of the survey and a copy of the survey form are included in Appendix 7-C.

Two-thirds of the respondents reported that Kenyon deals honestly or very honestly with prospective students, and only 4% replied that Kenyon is dishonest. The vast majority also reported that admissions tour guides and interviewers had given them an accurate view of Kenyon, with only about 12% disagreeing.

The respondents were also very positive about Kenyon's honesty in dealing with them since they arrived on campus. Only one respondent believed that Kenyon deals dishonestly with current students, only eight students believed that Kenyon's publications are not timely and accurate, and only 8% of respondents believed that Kenyon does not keep them adequately informed about College policies. Students were also asked whether Kenyon is hypocritical in any aspect of its policy, and only 10% answered yes to this question.

Concerning academic honesty, only about 3% of respondents reported that Kenyon's academic honesty policies are not sufficient and clear, and only about 2% believed that Kenyon students are not honest.

About 19% of first-year students reported that in at least one respect Kenyon was not what they thought it would be. Virtually all of the negative comments clustered around the students' impressions of Kenyon's social life. Seventeen students complained about the general social scene, thirty-one complained about the use of alcohol or drugs, and twenty-two complained about fraternities. Among these complaints, slightly fewer than half complained that Kenyon had misled them while somewhat more than half complained about the actual problem in campus social life. Finally, one student complained about sexual assault and six complained about sexual harassment. These complaints were split nearly evenly between concerns with the actual problem on campus and concern with Kenyon's poor policy or communication.

Conclusions and Recommendations

NCA Criterion Five

The Steering Committee concludes that Kenyon meets the North Central Association's Criterion Five: "The institution demonstrates integrity in its practices and relationships." One dimension of the College's integrity is the College's seriousness in pursuing its professed goal of offering Kenyon students rich opportunities to learn about diverse cultures. All of Kenyon's

constituencies would prefer that the community become more ethnically diverse than it is, and Senior Staff has shown a willingness to devote significant resources to recruiting a more diverse student body. Faculty too have shown this concern in their searches to fill faculty positions. These commitments have succeeded in raising the minority populations of both students and faculty over the past decade, although not as rapidly as most members of the community would like.

The Steering Committee believes that Kenyon's communications to internal and external constituencies are honest and accurate. The College makes significant continuing efforts to ensure the integrity of publications and the accuracy of what those who represent Kenyon tell prospective students and donors. The Admissions and College Relations Divisions are open and honest. The Admissions Office maintains excellent relationships with high-school counselors, and College Relations actively involves parents and alumni/ae in the operation of the College.

The Steering Committee believes that Kenyon has consistently acted ethically and responsibly in its consortial relationships, including the Great Lakes Colleges Association, the Five Colleges of Ohio, the North Coast Athletic Conference, and the HEDS Consortium. Kenyon also follows policies which are designed to ensure nondiscriminatory treatment of students and employees and to respond to grievances. Issues concerning harassment and grievance procedures are addressed in Chapter One.

Recommendations

As Kenyon continues its efforts to diversify the student body, the College should institute a major new initiative to recruit foreign students. The International Education Office should assist Admissions in this effort.

One particularly attractive way to reduce overcrowding in Kenyon's residence halls would be to create an International House on campus, as mentioned in Chapters Five and Six. Even if new residences are not built, serious consideration should be given to devoting an existing facility to an International House. This residence hall could help provide support to foreign students and to American students desiring a multicultural living experience. Finally, programs sponsored by an International House could help focus community attention on international and multicultural issues.

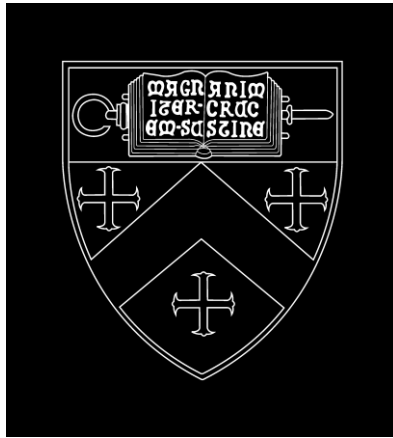
The Steering Committee is unaware of a lack of integrity in Kenyon's varsity athletic programs. However, the College is not well served by permitting coaches essentially complete autonomy in their communications with prospective athletes. The Steering Committee recommends that rigorous oversight be initiated to ensure that integrity is maintained in this important area. No publications should be permitted to be mailed to prospective student athletes until they have been thoroughly reviewed by the Public Affairs Office.

The Steering Committee believes that an important guarantee of Kenyon's integrity is provided by regular surveys of the College's various constituencies. While these surveys also serve other important purposes, they provide a means to ascertain the effectiveness and accuracy of Kenyon's publications and other communications. Specifically, the College should continue to administer the Parent Survey and the HEDS Consortium Alumni/ae Survey on a regular cycle of four or five years. In addition, the College should continue to administer an annual opinion survey to seniors, and the survey should include questions dealing with the College's integrity.

Overall Conclusion

The Self-Study Steering Committee concludes that Kenyon deserves reaccreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Kenyon fully satisfies all five of the Association's reaccreditation criteria and meets the Association's General Institutional Requirements. The Steering Committee's two-year examination of all facets of Kenyon's operation has proven educational and heartening for every committee member. Although the Steering Committee has offered recommendations for improvements, the Committee believes that Kenyon has focused its energies effectively on providing an excellent liberal arts education in a supportive residential environment. This Self-Study Report demonstrates that Kenyon has improved in many ways over the past decade and that prospects for the College's future are bright.

Kenyon College



A Self-Study Report

**Prepared for the Commission on Institutions of Higher Education
of the North Central Association of Colleges and Schools**

June 30, 2000

Gambier, Ohio

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Appendix 6-A	Report on Library and Information Services of Kenyon College
Appendix 6-B	Consultant's Report on Information and Computer Services
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Appendix 7-A	Ethnicity Trends and Comparisons
Appendix 7-B	Kenyon Swimmers and Financial Aid
Appendix 7-C	Kenyon College Honesty Survey, 1999

North Central Association General Institutional Requirements Report

North Central Association Basic Institutional Data Forms

Publications Which Accompany the Self-Study Report

Kenyon College Course of Study, 2000-2001

Kenyon College Student Handbook, 1999-2000

Kenyon College Handbook for Parents, 1999-2001

Kenyon College Faculty Handbook, 1999-2000

Kenyon College Administration and Staff Handbook, 1999

Kenyon College Financial Report, 1997-98

Kenyon College Financial Report, 1998-99

Cited Documents on File in the Self-Study Office

(Report page on which document is cited, in parentheses)

- Mission Statements of the Subcommittees of the Board of Trustees (p. 14)
- Mission Statements, Goals and Objectives for the Six Administrative Divisions (p. 14)
- "S.T.A.F.F. Survey of Annual Giving Programs: Examining Annual Giving Performance at Member Institutions in 1997-98" (p. 17)
- Claiming Our Place: The Campaign for Kenyon Operating Plan, April 1997 (p. 18)
- Kenyon College Report to North Central Association: "The Outcome Assessment Plan for the Assessment of Student Academic Achievement, April 1995" In addition, the NCA Assessment Plan Review Forms are on file. (p. 53)
- Final Report of the Task Force on Alcohol and Other Drugs (p. 99)
- NBBJ, "Kenyon College: Recreation, Fitness and Athletics Facilities Study," November 15, 1999 (p. 113)
- Guidelines for Faculty Recruitment and Hiring (p. 129)
- Kenyon College Office of Admissions Staff Handbook (p. 134)
- The Kenyon College Alumni Survey, 1998-99 (p. 136)

Introduction

Kenyon's Self-Study Process

Kenyon launched its current Self-Study in the late spring of 1998. The Steering Committee is composed of five faculty representing the various academic divisions of the College, three students, and four administrators from the Academic and Student Affairs Divisions. The names and titles of the Steering Committee members are listed at the end of this introduction.

The Steering Committee began its work by reviewing Kenyon's 1990 Self-Study, the 1991 report from the North Central Association evaluation team, and the College's 1995 plan for the assessment of student outcomes. The Committee then devoted much of its time in 1998-99 to reviewing and developing proposals for revision of Kenyon's general education outcome assessment program and to constructing and conducting several surveys of Kenyon constituencies. The Committee's analysis of and suggested revisions to Kenyon's general education outcome assessment plan are explained in Chapter Three.

The major constituencies surveyed by the Steering Committee included faculty (one survey of curricular goals and another of opinions on a range of issues), alumni (one in-house survey and one Higher Education Data Sharing Consortium comparative survey), parents, administrators, staff, and students (the Cooperative Institutional Research Program survey of first-year students, the College Student Survey of seniors, and a survey of students concerning Kenyon's honesty in dealing with students and prospective students). The findings of these surveys appear throughout this report, and an appendix is devoted to each of the surveys, including a full report of findings and a copy of the survey instrument.

The College adopted the Steering Committee's suggested revisions in Kenyon's general education outcome assessment plan in January 1999 and the Steering Committee subsequently assisted in the initial implementation of these revisions. In the spring and summer of 1999 the results of the various surveys were tabulated and analyzed and information in support of the Self-Study was gathered from various administrative offices.

In the fall of 1999 the Steering Committee appointed six subcommittees to draft reports for the chapters of this report. The standing committees of the Faculty and College administrators were also asked for reports on their areas of responsibility. These reports were evaluated by the Steering Committee, additional information was requested and assembled, and a draft of this report was prepared and distributed to various campus constituencies for comments and suggestions. Finally, the Steering Committee reviewed the comments and revised the report.

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Membership of the Self-Study Steering Committee

Jean Blacker, Associate Professor of French

Camilla Cai, Associate Professor of Music

Bruce L. Gensemer, Professor of Economics, Self-Study Coordinator

Bradley A. Hartlaub, Associate Professor of Mathematics

Llewellyn S. Jones, '01

Bridget M. McVie, '01

Gregory P. Spaid, Associate Provost, Professor of Art

Alys L. Spensley, '01

Cheryl L. Steele, Associate Dean of Students

Kristen C. Whittier, Executive Assistant to the President and Provost

Jon L. Williams, Samuel B. Cummings Jr. Professor of Psychology

Douglas W. Zipp, Dean of Residential Life

Chapter One

Administration of the College

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Conclusions and Recommendations

NCA Criterion One

The Steering Committee concludes that Kenyon meets criterion one of the North Central Association's criteria for accreditation: "The institution has clear and publically stated purposes consistent with its mission and appropriate to an institution of higher education." The mission and goals are clear and the six administrative divisions work well together to pursue them. The College's administrators are fully committed to maintaining and improving Kenyon's excellent educational program of liberal education in a residential environment. Subsequent chapters show that Kenyon faculty and students are also involved in important College decisions and share the commitment to provide an excellent liberal education.

NCA Criterion Two

Kenyon also meets the North Central Association's criterion two: "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." The College is well governed, with an actively involved Board of Trustees and a Senior Staff which is a powerful and effective decision making body. The College has shown a consistent focus on the essential needs of the academic program and outstanding fiscal discipline.

Over the past decade four of the six administrative divisions have enjoyed stability and well-defined and well-understood organizational structures, policies, and procedures. These divisions are also supervised by experienced, effective leaders. The Academic Division has also been administered by effective leaders but has experienced much turnover and several reorganizations in recent years. These reorganizations seem to be addressing well the growing responsibilities in this area. Despite the high turnover in recent years, academic administrators have launched several important initiatives. The Library and Information Services Division was totally reorganized several years ago, as explained in Chapter Six.

The quality and organization of Kenyon's Faculty are addressed in Chapter Two. As a residential college, the Student Affairs Division is also critical to Kenyon's success, and its programs and services are evaluated in Chapter Five. In Chapter Six this report evaluates the extent to which Kenyon's physical plant and academic facilities promote the mission of the College.

NCA Criterion Four

The Steering Committee is also convinced that Kenyon meets the North Central Association's criterion four: "The institution can continue to accomplish its purposes and strengthen its educational effectiveness." Kenyon's resource base, while modest when compared with other colleges in Kenyon's comparison group, is fully capable of continuing to support the academic program and to provide the services needed by residential students. The success to date of Kenyon's current capital campaign indicates that Kenyon's financial support will continue to grow in the future, as it must. The success of Kenyon's annual giving programs also reflects the high esteem in which the College is held by its constituencies, and this bodes well for future financial support. That said, Kenyon's relatively modest endowment continues to concern administrators and Trustees, and endowment growth must remain one of the College's primary priorities.

Kenyon's ability to continue improving its academic programs will also benefit from the College's assessment of student, faculty, and administrator performance and its thoughtful use of this information when making resource allocation decisions. Assessment issues are addressed in Chapters Two, Three and Four.

Recommendations

The Steering Committee believes that Kenyon would be well served by developing a significant institutional research capability. This would require gathering to the center the currently scattered data on students' academic performance and extracurricular activities, the Faculty's professional activities, assessment reports, admissions records, statistical information on College compensation of personnel, and historical budget and expenditure reports. Institutional research almost always requires the ability to gather, combine and analyze information from various offices. Kenyon should also continue its recently reinstated membership in the highly effective HEDS Consortium. The College has much to learn from the practices and performance of peer institutions, so consortial participation is valuable.

Senior Staff is fully aware of the chronic problem of residence hall overcrowding over the past decade. The College became significantly more selective in its admissions decisions for the class of 2004, although this creates a risk of enrollment below the target for this class. This reflects a willingness to permit overall enrollment to gradually fall to the target level of 1,520 students, and thus to reduce or eliminate overcrowding. The Steering Committee encourages Senior Staff to continue this effort, since it will enhance the quality of student residential life. The large September lists that result from over-enrollment are convenient for funding one-time expenditures but do not contribute to planful resource allocation decisions.

According to the Administration and Staff Survey, about one-half of administrators and staff members believe that their salaries are not competitive with those elsewhere. The Director of Human Resources currently compares salaries only when a position opening must be advertised or

when someone complains. Better understanding of salary issues is needed, so the Steering Committee believes that Kenyon should periodically make a more systematic and comprehensive study of comparative salaries and communicate the results to employees. It would also seem prudent for the Office of Human Resources to begin a systematic program of job classification reviews, perhaps relying on the assistance of an outside consultant. The recently completed review of academic department assistant positions revealed the value of job classification reviews.

Given Kenyon's long, proud history as an independent institution and its rather secluded location, the College must guard against becoming insular or parochial. One way to do this is to recruit administrators, faculty and students from far and wide, which the College does. Another way is to rely on periodic external review of programs. The Steering Committee believes that the College's decision to hold periodic external reviews of academic departments was a very significant step forward in this regard. As explained fully in Chapter Four, these external reviews have proven useful to most of the academic departments. Kenyon should now take the next logical step, which is to schedule an external review in each administrative division of the College once each decade. In those divisions with several distinct programs, at least one of the principal programs should be included in each external review.

Chapter Two

The Faculty

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Conclusions and Recommendations

NCA Criterion Two

The Steering Committee concludes that the quality and organization of the Kenyon Faculty fully meet the requirements of the North Central Association's accreditation criterion two, "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." Kenyon's faculty possess excellent educational credentials and are dedicated to teaching undergraduates. The great satisfaction with the Kenyon faculty expressed by students, parents, and alumni/ae demonstrates the success of Kenyon's educational enterprise. Most faculty are also active and productive scholars. The Faculty has improved its governance system over the past decade to address concerns raised in 1990. The Executive Committee has become especially effective. Faculty dissension has also waned and morale has improved. The system for evaluation of faculty is elaborate and time consuming but also effective, especially with the creation of the Tenure and Promotion Committee. The new standard course evaluation form may also improve the evaluation process in the future.

Recommendations

The College should address the need for resources to improve its support of the Faculty. Over the past decade Kenyon's faculty salaries have increased significantly more slowly than those of Kenyon's comparison group of colleges. The Steering Committee believes that over the next decade faculty salaries at Kenyon should increase faster than the average rate of increase for the colleges in Kenyon's comparison group. This would permit the College to improve its competitiveness when hiring faculty. If Kenyon salaries continue to slip further below those in the comparison group, Kenyon will find it increasingly difficult to attract and retain outstanding teacher-scholars.

Kenyon needs adequate records of the professional activity of faculty in order to evaluate the scholarly activities of the Faculty as a whole and to measure progress over time. All faculty must be prevailed upon to cooperate. One reason for lack of cooperation by some faculty in the past is the (essentially correct) impression that little was ever done with their Professional Activity Reports. The Steering Committee recommends that the academic administration prepare annual reports on the scholarly activities of the Faculty and make this information available for inspection by faculty members.

Chapter Three

General Education and Outcomes Assessment

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Conclusions and Recommendations

NCA Criterion Three

This chapter and the next one address the North Central Association's criterion three for accreditation: "The institution is accomplishing its educational and other purposes." To satisfy this criterion a college must have a sound, coherent academic program and must also have an assessment program that effectively evaluates student achievement and uses the findings to inform the process of allocating resources.

The Steering Committee believes that Kenyon has established clear and laudable goals for the general education of its students and offers an academic program that pursues those goals with vigor and effectiveness. Kenyon's program features capable and motivated students, qualified and dedicated teachers, and strong administrative support. Kenyon alumni/ae are highly enthusiastic about Kenyon's contributions to their personal and professional lives, and their enthusiasm compares favorably with that of the alumni/ae of the peer colleges studied.

Turning to general education outcome assessment, Kenyon has been rather slow to implement its 1995 outcome assessment plan. The Steering Committee also found serious flaws in the portfolio component of this plan. It might have been easier to revive the portfolio program, but the Steering Committee preferred to significantly modify the outcome assessment plan and to help the College begin implementing the modified plan. This task has required a great deal of the Steering Committee's time, but the early results are promising. Kenyon is well on the way to implementing a general education outcome assessment program that fits Kenyon's tradition of teaching general education skills within the context of specific disciplines. The plan also capitalizes on the tradition among Kenyon faculty of routinely assessing and then modifying the courses and programs offered by the academic departments. In the past this has usually been done informally, and some Kenyon faculty have been slow to accept the need for a more formal assessment program which produces documentation. However, much progress has been made in twenty months. The Steering Committee believes that both administrators and faculty are beginning to understand the importance of the systematic assessment of student achievement. The value of the assessment program will become apparent when outcome assessment can be shown to have influenced resource allocation decisions.

NCA Criterion Four

The North Central Association's criterion four states "the institution can continue to accomplish its purposes and strengthen its educational effectiveness." The financial base, fiscal discipline, and planning needed to meet this criterion are addressed in Chapter One. Another important aspect of meeting criterion four is having effective decision-making processes. Kenyon's just-completed curricular review is an example of the way difficult academic decisions should be made. The faculty governance system organized the debate effectively and academic administrators played both leading and supportive roles. The review process was marked by much spirited but collegial dialogue among faculty who hold very different views of how best to pursue common goals. The Faculty and student body are more diverse than ever before, but the degree of consensus about general education goals has also grown over the past decade. Kenyon's ability to continue making difficult decisions and meeting its educational goals is stronger than ever before.

Recommendations

One of Kenyon's primary tasks over the next several years is to refine its recently modified general outcome assessment program and to establish it as a regular, routine aspect of college life for faculty, students, and administrators.

Kenyon should commit to using a standardized test of general education skills, such as the ETS Academic Profile, on a pre-test and post-test basis. This will permit Kenyon to track the progress its students make toward mastery of basic skills and knowledge. The Resource Allocation and Assessment Subcommittee should use its evaluation of the test results, together with the results of the departmentally-based general education outcome assessments, to inform its recommendations for budgetary initiatives.

Kenyon's academic advising system for first-year and second-year students could be improved. The Steering Committee believes that the recently created handbook for faculty advisors is promising. Further efforts to strengthen the orientation and training of underclass faculty advisors would be helpful.

Chapter Four

Focused Academic Programs

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Conclusions and Recommendations

NCA Criterion Three

As stated in the conclusions of Chapter Three, the Steering Committee has concluded that Kenyon meets criterion three of the North Central Association's criteria for accreditation: "The institution is accomplishing its educational purposes." Kenyon's majors and other academic programs are focused, coherent, and challenging. Faculty spend a great deal of time on program building beyond their preparation for specific courses. The Senior Exercise, honors program, and collaborative research opportunities all reflect the seriousness with which Kenyon faculty approach the task of providing meaningful opportunities for students to gain in-depth knowledge and advanced skills. Kenyon's majors, concentrations, and minors all focus on both disciplinary or interdisciplinary goals and selected general education objectives. This is reflected in the department mission statements and in the content and format of the Senior Exercises. Kenyon succeeds in fostering intellectual interaction between students and faculty in a variety of ways, in regular courses, seminars, the honors program, independent study, collaborative summer research and synoptic majors. Rigor is provided in each program by the existence of the Senior Exercise, the use of outside academic scholars to evaluate the work of honors candidates, the public presentations of the summer research scholars, and the periodic external evaluations of major programs.

Kenyon's long-standing use of the Senior Exercise and the cycle of external department reviews since 1993 serve as important assessments of student achievement and of the major programs. All departments have at one time or another modified their programs in response to an analysis of their students' performance on the Senior Exercise. Several departments have undertaken especially significant program adjustments as a result of their departmental self-studies and external reviews. Since the more formal reporting requirements for departmental assessment of student outcomes were introduced in 1995, nearly all departments have begun to report more thoroughly on their assessment activities. Also, departments have begun to use more comprehensive measures of student achievement than ever before, and several have adopted more objective instruments than those used in the past.

Kenyon has not fully adjusted to the new climate of more formal and objective assessment of student outcomes, but progress is being made. The Associate Provost who serves as outcome assessment coordinator and the new Resource Allocation and Assessment Subcommittee of the Executive

Committee have begun the complex task of learning how to make effective use of the annual Departmental Outcome Assessment Reports.

Recommendations

Kenyon's outcome assessment program is well established for the disciplinary major programs, and much of it should be extended to the interdisciplinary major programs and concentrations. In particular, the interdisciplinary major programs should become subject to the assessment requirements which apply to departmental major programs. Otherwise, they will not be sufficiently accountable. The College should also extend the requirement of periodic external reviews to each of the interdisciplinary concentrations. However, it is not necessary to require the directors of the interdisciplinary concentrations to undertake annual outcome assessment.

The Steering Committee recommends that the academic administration devote significant attention on a continuing basis to assessment of student outcomes. Faculty are not enthusiastic about assessment, and many department chairs have limited understanding of what is expected. The success of outcomes assessment will thus depend upon strong administrative leadership.

Finally, the Steering Committee recommends that the international education program be subjected to periodic external reviews. Due to the large proportion of Kenyon students who participate in off-campus study, international education is one of Kenyon's largest academic programs. Furthermore, faculty interest in international education is dispersed across most disciplines, without any one academic department having responsibility for policy decisions. The standing committees of the Faculty have neither the time nor expertise to evaluate the full range of off-campus study options and policies. Periodic external reviews of the international education program would contribute significantly to its strength.

Chapter Five

Student Life

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Conclusions and Recommendations

NCA Criterion Three

The Steering Committee believes that Kenyon fully satisfies the North Central Association's reaccreditation criterion three: "The institution is accomplishing its educational and other purposes."

In particular, this criterion requires the college to provide "student services that effectively support the institution's purposes." Kenyon's dedicated Student Affairs professionals, assisted by student workers and volunteers and by faculty, provide a residential environment that promotes Kenyon's educational mission. The Student Affairs programs help students mature into responsible, caring, effective citizens. An excellent working relationship exists between Student Affairs staff members and faculty. The residential environment at Kenyon is one of Kenyon's very important strengths.

Recommendations Concerning Residential Life

The Steering Committee recommends that the College reduce the overcrowding in residence halls, either by providing more residential facilities, reducing the size of the student population, or both. Doing so will permit the College to restore lounges in several halls, provide more flexibility to deal with roommate conflicts and other special problems, and reduce the number of students required to live off campus. If additional housing is provided, it should include single rooms, given the strong preference for them by many students.

The Steering Committee also believes that the College should create an International House residential facility. If provided with adequate program funding, such a facility would enhance the multicultural experiences of students and focus increased attention on diverse cultures. The programs of the International House should be developed in cooperation with members of the Modern Languages and Literatures Department and the Office of International Education.

The Steering Committee recommends that Kenyon promptly require that first-year student residences be smoke-free. All upperclass residences should become smoke-free within a very short time thereafter. Kenyon should not continue to create smokers as it has in the past. Smoke-free residences will offer both a healthier and more enjoyable environment for the majority of students, who do not smoke.

The Steering Committee finds that the kitchen and serving area in Peirce Hall are seriously inadequate. In order to prepare and serve more adequately the present volume of meals, both the kitchen and serving area should be expanded and properly equipped. This expansion will probably require an addition to the south side of Peirce Hall.

Recommendations Concerning Physical and Mental Health

Given the very high student demand for a physician's services, and considering the view by both advisory boards that a female physician should be added to the staff, the Steering Committee recommends that a female physician be retained on a part-time basis.

The Steering Committee recommends that the Kenyon community study the balance between the resources devoted to varsity athletics and those devoted to the fitness and recreation of the 83% of students who are not on varsity teams. Given its isolation, the College should also seek to serve the fitness and recreation needs of the faculty, administration and staff. In recent years it appears that the fitness and recreation needs of the community have received too little attention. The Steering Committee believes that more personnel and facilities should be allocated to the fitness needs of the community. The current planning for expanded athletic and fitness facilities presents an excellent opportunity for a careful review of priorities.

Recommendations Concerning Social Life

The Steering Committee recommends that the College eliminate all parties at which alcohol is served from residence halls. Instead, the College should permit student groups to hold parties at which alcohol is served in Peirce Hall (in Philander's Pub, Upper Dempsey, or Lower Dempsey) and in Gund Commons (in the lounge or dining room). Fraternities would continue to be permitted to hold parties at which alcohol is served at their lodges. This policy would make all of the lounges in the historic residence halls available for non-alcoholic parties and gatherings, thus increasing substantially the opportunities for and attractiveness of non-alcoholic events. The Steering Committee believes that the policy would contribute to reducing the dominance of alcohol in student social life. Removing alcohol from the residence hall lounges would also reduce the considerable irritation felt by students who reside in nearby rooms. Finally, moving alcoholic events from the residence hall lounges to more neutral sites may reduce instances of unwanted sexual behavior and date rape.

The Steering Committee recommends that the Multicultural Affairs Office expand its programs so as to address the needs of all minorities, and that it clarify its mission to the larger community. As Student Affairs staff are hired in the future, attention should be given to seeking representation from several different minority cultures.

Given the number of student groups active on campus, space for meetings is extremely scarce. The Steering Committee recommends that the College provide a number of additional rooms for meetings of ten to twenty-five people. Also, an additional medium-sized performance space with a stage should be created, since this would permit an expansion of popular, alcohol-free student programs.

In recent years the College administration has considered relocating the College Relations offices from the center of the village to the north side. The Steering Committee recommends that this be done so that these centrally located facilities can be devoted to student activities and services. The Committee believes that it is more important that student-oriented facilities be located in the center of town than it is for the College Relations Division to remain there. Students could use these facilities for meeting rooms and a performance space, and the facilities could also house the Career Development Center and other student affairs staff offices.

The Steering Committee recommends that the performance of the Office of Security and Safety be reviewed by a team of people representing various constituencies. This Office should coordinate its services much more closely with the Student Affairs staff. The College should consider reassigning this Office from the Finance Division to the Student Affairs Division in order to better facilitate the needed coordination.

A General Recommendation

In a residential college of more than 1,500 students, medical, psychological, interpersonal, and academic emergencies inevitably arise rather frequently, as do violations of college regulations. By tradition at Kenyon, most of these cases have been handled by one of the five Deans, usually with assistance from other persons. This tradition ensures an appropriate College response to these crises and problems, and Kenyon's crisis response has been outstanding. However, giving due attention to these frequent crises appears to interfere with the ability of the Deans to devote significant blocks of time to program review, coordination of the interdependent services offered by various offices, consideration of how best to deploy resources, and creative long-range planning. The Steering Committee recommends that this issue of how best to use the Deans' time be considered by the Student Affairs staff. Perhaps it would be possible, for instance, to assign the lead responsibility for more of the medical and psychological emergencies to members of the Health and Counseling staff.

Chapter Six

Facilities and Information Services

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Conclusions and Recommendations

NCA Criterion Two

As stated in Chapter One, the Steering Committee has concluded that Kenyon meets the North Central Association's criterion two: "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes." The review of facilities in this chapter demonstrates that Kenyon has the facilities needed to support its academic program. Kenyon also maintains its campus buildings well. The current capital campaign was designed to meet the highest priority needs, and the new music and science buildings will certainly strengthen the curriculum. Kenyon's classrooms, laboratories, studios, libraries, computing network, and computer hardware are satisfactory. The new science and music facilities will support a significant increase in collaborative student-faculty research. The College is financially capable of maintaining its physical plant in the future, given the continuing expansion of the funded depreciation budget. Planning for new fitness, recreation, and athletic facilities is progressing.

Recommendations Concerning Facilities

Several of Kenyon's unmet facility needs relate directly to the quality of students' residential life on campus. Senior Staff's commitment to reducing or eliminating overcrowding in the residence halls is important and commendable.

Residential and community life would also be improved greatly by construction of new fitness and recreation facilities. The current level of frustration among users and potential users is very high, so meeting at least some of these needs would boost morale significantly. A new indoor fitness center could meet the needs for weight and training rooms, aerobic fitness rooms, exercise rooms, courts, a track, a recreational swimming pool, the associated locker and storage rooms, and offices.

Once the science complex is completed, the most important academic facility needs would appear to be periodic upgrading of the technology in classrooms, laboratories, and studios. Other priorities should include space for the new language laboratory, storage space for Dance and Drama, and improved and more centrally-located studios for art.

The Steering Committee is concerned about the services of the Maintenance Department. The College should consider outsourcing even more repair and renovation work than is done currently. The Steering Committee also recommends that supervision and communication be strengthened so as to improve both the quality of service and morale of the staff.

Recommendations Concerning the Library and Information Services Division

The Steering Committee has devoted considerable attention to Kenyon's Library and Information Services Division. Given the dissatisfaction with computing services on campus, the Steering Committee strongly recommends that within two years an outside team of consultants be engaged to evaluate the Division's client services. The team should also investigate the Division's organization, planning, use of staff, library collections, and facilities. By that time the new organization of division personnel ought to be well established, and it ought to be possible to evaluate the new policy of hiring most staff with library science rather than computing degrees. The Todd report in 1996 demonstrated that an expert with long experience in technology and administration at a leading liberal arts college can offer Kenyon useful insights and recommendations.

In the meantime, the Division should establish the goal of improving communication with clients as its first priority. Division administrators should be willing to explain to their constituencies their plans, schedules, problems, and mistakes. They should respond to user concerns promptly and openly. They should initiate outreach efforts to train users and to provide them with adequate documentation.

A second priority for the Division should be to improve its response to problems and complaints. The Helpline should be staffed all day and all evening during the week by professional staff. Reliance on voice mail and untrained student assistants is inadequate. Problem tracking software should be used to help prepare periodic reports to the community on the types and patterns of problems reported, the fraction of problems resolved within a week, etc.

Finally, the Steering Committee recommends that the Division frame its objectives and plans in more specific, measurable terms. This would enable clients to better understand what is being attempted. It would also permit administrators and faculty to better judge the extent to which the Division's objectives and plans have been realized. Accountability needs to be improved.

Chapter Seven

Diversity and Integrity

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Conclusions and Recommendations

NCA Criterion Five

The Steering Committee concludes that Kenyon meets the North Central Association's Criterion Five: "The institution demonstrates integrity in its practices and relationships." One dimension of the College's integrity is the College's seriousness in pursuing its professed goal of offering Kenyon students rich opportunities to learn about diverse cultures. All of Kenyon's constituencies would prefer that the community become more ethnically diverse than it is, and Senior Staff has shown a willingness to devote significant resources to recruiting a more diverse student body. Faculty too have shown this concern in their searches to fill faculty positions. These commitments have succeeded in raising the minority populations of both students and faculty over the past decade, although not as rapidly as most members of the community would like.

The Steering Committee believes that Kenyon's communications to internal and external constituencies are honest and accurate. The College makes significant continuing efforts to ensure the integrity of publications and the accuracy of what those who represent Kenyon tell prospective students and donors. The Admissions and College Relations Divisions are open and honest. The Admissions Office maintains excellent relationships with high-school counselors, and College Relations actively involves parents and alumni/ae in the operation of the College.

The Steering Committee believes that Kenyon has consistently acted ethically and responsibly in its consortial relationships, including the Great Lakes Colleges Association, the Five Colleges of Ohio, the North Coast Athletic Conference, and the HEDS Consortium. Kenyon also follows policies which are designed to ensure nondiscriminatory treatment of students and employees and to respond to grievances. Issues concerning harassment and grievance procedures are addressed in Chapter One.

Recommendations

As Kenyon continues its efforts to diversify the student body, the College should institute a major new initiative to recruit foreign students. The International Education Office should assist Admissions in this effort.

One particularly attractive way to reduce overcrowding in Kenyon's residence halls would be to create an International House on campus, as mentioned in Chapters Five and Six. Even if new residences are not built, serious consideration should be given to devoting an existing facility to an International House. This residence hall could help provide support to foreign students and to American students desiring a multicultural living experience. Finally, programs sponsored by an International House could help focus community attention on international and multicultural issues.

The Steering Committee is unaware of a lack of integrity in Kenyon's varsity athletic programs. However, the College is not well served by permitting coaches essentially complete autonomy in their communications with prospective athletes. The Steering Committee recommends that rigorous oversight be initiated to ensure that integrity is maintained in this important area. No publications should be permitted to be mailed to prospective student athletes until they have been thoroughly reviewed by the Public Affairs Office.

The Steering Committee believes that an important guarantee of Kenyon's integrity is provided by regular surveys of the College's various constituencies. While these surveys also serve other important purposes, they provide a means to ascertain the effectiveness and accuracy of Kenyon's publications and other communications. Specifically, the College should continue to administer the Parent Survey and the HEDS Consortium Alumni/ae Survey on a regular cycle of four or five years. In addition, the College should continue to administer an annual opinion survey to seniors, and the survey should include questions dealing with the College's integrity.

Overall Conclusion

The Self-Study Steering Committee concludes that Kenyon deserves reaccreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Kenyon fully satisfies all five of the Association's reaccreditation criteria and meets the Association's General Institutional Requirements. The Steering Committee's two-year examination of all facets of Kenyon's operation has proven educational and heartening for every committee member. Although the Steering Committee has offered recommendations for improvements, the Committee believes that Kenyon has focused its energies effectively on providing an excellent liberal arts education in a supportive residential environment. This Self-Study Report demonstrates that Kenyon has improved in many ways over the past decade and that prospects for the College's future are bright.