

Faculty meeting Agenda
December 8, 2008
Higley Auditorium
4:15-5:45 p.m.

Refreshments will be available before the meeting at 4:00 p.m. in the Higley Lobby.

- I. Approval of Minutes of October 13, 2008, pp. 2-6
- II. New Business
 - A. Motion to approve slate of December 2008 graduates (Ms. Ellen Harbourt, Registrar).
 - B. Motion to amend section 4.11 (Grants and Procedures) of the *Faculty Handbook*, FAC (Professor Jon Tazewell, Chair, and Ms. Sarah Kahrl, Vice-President for Public Relations), pp. 27-36
 - C. Motion to amend the *College Catalog* regarding the transfer of grades for the Kenyon Exeter Program and the Kenyon Honduras Program, CAS (Professor Brad Hartlaub, Chair), p. 40
 - D. Reaccreditation Update (Professor Laurie Finke), pp. 7-13
- III. Administrative Reports
 - A. Report of the President (oral report), President Georgia Nugent
 - B. Report of the Provost, Interim Provost Howard Sacks, pp. 14-15
 - C. Reports of the Associate Provosts
 - 1. Associate Provost Ric Sheffield, pp. 16-17
 - 2. Associate Provost Paula Turner, pp. 18-19
 - D. Report of the Dean of Students, Dean Tammy Gocial, pp. 20-21
 - E. Report of the Vice President of LBIS, Interim Vice President, Ron Griggs, pp. 22-25
- IV. General Forum
- V. Standing Committee Reports
 - A. Executive Committee, Professor Pamela Jensen, p. 26
 - B. Faculty Affairs Committee, Professor Jon Tazewell, pp. 27-36
 - C. Curricular Policy Committee, Professor Jim Carson, pp. 37-39
 - D. Committee on Academic Standards, Professor Brad Hartlaub, pp. 40-45
 - E. RAAS, Professor Scott Cummings, pp. 46-47
 - F. Campus Senate, Professor Jeff Bowman, p. 48
- VI. Announcements
- VII. Adjournment

Faculty Meeting Minutes – October 13, 2008

The salubrious weather guaranteeing that the faculty arrived chatty and unsoaked in Brandi, the 4:15 p.m. meeting was called to order by Chair Jensen at 4:21 p.m. She announced that hard on its heels would follow the long-awaited reception to honor the recipients of tenure and promotion to full professor. She thanked Ms. Faust and Ms. Peelle for making the arrangements for the meeting and keeping the website up to date and thanked Joyce Klein for preparing the reception. The Chair then asked for additions or corrections to the (hitherto tabled) April 2007 minutes, and, hearing none, called for the ayes for their approval, the measure passing with apparent unanimity. Another shot, this time for the September 2008 minutes, produced a correction by Associate Provost Turner, who pointed out that she and Professor Edwards had been cited in the minutes as acting in their own capacities when in fact it was as members of a PACT sub-committee, which sub-committee deserved the credit. Thereupon, the minutes were approved, again with apparent unanimity.

Under the heading of New Business, the Chair introduced Reaccreditation Coordinator Prof. Finke. She said that progress was being made on the Saturday, November 1 collegiate conversation but warned that the survey, which will provide grist for November's mill, was to close this Wednesday. Prof. Finke noted that child care would be available and applications for it would very soon be on the website. She asked for questions, but there were none.

President Nugent gave the first Administrative Report, on the subject of Kenyon's financial situation. Having found that, despite the use of props, her stated intention of leaving town with a suitcase full of what she said were "unmarked bills" was penetrated all too readily in its jocularity, President Nugent announced cheerfully that the sky was not falling, all was not gloom and doom. Kenyon's legendary and continuing frugality and prudence would continue to assure our longevity. While others reportedly were having trouble meeting payrolls and felt under compulsion to consider eliminating positions, we were not. She would speak, specifically, to our market exposure, our prospective gifts, and our prospective tuition and budget. Then she would summarize.

1) Market exposure: This was, unusually, a good time to be as tuition dependent (75-80%) as we are. Only 7% of our nearly \$100 million operating budget is supported by endowment. Further, even that portion is heavily buffered in the calculations that affect future budgets. First, our portfolio is highly diversified. In principle, this is a Good Thing, though in the current general meltdown it doesn't help much. Second, credit must be given to Joe Nelson and Terri Blanchard for inventing such soothing smoothing mechanisms as a) a 3 year basis for the operating budget so that annual swings and roundabouts tend to cancel each other out and b) another buffering formula exposes only 30% of that circa 7% of the operating budget to the comparative rigors of the 3 year rule, figuring the remaining 70% of the circa 7% (so—what?--about 5%?) yet more conservatively according to unspecified (but no doubt reassuring) criteria. The effect on this year's budget would be no more than \$25 K out of a total operating budget of roughly \$95 million. The effect on next year's budget though was as yet unknown. Likely we would have lower revenue expectations and thus lower budgetary expectations as well. Kenyon also has a lot of debt but fortunately in recent days the volatility of the relevant market seemed to be easing and stability re-emerging. Overall, therefore, we did not face terribly pressing problems from our market exposure.

2) Gifts: So far, so good was the watchword. But, despite the professionally appropriate optimism of Vice President Kahrl, this was unlikely to continue, the President suggested. Kenyon donors are, as a rule, loyal and long-term donors. But we may well see a longer time line for some gifts and some downward expectations of size. This would affect next year's budget.

3) Tuition and Budget: the current model for next year's budget projects both a 5.5% tuition increase and a \$1/4 million dollar deficit. Under the circumstances, a lower tuition increase might be in the cards, with a correspondingly larger deficit. We will, under any circumstances, have a balanced budget, but it may be harder to work out than the usual task, which often involves a deficit of the current size. We may be helped in some way by the storm cloud's silver lining in the form of an inflation reserve, which estimates an increase of 2.7%, a figure

which, in turn, and under current depressive circumstances, might actually be a little high. Then there was the currently unanswerable conundrum of just what the effect of the downturn would be on Kenyon families when it came to their willingness to pay our price. Also, requests for adjustments in financial aid are possible, and we are committed to making them were economic circumstances change markedly. The President did not expect us to have to go beyond our contingency funds in that regard, but it could affect next year's budget. The Trustees would meet on October 24 to discuss all this.

4) In summary, we are okay now but it will be hard to balance next year's budget. Things are changing all the time. At the moment, it doesn't look like we will have to pull the plug on projects but we may have to change time lines on them. The President promised to update the Faculty about the deliberations of the Board of Trustees. She asked for questions on this or any other topic but received none.

Provost Sacks gave the Provost's report. He announced that nominations for the Trustee Teaching Awards were due on October 31. Also, the Whiting Awards cycle was beginning. He reminded the faculty that this involved a Teaching Fellowship, which involved not teaching for a whole year, a Research Grant and a Summer Stipend. Those eligible to receive these awards should already have received an e mail from Ms. Faust. To be in the pool of those considered, eligible faculty should respond to that e mail with the required information. The Provost also urged the faculty to attend the November 1 collegiate conversation. Community was, he observed, like relationships; they both required ongoing work. Two provocative issues would be identified and discussed, though there would be no sex and violence. Responding to the resultant wave of disappointed sighs that swept the serried ranks, he quickly riposted, "I'll do whatever is necessary" (thus leaving the ultimate nature of the anticipated event somewhat obscure). Nonetheless, the Provost added, finding yet a third passion to appeal to, lunch would be at the President's expense. Thus, he summarized, he hoped the faculty would respond to the survey and attend the event.

The Provost then announced on behalf of Dean Martindell that she would be passing out beautiful posters made for first-year orientation after the meeting, and introduced Prof. C. Schumacher, the Chair of TPC, for remarks on the review process. He would return thereafter for questions.

Prof. C. Schumacher noted that candidates for review got information at a meeting with their Chair but that those expected to write letters were not similarly blessed. Thus, she had compiled some information for writers of letters of evaluation. 1) Pay attention to deadlines. Thus, when school started, no files for those coming up for promotion to full professor were complete, even though the deadline had been as early as August 1. This had not been fatal because, perhaps as a celestial gift to the courage of those who had agreed to stand for TPC last year when the weight of the task was not yet known, the schedule was a lot easier this year. But if delays were unavoidable, the reasons should be expeditiously communicated to the TPC Chair herself or to Amy Quinlivan. 2) Letters should be in Word and sent to Ms. Quinlivan. E mail should not be used; it makes transcription and editing a mess. 3) TPC letter style is formal; the candidate is always known as "Prof. X" and is not referred to either by first name, nickname, or endearing sobriquet. Thus, letter writers should make life easier for those who would cite them by calling Prof. X "Prof. X." 4) Letter writers should not refer to previous letters since they aren't available to TPC members. They should instead, where desired, quote from those letters. 5) Letter writers should make their case, citing evidence, even in what seem like open and shut cases. TPC must rely on the written dossier alone; even the best inside knowledge is valueless for the members of the committee unless it appears explicitly in the dossier. Letter writers should be both concrete and explicit in providing evidence. 6) Similarly, course evaluations should be addressed explicitly in a letter. If the department knows, for example, that a certain course always produces major kvetching, no matter who is teaching it, it needs to say so. 7) Scholarship too should be discussed directly and explicitly. The committee cannot be expected to know exactly what the colleague under review is doing unless someone says so and explains about it in detail. 8) As for the department letter, by now chairs should already have set up meetings for discussing their candidates in preparation for the composition of the department letter. The deadline is November 1 and it takes time after the meeting to get agreement on a text. In that regard, all appropriate department members have to sign a letter, even if there are minority positions or even minority letters. Also, a real

meeting is required and expected; it is not enough for a chair to ask for a few lines of text from every reviewing member to be pieced together into a department letter. Anyway, Prof. C. Schumacher warned, TPC can tell. 9) Chairs should make sure that the reviewing members actually read the scholarship so they can speak knowledgeably about it. 10) Service to the College outside the department often gets short shrift for lack of knowledge or attention. Reviewers are expected to find about it and to write about it. Prof. C. Schumacher asked for questions. Prof. Finke suggested sending information on such extra-departmental collegiate service to the relevant department chair; Ms. Peelle suggested sending it to her so she could put it on the website.

Provost Sacks returned and asked for questions of which there were none. The Chair noted that Associate Provost Turner would answer questions both about her report and Associate Provost Sheffield's, since he was in Vermont at a conference. Associate Provost Turner expressed her willingness to give it a shot. For herself, she announced that information for the education of new department and program chairs, particularly about the appropriate employment of administrative assistants was coming and urged that it be read. There were no questions, either for her or, through her, for Associate Provost Sheffield.

Next up was Dean of Students Gocial. Referring to her written report, she noted that 1) the CDC was developing a series of handouts on skills and competencies gained in particular disciplines. She asked for help from the faculty in identifying any such particular skills and competencies that we might plausibly wish to take credit for. Such lists would be shared with majors and minors. 2) The Dean of Students Office was seeking input on the new student orientation program; they were thinking of adding a half day and moving to a Thursday to Sunday schedule. 3) We were all invited to the dedication of the beautiful new Torah Ark on October 23. 4) Another hate crime, similar to last Fall's, had occurred and, while nothing public would be announced until the targets of the attack were talked with, Dean Gocial wanted us know that it had occurred and that measures were being taken. It involved defacing a poster of sexual misconduct advisors. There were no questions.

Vice President of LBIS Griggs reported on his report. Measurement of services was the theme. It appears that 80% of faculty requests for computer help were answered in the first 8 hours, 50% in the first hour in September. In that month, technical support of special events involved 7 events and 12 recordings. One event devolved into 19 speakers and 4 keynote speakers. Such measurements would continue and would be published either in FACPACK or on the website. Opinions about where were welcome. The next goal, Vice President Griggs continued, was to improve support of research and of information literacy training. To that end, LBIS was engaged in documenting the decline of the use of reference services. There were evident reasons for such a decline, like Google and on line search facilities, but it was nonetheless lamentable to lose the face to face contact with a real, live reference librarian. Also, since data was lacking on student research skills, LBIS was now getting a baseline of where they are when they come here. To illuminate the matter further, Vice President Griggs introduced Mr. Joe Murphy. Mr. Murphy reported that information was being sought in three areas. First, regarding past practice, first year students were being asked how many papers they had written that involved bibliographies. Second, they were being asked what they found hard or easy in research skills. Third, their skills were being tested. The survey would be repeated in the late Spring to see what they had learned in their first year and it would be repeated throughout their career at Kenyon and given to each new class as it entered on the same repeating basis so that we would eventually be able to see the cumulative effect of a Kenyon education on research skills. Unfortunately, there had been a low response rate so far, and the survey would close October 16. The faculty was thus encouraged to plug the survey and to tell students that, if they had lost their codes they could contact Mr. Murphy, who would restore them to them. He asked for questions and Prof. Esslinger obliged with one for Vice President Griggs. She would like to be able to send attachments, like a picture, to her class distribution list. Vice President Griggs explained that mailing lists for large groups have to have size limits but that, especially for small groups like class distribution lists, this can be changed. LBIS thus needs, he thought, to set up a procedure for making such requests. Prof. Rutkoff interjected that he had asked frequently for such a variance and invariably been told that it was impossible. Vice President Griggs apologized for what must have been a miscommunication, since it can be done. Prof. Slonczewski suggested, on the other hand,

that it would be better just to use the P drive for this purpose, which after all, was what the P drive was meant for in the first place. Student e mail accounts often have size limits on what they can receive, and often built-in time lags as well. This can be done more easily on the P drive, she contended. Vice President Griggs added that he wanted LBIS to be able to provide the service in either form.

Chair Jensen then began emceeding standing committee reports beginning with herself as Chair of Exec, but for whom there were no questions. Next was FAC Chair Tazewell, who thanked Prof. Hicks for agreeing to replace Prof. Krieg, who had resigned. He then turned to proposed legislation on grants which, however, was not yet ready to be submitted formally to the Faculty. Rather, he hoped for more comments. The new legislation as proposed was much more detailed and specific than the old, and concurs with actual policy. It was also based on the best practice of the Natural Sciences Division. It might be submitted as legislation as early as the next Faculty meeting, in December. But if concerns remain, there is no rush and it would be delayed further. He asked for questions. Prof. Gillen congratulated the committee on taking up such an important subject, but he said he was concerned that, while the old legislation had two faculty representatives, the new draft legislation spoke of one or two, appointed at the Provost's discretion. Given the importance of the grants in question to the faculty, perhaps more than one faculty representative was needed. Prof. Tazewell replied that it was a good question, but that faculty members are only required for an institutional grant. He asked if the faculty membership of the committee should be standing. Prof. Powell then expressed the hope that the committee would address the issue of making sure that the overhead figured in grants for particular projects really went to the projects and not just to the College as a whole. At other schools there were committees designed to assure that this happens. Prof. Rutkoff asked if this legislation understood itself as a bunch of security checks or as a fast walkway. Prof. Tazewell replied that it was the latter. The old view saw such grants negatively, as perhaps involving a conflict of interest. The new legislation—and here he thanked Ms. Peele for clearing the way for the “fast walkway”—would enable such grants. President Nugent praised Prof. Rutkoff's question. When she had arrived at Kenyon the general attitude had been negative. She was trying to encourage individual entrepreneurs. But of course, such a change required appropriate regulation. Ms. Peele noted that Meg Galipault would be glad to help but that she needed adequate lead times. Proposals need to be vetted, discussed with colleagues and time needs to be allowed for Ms. Galipault to work on them. Prof. C. Schumacher returned to Prof. Powell's question. Were no overhead funds now coming back to the project director? Prof. Powell replied that indirect costs are calculated as a percentage of the grant. The Project Director, however, has no control over those funds now. He had hoped that the Grants Committee would provide a venue for the necessary conversation about this question. Provost Sacks noted that the issue had arisen before. It seemed to him more a budgetary than a procedural issue. He suggested leaving it out of the current legislation but, he told Prof. Powell, “I hear you,” and promised that he would look into the matter. Prof. Tazewell concluded by urging faculty members to email him with questions and concerns and promised to take them back to the committee for consideration.

Prof. Carson took center stage as Chair of CPC. He reported on his report. First, Vice President Griggs had agreed to delay implementation of the pay for printing program until the next academic year. Second, our students now have access to the Ohio Textbook Portal. It provides cheap, digital textbooks. We should find out if what they have is what we need and use. And third, the LBIS subcommittee of CPC would like faculty members to suggest agenda items for it. He asked for questions. President Nugent noted that, while the Portal looked like a good thing in principle, it turns out, according to Interim Bookstore Manager Yvonne Farson, that there is very little overlap between what it provides and what we assign. Also, Portal texts are difficult to download and relatively expensive; used copies of books are as cheap. Thus it seems to have no great advantage for us now.

Prof. Hartlaub presented three items as well, for CAS. First, direct enrollment in international education is generally problematic. Transcripts don't arrive, or do arrive, but in foreign languages. The committee is not offering new legislation on the matter but notes that direct enrollment is prohibited except for two specified programs. Second, the committee had begun its review of international education programs with the venerable and admired Kenyon Exeter program, serving the needs of Kenyon English student now for 30 years. It was so venerable and admired

that we would adjust our rules to its practices. Third, the committee was beginning to review the Academic Infractions Board. There were no questions.

Prof. Cummings took the floor as Chair of RAAS and, as there were no questions, quickly gave it back. Ditto for Prof. Bowman, as Co-chair of Senate.

Chair Jensen then opened General Forum, noting that it might occur earlier in later meetings. Prof. Mauck remarked, as Chair of the Provost Search committee, that the profile of the desired Provost was being completed and that faculty should be encouraged to comment more on the desiderata as they saw them by emailing him. President Nugent reported on the search for a new Bookstore manager, chaired by Prof. Itagaki. The committee was diverse and broadly representative and there were 4 finalists, about whom the independently registered judgments of the committee and of our consultants were in agreement. While the search was going on, however, under the guidance of the consultants the process of improving the stock of the bookstore, among other things, was being jump-started. Also, the search for a permanent Vice President of LBIS would begin shortly; the committee was not yet quite complete. Prof. Tazewell then plugged the upcoming performances of *The Three Penny Opera*. Tickets would be at a premium since it was Parents Weekend, and, while Thursday and Saturday shows would begin at 8 p.m., Friday's would start at 8:30. Prof. I. Garcia then announced that the third installment of La Vida Loca film series was coming up on October 23 and it would conclude with a documentary in early November. Prof. Gebhardt, harking back to Prof. C. Schumacher's TPC advice to letter writers, said he had been very inspired by the immense care and commitment to detail that TPC exhibited. He expressed great admiration for the committee's work. Lively applause ensued.

President Nugent then rose to announce the imminent reception for those who had received tenure and promotion to full professor last Spring. Connecting her remarks to those of Prof. Gebhardt, she seconded his praise for the quality of TPC letters, but noted that it should be coupled with praise for the quality of those they had written letters about. The double experience of reading all the TPC letters was one of the most gratifying experiences of being Kenyon's president. She noted that we had a huge crop of tenure recipients. In alphabetical order they were: Profs. Aydin, Corrigan, Edmonds, Elkins, Hardy, Hemkin, Kramer, Krieg, Maguire, Payne, Peiris, Serfass, Sierra and Xiao. The full professor promotions had gone to Prof. Davidson, Melick and Tomita. Prolonged and enthusiastic applause followed the announcement of these lists, and, cresting on this wave of enthusiasm, in a dazzling display of executive prerogative, President Nugent prorogued the meeting, which adjourned without a formal vote or any apparent felt need of one at 5:35 p.m.

Respectfully submitted,

Fred Baumann
Secretary of the Faculty

Update on the Reaccreditation 2010 Self-Study December, 2008

By the end of the fall semester, the Reaccreditation 2010 Task Force will have completed the following preliminary documents.

1. A self-study design (see the reaccreditation website for a preliminary draft and timeline)
2. Working Paper on the History of Reaccreditation at Kenyon (with a focus on the 1990 and 2000 reviews)
3. Working Paper on the Essentially Kenyon Retreat (summary attached)
4. Working Paper on Kenyon's Mission Statement (first criterion for reaccreditation)

The seven working papers we will produce this year (4 more during spring term on the remaining four criteria) are not drafts of chapters for the self-study. Rather, they are our first pass through the Higher Learning Commission's criteria for accreditation. The audience we have in mind for the working papers is the campus community. The papers will organize information and data as we collect it. In them, we attempt 1) to understand what each of the Higher Learning Commission's criterion means for Kenyon, 2) to identify sources of evidence for each criterion, and 3) to identify places where further research is necessary. In addition, 4) we will use them to outline areas we think may pose challenges for us as a means of inviting the community to think through these challenges productively. We are currently in the process of identifying a mechanism for sharing these documents securely with the campus community and soliciting feedback. Once we have identified a secure mechanism, I will be sending out requests for feedback on these documents. I hope you will keep an eye out for those requests.

Note on participation: During the last reaccreditation cycle, which ended in 2000, the self-study was done by a Steering Committee of 12 and 6 subcommittees, involving nearly 50 members of the community directly in the task of researching and writing the self-study. Being sensitive to the faculty's frustration with administrative tasks that seem to take up more and more of our time, we have made a conscious decision this time around to streamline the self-study process and not create a large ad hoc committee structure to do the work (as most colleges do—some colleges of our size have as many as 17 committees for reaccreditation). Instead, we decided to maintain a single committee that will serve to collect and process the information and data we collect and distribute it to the community for analysis and feedback, using the governance structures we already have in place. Our hope is to work with offices, departments, committees, and individuals as their expertise warrants rather than asking large numbers of people to commit two years to the process. For this method to succeed, however, we need for members of the community to keep informed about the process and to offer prompt feedback as we ask for it. If we send you a request for information, please try to respond as quickly as possible. We have designed an extensive website (reaccreditation.kenyon.edu) to make our work as transparent as possible; the website aims both to inform members of the community about our progress and to collect and organize feedback from the community.

I am also including in this report a summary of the second working paper, which is a report back to the community on the Essentially Kenyon retreat. We plan to continue the conversations begun at that retreat in a series of community lunch discussions focusing on themes identified during the retreat. These will begin this week with a Faculty Lunch Table on assessment.

Essentially Kenyon: Setting Goals for the Reaccreditation Self-Study

One task the Reaccreditation Task Force set for itself this semester was to create a process to establish goals for the self-study that represent the interests of the community as widely as possible. The process we created was the Essentially Kenyon retreat, which included an open-ended survey that drew 283 responses and a half-day retreat on November 1, 2008 that drew about 100 participants. This working paper reports the responses and conversations this process initiated. The end of this summary includes a set of tentative goals for the

reaccreditation self-study that grew out of this process. These goals will create themes for the self-study that will enable it to go beyond simply responding to the Higher Learning Commission's criteria. It will allow the college's constituencies to define the terms of the institution's reaccreditation.

Some Themes: Identity and Mission

Despite some criticisms of the process (see below), there were several consistent themes that emerged from the surveys and conversations. What stands out in the data is a remarkable sense of agreement on the college's identity and mission. Three themes in particular were mentioned by almost all participants.

1. Kenyon College is a community as much as it is an institution; this is a value that is important to members of the college.
2. Kenyon is a place where student learning and teaching--and the teacher-student relationship-- is at the center of everything that we do.
3. Kenyon is a place that honors its traditions; yet, at the same time, the college must try to find ways to keep pace with the times. As one respondent put it, "Change within an enduring tradition is essentially Kenyon."

Community

It seems almost trite to say that the quality most valued by Kenyon students and employees is the sense of community, made possible by the college's rural location and small size. However, this was the single most frequent answer to the question "what are the qualities and ideas at Kenyon that are most enduring?", turning up in 183 of the responses. Community, for the respondents, means having "a sense of investment, responsibility, and accountability," "[taking] care of the place and [having] a sense of ownership in it," "involvement beyond retirement or graduation," "giving back to the community," "team work and collaboration," "sharing resources." Respondents pointed to specific places and practices that embody this community. Middle Path, the gravel path that runs through the entire campus and links the north and south ends, emerged as a geographical symbol for this community. Others pointed to the fact that everyone in Gambier, students, faculty, administrators, staff, and villagers alike must get their mail at the post office, another hub of Gambier activity. Some students pointed to the fact that all students eat in the same dining hall. It is fascinating the way small practices can become so powerfully symbolic of important values. While respondents attributed different meanings to the idea of community, a few common features emerged.

Friendship and warmth

Many felt that what makes Kenyon a community is that it is a friendly place where people know and care about one another. This was an especially salient meaning for students. 52 student responses drew upon a set of terms that describe personal face-to-face relationships in a positive way. These included "personal interaction," "bonding," "accepting," "welcoming," "supportive," "homey," "kindness," "friendliness," "tight-knit," "warmth," "caring," "haven."

Of course, there were respondents who noted, as one administrator succinctly put it, that Kenyon has a "commitment to the idea, though definitely not the practice of, community." Another described Kenyon's "caring" attitude as "coddling, letting students run the institution, and being afraid to educate them about dignity, respect, and the 'real world. Kenyon is a bubble, a place where experimentation is allowed without significant consequences." Another described Kenyon's notion of community as "elitism, authoritarian and hierarchical."

Diversity of Opinion/ Openness to Different Viewpoints

The belief that community at Kenyon means an openness to diverse perspectives and opinions was expressed in many student comments. One faculty member described community as "going beyond tolerance to the acceptance

and valuing of diverse perspectives and the serious engagement in respectful dialog across differences." Not everyone felt that members of the community live up to this value. "We need to build tolerance to divergent ideas, work against prejudice and elitism." Not everyone felt that community values embraced their beliefs. Some respondents felt that the college "is slanted toward liberalism and opinions of conservatism are dismissed, ridiculed." Others felt that it was too conservative. While some felt that increasing diversity will encourage greater open-mindedness and dialogue--"I find Kenyon to be essentially open-minded and interested in the challenges and opportunities that increasing diversity presents"--others suggested that the values of diversity and tolerance may well conflict with community values: "Our noble cause of increasing diversity will pose a challenge to our sense of community, so hard to maintain in the face of profound and real differences."

Threats to Community

Anything that keeps members of the community at arm's-length from one other tended to be viewed as a threat to the value of community: "We realize that the no-swipe card system perhaps isn't as safe...but we'd rather it was that way," wrote one student. Faculty respondents cited "more rapid faculty turnover (faculty are simply not here as long), less contact time between professors and students (in part because professors teach fewer courses and have more release time), faculty pressure for service and research (competing with class and one to one contact), faculty members not living at Kenyon, faculty members not knowing each other (a decline of the faculty community, no faculty center, club, whatever), email and 'other time-saving' devices that eat up a great deal of time" as barriers. Too much growth was seen as destructive of community values, as was commercialization. "The trend towards more industrial buildings is 'sanitizing' our unique charm and undermining much of Kenyon's appeal." The bookstore was most frequently cited as a symbol of this commercialization. Others pointed to behaviors that threaten the community. Students tended to criticize what they perceived as authoritarian measures that treated them like children. Faculty and staff tend to criticize childish behavior on the part of students. Comments like these invariably centered on students' consumption of alcohol, suggest that drinking and parties are a source of conflict within the community.

Teaching and Learning

"Kenyon values learning and creating in a community of diverse individuals. Highly effective faculty members share a learning environment with students of exceptional intellectual curiosity. Excellence in science is balanced by excellence in the arts and humanities. "This is how one faculty member characterized the teaching mission of the college. This belief that teaching and learning are at the center of all that the college does ran through all of the responses, from every constituency. There was widespread agreement that Kenyon was a liberal arts college and a surprisingly clear understanding about what that meant, not just from faculty. 34 responses specifically referred to Kenyon's liberal arts mission. The following response from a student is typical of that understanding: "Kenyon is a liberal arts college in the original meaning of the term, teaching critical thinking, requiring academic excellence, and, most importantly, encouraging a constant evaluation of our lives while we search for the "good life" - be it pursuit of Aristotelian virtue or a more modern conception." Several aspects of the liberal arts education were highly valued by respondents: most salient were academic excellence and rigor, the quality of faculty-student interactions, the non-competitive nature of learning, and open-mindedness.

Many respondents described academics at Kenyon as "rigorous, without being pressure-packed." Even when there was not widespread agreement that the college lives up to these ideals of academic rigor, there was near unanimity about the high quality of faculty-student interaction and the centrality of that value to measuring the college's academic success. All constituencies pointed to the intense interaction between faculty and students as a defining feature of academic life at Kenyon. Faculty and students create "meaningful and enduring bonds" both inside and outside of the classroom. The slogan of the last campaign, "learning in the company of friends," has become something of a cliché at Kenyon and yet this idea resonated in respondents' evaluation of teaching and learning at

Kenyon: "Most students are non-competitive and it is a genuinely cooperative learning environment."

Open-mindedness and a diversity of opinion were seen as necessary components not only of community but also of good learning. Students praised the way in which the college encourages "all to step out of their individual comfort zones and into discussions about the 'deeper questions' of life with those they might not normally talk with." A faculty member noted that "Despite the worries from the political fringes of both sides, the students and faculty are remarkably open to viewpoints differing from their own."

Barriers to Effective Teaching and Learning

Not everyone, however, believes that the college lives up to these ideals. The sources of frustration were variable. Some pointed to loss of academic rigor: ". . .when I think of what is essentially Kenyon I'd like to envision the classic liberal arts experience - that is, a small community where young bright students are eager to learn, eager to be challenged, and can do so in a safe and beautiful environment with caring, engaged and fair professors. However, in reality, this is not so. That is, while I do find the students (generally) smart, I also find them to be most concerned with getting the best grades with minimal effort. To that end, I also find a small portion of our students to be entitled and coddled. I also see some of my colleagues overworked and exhausted - and yet still very committed to the ideals of Kenyon." Students pointed to the inaccessibility of classes. Faculty worried about how the balance between teaching and scholarship affected the college's commitment to student learning

Challenges for Teaching and Learning

Some respondents praised Kenyon's commitment to a traditional liberal arts education. Still others felt that changes in the curriculum were necessary to maintain academic quality. Not surprisingly, since teaching and learning are at the center of the college's academic mission, these curricular issues proved controversial. While some argued that Kenyon should maintain its focus on the traditional liberal arts, others called for innovation to keep pace with the times. Respondents mentioned a number of innovations, most prominently internationalizing the curriculum and making it more interdisciplinary. It is, however, far more difficult to say how innovation should occur and this was a focus of much discussion at the November 1 retreat. Do we continue to add new forms of knowledge to the curriculum while maintaining intact all that we now do? One of the panelists raised the question of how we innovate in an environment of increasingly finite resources. Do we need to make some difficult choices? How do we do that? If the additive method is no longer feasible, are we in a zero sum game in which any new knowledge will have to enter the curriculum at the expense of older knowledges? Or is there some way that academic units, disciplines, and departments can evolve to accommodate new knowledge? How do we make decisions about these issues? What evidence informs those decisions?

Tradition and Innovation

"It starts with the history of the college and its buildings. When I walk in to the Great Pierce Hall I feel as though I have walked into history itself. I love the old traditions and the ceremonies and the fact that it values learning." Many respondents to the survey felt, like this staff member, that its traditions make Kenyon a unique place. Tradition expresses itself in the very architecture of the college and in the college's ceremonies and rituals. And, according to our student respondents, it appears in a large number of everyday practices that seem to define life at Kenyon because they are shared among the members of the community. "History, tradition, and isolation within a stunning setting in rural Ohio" seem to define for many what is "essentially Kenyon."

Critique of Tradition

Of course, not everyone finds Kenyon traditions so appealing. One student noted that "arguing about preserving

Kenyon's traditions" was itself a Kenyon tradition. One staff member felt that what was most "essentially Kenyon" was a belief that "It's the Kenyon way and it should stay that way" (or not depending on what it is). We have got to cease this 'only one way to do things' mindset and realize that even though things might be OK, everything can be improved." Greek life seemed especially to be a point of contention in this regard. While some students defended Greek life as "essential to many aspects of Kenyon's social culture and history," there were several faculty, student, and staff responses that pointed to fraternities as one tradition that needed to change: "we need to be careful not to reify all "traditions," particularly ones that are not inclusive."

Challenges for the Upcoming Decade

The survey and retreat discussions identified several challenges that the college must respond to in the future.

Effective Communication

Improving communication was perhaps the most frequently mentioned challenge. The problem takes many forms. Most cited was the need for transparent and open communication when decisions are being made. Students frequently referred to tensions between the student body and the administration, believing that the administration needs to listen to students. Faculty and staff similarly called for greater input into decision-making and transparency in college governance. But concerns about communication also extended to a belief that technology creates barriers to effective communication. There were calls for "more human interaction, more face to face dialogue instead of via technology." Finally, there was a sense that it is getting harder for members of the community to interact face-to-face. One staff member's comment is representative: "We need a plan for offices/staff to get to know one another. I am currently in my third position here on campus and I still don't know what all of the other offices do."

Resources

Not surprisingly, many respondents pointed to resource issues as the most important challenge that we will face in the future. Those resources took several forms.

Financial: Financial resources topped the list. Financial aid, resources for curricular innovation and teaching excellence, facilities, technology ("The tools to investigate an ever more connected and complex world," one respondent noted, "are expensive"), and salaries were all mentioned. Some argued that resources are not being put in the right places; many faculty members worried that growth in the administration has outpaced growth within the faculty, to the detriment of the college's teaching mission.

Human: Human resources also figured heavily in responses. Hiring the right faculty and staff and admitting the right students were recurrent themes. Students especially seemed to believe that Kenyon is currently admitting the wrong kind of student. 21 separate responses from students commented on perceived differences from some past ideal in the kind of students admitted to the college.

Time: Time was yet another resource that seemed to be in short supply. Do we have too many organizations; too many events; too many committees? Is there too much bureaucracy? How do we determine the best way to use our time at work effectively and make time, as at least one respondent noted, to spend with our families?

And Beyond. . .

It is important to remember that the challenges the college will face over the next decade and beyond are not generated only by our own structures and choices. The choices we make about resources are always conditioned by

the larger economic and political context of higher education in this country. We are constrained by a much larger set of institutional challenges facing higher education in this country. How will changing demographics, economic downturns, technological change, and other global issues affect higher education and how will Kenyon respond to these challenges?

What was most controversial?

Several controversial issues emerge from this process, issues that are most difficult for us to confront productively. These suggest topics for future conversations as this process moves forward.

1. Student-administration conflict, especially over the party policy and underage drinking, coupled with concerns about student behavior.
2. The Fraternity system
3. Faculty desire for more consultation in decision-making but less involvement in the bureaucracy of governance.
4. Questions about how to create innovative curricula in a no-growth environment where adding something might require subtracting.
5. Assessment--what are the most effective and non-bureaucratic ways to document what students are actually learning and to use that understanding to inform teaching practice and resource allocation.
6. Concerns about compensation, especially among staff.

Criticisms of the Process

It is important to take note of the limitation of this exercise. Several members of the community were critical of the process. One respondent suggested that structuring an all campus discussion around the idea of the "essential" limited the discussion and silenced dissident voices. Others felt that the notion of an essential Kenyon suggested that whatever was essential was of necessity also something we should value; perhaps not all of Kenyon's traditions are good ones. Another criticism was that the make up of the opening panels was not gender balanced. Particularly noticeable was the absence of any women from the faculty or administration. Others commented on the poor turnout. Some felt that an event like this needed more support from the senior administration (president and provost); retreats in the 1990s "felt more mandatory." Others argued that holding the retreat on a Saturday, rather than, say, on a working day in which classes are canceled, was an issue for some constituencies, especially those who lived outside of Knox County and would have to commute into campus and non-exempt employees who would be working without pay. Members of student government and of the student affairs division argued that the starting time (10:00 am) was too early to attract student participation.

Yet, despite these problems (all admittedly thorny ones) I also believe there was a genuine desire on the part of those who attended to have this kind of conversation and reaffirmation of community. Many in attendance asked whether there was some way to include those who couldn't attend. How could we generate all-campus conversations across divisions and constituencies? One group suggested that some colleges schedule a day into the academic calendar for all campus discussion. If faculty knew in advance they could arrange their syllabi to accommodate a working day that was set aside for an all-campus event designed to engage members of the community in discussion about the challenges faced by the college (see above Communication).

I propose that, to carry these conversations forward immediately and to include those who were unable to attend the retreat, we begin having a series of informal lunches in lower Peirce, bi-weekly on Thursdays from 12-1 during which members of the community are invited to come, bring a lunch, and discuss a specific issue or question that emerged from the initial discussion on November 1. This simple mechanism should allow the conversation to continue, while including those who were unable to attend the November 1 retreat. The Self-Study Task Force will begin organizing these lunches when we return in January from winter break.

Goals for the Reaccreditation Self-study

The process did suggest some tentative goals that might guide the Self-Study Task Force in its reaccreditation work. We submit these to the community for feedback.

Kenyon College will conduct a rigorous self-study that will

1. Affirm the strengths and accomplishments of the college by documenting and evaluating them;
2. Evaluate and document in particular our belief that academic excellence is best achieved in a non-competitive environment that stresses the value of interpersonal relationships for student learning;
3. Respond systematically and contextually to identified challenges and opportunities through development of recommended plans of action;

The process for the self-study will

4. Holistically examine the entire institution, adhering to the highest standards of research;
5. Engage the community in honest and productive dialogue around those controversial issues that we find difficult to discuss;
6. Encourage a culture of discovery and imagination by asking questions about the institution that we really want to answer, enabling us to use the results of the process for our own ends;
7. Research and write the self-study in the most efficient manner, avoiding both unnecessary bureaucracy and jargon.
8. Invite and engage all members of the community in the self-study process by creating mechanisms for information sharing and feedback among the College's various constituencies.

Meeting both content and process goals will result in

9. Continuing unqualified reaccreditation through the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools;
10. An opportunity to build on the self-study process, using it as a guide for continuous improvement

Respectfully submitted,

Laurie Finke, Self-Study Coordinator

Report of the Provost December 8, 2008

The Budget and Beyond

In my last report I described the annual budget making process, including the manner in which new items might be added. As you well know, the global economic crisis has had a profound effect on all sectors of our economy, including higher education. As a faculty, it's critically important that we consider the academic implications of this situation for the budget and beyond.

For the past 25 years, higher education has operated on an additive model. New programs, new faculty lines, new facilities, new initiatives—add them. It's easy to understand the impulse motivating this approach. New initiatives enable young faculty to establish their place and senior faculty to refocus their energies in mid career. The College must incorporate new fields of knowledge to remain current. In an increasingly consumer-oriented world, prospective students measure an institution's quality by the range of opportunities it offers.

The additive model is based on two economic assumptions. The first is that families are willing and able to pay (currently) \$50,000/year for their child's education. The second is that colleges can annually increase tuition at twice the rate of inflation. Higher education has known for years that this model is unsustainable, but we have been unwilling to make the difficult choices necessary to alter our course or to leave potential tuition dollars on the table.

Now the bubble has burst in the higher education market. How are we to respond? There are two things we should not do. The first is belt tightening. This is simply the additive model in reverse; it assumes that we need only cut back a bit at the margins until things get better again. The second is doing more with less. I am deeply concerned that our faculty are already seriously overextended and stressed in ways that have begun to affect the quality of what we do. The point is not to do more or less, but to do things differently. We need a new paradigm to guide our actions as individuals, as academic programs, and as a College.

Georgia has affirmed what I think provides a first principle for this new paradigm: We must identify that which is most central to our mission and do that well. In my interactions with the Kenyon family over the past 35 years, I have found broad agreement that the College's distinctiveness and success lies in the unique relationships we form between faculty and students. It follows that we must shift from an *opportunities* model to a *relationships* model. What we do must now be evaluated in terms of its impact on the quality and effectiveness of our relations as students and faculty.

At a recent GLCA deans meeting, I attended a presentation on a national study of effective practices and experiences in liberal arts education. The study, which included extensive survey and interview data, indicated those activities that correlated most strongly with student growth in areas including academic motivation, critical thinking, and moral reasoning. One activity that had a particularly significant impact on these factors was returning student work on time. When asked about this finding, students responded that a timely response to student work indicated that the professor cared about them and the teaching enterprise; this motivated students to take their studies more seriously. How has the wide variety of tasks in which we engage affected our ability to provide the fundamentals of a liberal education?

This paradigm shift carries implications for budgeting. Instead of trimming the budget at the periphery, we should now examine the value of everything we do relative to the core. In the current economic climate, we must ask: If individual faculty or departmental resources were significantly reduced, how would we redesign our efforts—how we teach, structure our curriculum, advance our scholarship—to advance Kenyon's educational mission as a residential liberal arts college? We can answer this question only through ongoing serious discussion—in

department meetings, faculty governance, and across the College. If we fail to take up the matter now, we risk being unprepared for future realities.

But we must also seize the opportunity that lies within this crisis. The challenge before us can generate new ideas that will refocus our teaching and creative work, provide us with greater personal satisfaction, and strengthen Kenyon. I invite you to take up this important task.

Associate Provost

As you know, the academic division will experience an important transition next year with the appointment of a new provost. It is particularly important to ensure a level of continuity in our operation at this moment of change. I am therefore quite pleased to announce that Paula Turner has agreed to continue as Associate Provost in 2009-2010. Paula has been invaluable to me this year, and I am very grateful for her willingness to continue this service to the College. Thanks as well to the Physics Department for their cooperation in making this arrangement possible.

Kenyon Course Evaluation

A faculty colleague recently expressed concern that the standard course evaluation form is now being used for purposes beyond that for which it was originally intended. The course evaluation was designed as part of the dossier for faculty reviews, to be complemented by other materials about a faculty member's teaching. In recent years, these evaluations have been used as well in the selection of faculty for various college awards. The concern was that this basic quantitative information, without the contextualizing materials included in the review dossier, could not provide the nuanced judgments required for these other purposes. I quite agree. Henceforth, the Kenyon course evaluations will be used only as part of faculty reviews as specified in the *Faculty Handbook*.

Howard L. Sacks
Interim Provost

**Report of Associate Provost Ric Sheffield
December 2008**

INSTITUTIONAL REVIEW BOARD (IRB)

The college-wide Institutional Review Board (IRB) is now in its second year of operation. Special thanks are due to the chairs, faculty, and students who worked diligently to complete the CITI human subjects research training course required of all researchers PRIOR to review of their protocols by the IRB. It continues to be the case that the vast majority of matters brought before the IRB qualify as “exempt from review.” As you plan your assignments for next semester or anticipate directing honors theses or independent study projects, be reminded that students who expect to undertake research involving human subjects may not proceed with their research until their proposals are approved. Review will not commence until the CITI training is completed by the student researcher, faculty supervisor, and department chair. Thus, chairs and faculty in departments that will require, support, or approve such research are encouraged to complete the CITI training before the second semester begins so as not to delay their students’ projects. The CITI training link appears on the Provost’s website within the Institutional Review Board section. Support is also available to faculty who wish to have Jami Peelle, IRB Administrator, attend classes to give workshops on preparing the necessary documents and IRB compliance in general.

Faculty Affairs Committee Labalme Development Grants November 10, 2008		
Faculty	Project Title	Amount Awarded
Frank Peiris	Hybird Structures: Dots, Pores & Spheres	\$5,000
Jennifer Johnson	Customary Practices, State Law & Local Governance in Mexico & the Andes	\$2,100
Sam Pack	Visual Anthropology in Vietnam: The Role of Ethnographic Film in Intangible Cultural Heritage	\$2,900
Total Amount Granted		\$10,000

Faculty Affairs Committee Faculty Development Grants October 20, 2008		
Faculty	Project Title	Amount Awarded
Sarah Blick	Secular Uses of English Parish Churches in the late Middle Ages	\$2,470
Claudia Esslinger	Dreaming at the End of the World	\$2,500
Marcella Hackbardt	Review Santa Fe at the Center of Photography	\$2,500
Julie Brodie	XspanD for Cleveland 2009 Dance Works series	\$1,500
Allan Fenigstein	Conscious Self-deception	\$2,000

Daniel Kramer	Kitchen Hamlet	\$2,000
Total Amount Granted		\$12,970

ACADEMIC POLICIES REMINDER

Exam time is nearly upon us. Faculty are reminded of the academic policies relevant to the scheduling of alternate exam times. Please review “Conduct of Courses – Examinations” in the Course of Study.

“If an instructor wishes to cancel the original time of the examination and substitute another time, even if the entire class agrees, the permission of the associate provost must be obtained.”

“Instructors may, at their discretion, schedule an alternative final exam time for the entire class as long as it falls within the examination period, excluding reading periods. This would involve giving the exam twice, at the time originally scheduled and at another time. Instructors who wish to schedule alternative final exams are encouraged to indicate this on the course syllabus.”

Thus, faculty may choose to offer alternate times for students to take the exam **AS LONG AS IT IS OPTIONAL AND AVAILABLE TO ALL STUDENTS**. In effect, these extra dates/times for the exam **MUST BE IN ADDITION TO** those already designated by the schedule of exams published. Therefore, any student who chooses to take the exam during the date and time published at the time of enrollment **MUST BE PERMITTED TO DO SO**, regardless of the dates, time, or even the number of alternatives made available. So, as a matter of practice, this Office would expect the faculty member to ascertain whether any persons would prefer or elect to take the exam at the time originally published and then make provisions to give it at that time, even if it results in an inconvenience in light of the alternative times. Faculty **SHOULD NOT SCHEDULE AN ALTERNATIVE EXAM DATE/TIME DURING A DESIGNATED READING PERIOD**.

COURSE EVALUATIONS

Department administrative assistants should have received the paper course evaluations forms; department chairs should contact the Registrar if the forms have not arrived. Please be reminded to schedule or plan for setting aside time during one of the last few class meetings to administer the course evaluations. Express instructions for administering the evaluations will be provided along with the forms.

Respectfully submitted,

Ric S. Sheffield
Associate Provost

Report for December, 2008
Associate Provost Paula Turner

Pretenure Reviews:

Individual and departmental letters for pretenure reviews are due at the start of January. Department meetings to discuss the work of pretenure candidates should therefore be held **before** winter break, so that the chair can draft the departmental letter to TPC with time enough to meet this deadline! All tenured and tenure-track members of the department who are not recused from the review of the candidate should be included in this meeting, and each of them should be given the opportunity to recommend revisions to the draft before signing it. A signed hardcopy **plus** an electronic version (with names of the signatories from the hardcopy, rather than signatures) should be submitted to Amy Quinlivan (quinlivana@kenyon.edu) by January 2.

New Faculty Mentoring:

Most new faculty members have turned in names of mentors, and those who haven't will soon be pestered to do so! Second year faculty also need to update their mentoring lists with me (yes, I will remind you via e-mail, too.). My office will send copies of mentees' Fall 08 course evaluation summaries to each of their mentors when those summaries become available in January, along with some information on effective mentoring.

Review for Promotion to Full Professor:

The process for promotion to full professor now begins in the spring semester **before** the year in which the review takes place, with candidates meeting to discuss the review process in January, having their **prospectus, CV, and PARs due at the start of Spring Break**, and inviting colleagues to visit their classes and review materials on reserve following Spring Break. If you are an associate professor who received tenure in the spring of 2003 or earlier, you may be eligible to stand for promotion to full professor (depending on whether or not you have already had a review in your current sabbatical cycle). Please feel free to contact me with any questions you may have regarding promotion review.

Faculty Searches:

Faculty search season has begun. Please welcome candidates to campus when you have the opportunity, perhaps by making yourself known to a search chair as a faculty colleague who could take a candidate to lunch, or by attending a scholarly presentation by a candidate whose research topic piques your interest. We frequently hear from candidates that they greatly value the warm welcome and genuine interest shown by Kenyon faculty and students in their scholarship and their teaching interests.

Study Spaces:

I have been meeting with representatives of student governance and colleagues in Student Life, Campus Safety, and Library and Information Services to discuss the scheduling and condition (lighting, furnishings, and other accoutrements) of late-night study spaces on campus. We're working on making improvements to wireless signal strength and access to spaces in the lower level of Peirce Hall, lighting in Gund, and hours of availability for various computer-equipped classrooms on campus. I'd welcome input from you if you have ideas or opinions on this issue.

Student Research Support:

With the high travel costs we experienced over the late summer and early fall, the student research support funds in our office have already been hard-hit. We've had to limit the support we can offer to no more than two nights' lodging and associated expenses (airfare, ground transportation, conference registration, and a frugal meal budget) for students presenting results at conferences, and we may not even be able to offer that much for students making requests for this spring. If you have students who will be seeking research support from my office, please make them aware of these limitations. Also please encourage them to make their requests as soon as possible. We will consider provisional requests from students who have submitted papers to conferences and are waiting to hear

whether their papers will be accepted for presentation. It would be most helpful to have all requests in by the end of the first week of classes in Spring Semester, so that we can start making awards. If you or your students have any questions, please contact me by e-mail or telephone (turnerp, 5117).

Student Affairs FacPac for December 2008

Following the October Faculty meeting, the division of Student Affairs has spent a great deal of time on two significant issues. There has been wide-spread speculation and several anonymous tips from students indicating that the presence of illegal drugs on campus has increased significantly this year (especially cocaine). We have been working with Campus Safety to investigate these tips and to talk with students about the type of residential environment in which they would like to live. Students are reluctant to share information about drug distribution, but they emphatically do not want drug dealing taking place around them.

We have also been working with a number of students and student groups to continue the dialog begun by the *Collegian* opinion piece on Kenyon as a rape-prone culture. We do not condone the personal attacks in the all-stu messages, but we are pleased that this issue has been raised and that so many students are eager to examine the various facets of sexual misconduct, “hooking up,” relationship communication, relationship violence, respect and dignity within the community, etc. Members of the Student Affairs staff serve as advisors to Kenyon Men, Crozier Center for Women, Sexual Misconduct Task Force, Greek Council, Sexual Misconduct Advisors, Take Back the Night, Wellness Initiative, and Student Council and are working closely with the members of these organizations to discuss the underlying issues, the various ways to keep the conversation alive while also moving forward with campus programming, and the various ideas people have for examining/addressing any aspects of the culture that may contribute to the perception that it is rape-prone. This will be an on-going issue throughout the spring semester.

Tammy Gocial – Dean of Students

Hillel and Board of Spirituality and Religious Life

Kenyon College Hillel looks forward to continued success and growth throughout the campus. Our strong presence on campus allows us to provide meaningful and well-received programs for the entire campus. We continue to broaden our scope and be more inclusive via our programming, advertising and interaction with other organizations on campus. Our programs try to span the interest and scope of the students’ questions and vision of what Jewish life should be on campus.

The BSRL continues to broaden its scope, as well, and attempts to include more students, faculty and administration in its programs. As the BSRL continues to gain a strong foothold pertaining to the direction and vision that they have for religious and spiritual life on campus, they are better able to support and assist religious and spiritual organizations on campus. There are a number of minority or smaller religious practices on campus and we want to try and have them be included and not marginalized.

Spiritual and religious life continue to thrive at Kenyon and based on the students’ interests and activity, there is a real need for more resources to more adequately meet the needs of the students.

Counseling Office

Crystal Lapidus-Mann resigned from the Counseling Office to take a similar position at Denison University. Crystal initially joined our staff as a student-Intern, and had been a member of our professional staff for six years. We’ll miss her and we wish her all the best. Joining our staff for this academic year is Sarah Gill-Williams, a Gambier-area resident who brings experience from private practice, community mental health and school settings.

Housing and Residential Life

In late October, students participated in the *Quality of Life Survey* which yielded another year of 69% participation rate (over 950 students). The goal is to compare data, make improvements and continue to enhance on-campus living satisfaction for our students. A sample of results is noted below:

General Data: 87 % of the respondents (compared to 85 % in 2007-08) indicated that they are satisfied or strongly satisfied living in their residential area. Of the remaining students, 8% were neutral, 2% disagreed, 1% strongly disagreed (compared with 12%, 4% and 1%, respectively in 07-08).

Strengths: 95.5% (up from 90% in 2007-08) of the students agree or strongly agree that they respect their CA and believe that 80% of the other community members respect their CA as well.

82% of the students agree or strongly agree that their Community Advisor is available and visible in their residential area. (same from 2007-08)

83.5% (up from 78% in 2007-08) of the students agree or strongly agree that their Community Advisor is approachable for assistance and helpful in resolving issues.

82.3% (up from 77% in 2007-08) of the students agree or strongly agree that their Community Advisor is accepting of different backgrounds and values their individuality.

77% (up from 75% from 2007-08) of the students agree or strongly agree that their Community Advisor promotes an atmosphere that is conducive to academic achievement.

When students were asked about their interactions with the Assistant Directors of Residence Life, only 3% (compared to 4.5% in 2007-08) indicated they disagree or strongly disagree that their Assistant Director is consistent and fair in the enforcement of policies.

Only 3.7% (down dramatically from 27% in 2007-08) of the students indicated that their Assistant Director of Residence Life was not visible in their residential area and on campus.

Challenges: The K-card and enforcement of quiet hours were the biggest concerns to students. Some students want longer quiet hours while others want shorter quiet hours. The Housing and Dining committee of Student Council will be reviewing the data to determine whether possible changes should be addressed in specific residence halls based on the needs of the residents of those halls. In addition, the enforcement of the party policy for the south students was an area of policy that needs some clarification.

CA Selection for next year: The Office of Housing & Residential Life is seeking applicants for Community Advisor (CA) positions for 2009-2010. We believe strongly that there is no better way to give back to Kenyon College and the student body than serving as a Community Advisor. Liberal arts colleges are, by their very nature, institutions which foster the ability to think critically and problem-solve with the ultimate goal of bettering society. Serving as a Community Advisor, without a doubt, provides a co-curricular means of developing these skills. If you have any suggestions for students who would be good CAs, please email dugasa@kenyon.edu. Thank you in advance for your help!

Alicia Dugas, Assistant Dean of Students for Housing and Residential Life and First Year Dean

**Faculty Meeting Report
December 2008**

**Report of Library and Information Services
Ron Griggs, Interim Vice President**

1. LBIS Services

In the September FACPAC, we reported several significant changes to LBIS services, including the creation of the Desktop Support team and the hiring of a Special Events support staff member. In this report, we examine the work of those teams.

- a. Desktop Support:** The Desktop Support team continues to work to improve our response to faculty with computer problems. The following chart tracks this progress. Note particularly the percentage of “tickets,” i. e. calls to report a problem, responded to within one hour.

	September	October	November
Total Tickets	93	78	66
Open Tickets at end of month	15	8	10
Response time: more than 1 day	11	2	2
Response time: 4-8 hours	11	4	6
Response time: 1-4 hours	22	19	11
Response time: < 1 hour	48	53	47
Slowest Response (in hours)	28.28	13.58	22.38
Average Response (in hours)	3.13	1.33	1.47
Median Response (in hours)	0.90	0.32	0.22
Tickets open, 7 > 15 days	9	4	10
Tickets open > 15 days	3	0	0
# of installs/moves	12	12	3
Tickets Unresolved > 7 Days			0
Pctg of tickets responded within 1 hour	52%	68%	71%

The Desktop team has started an inventory review of all computing in the academic division. The review will verify the accuracy of our inventory and familiarize the team with all those pieces of equipment squirreled away in the odd corners of the campus.

b. Labs and Classrooms:

The Services for Public and Academic Computing and Event Support (SPACES) team keeps Kenyon's classrooms and computer labs running to support teaching and academic work. SPACES has begun tracking problems in computer labs and with classroom technology

The SPACES team deployed software called LabStats to help students find unused computers in busy labs. LabStats creates online, real-time maps of which lab computers are in use. Computers in use appear in blue; open computers are in grey, and computers turned off or otherwise unavailable are in red. Finding an open lab computer can be a significant challenge for students at the end of the semester, so we hope these maps will save "wandering around time" and convert it to "getting work done time". You can see LabStats in action at <http://lbis.kenyon.edu/labs>

The SPACES team is focusing on preventative maintenance in all of the classrooms during the upcoming semester break (e. g., cleaning projector filters) and compiling usage statistics on classroom equipment. Three older projectors in Ascension classrooms will be upgraded during winter break.

2. Student Research

The reorganization of LBIS services at the beginning of this semester has generated positive results directly, but we anticipate another big, indirect payoff. Freeing the eight LBIS liaisons from computer and event support should give them more time for supporting student and faculty research, information literacy, and other general information education programs. In this report, I've highlighted some beginnings of that work.

a. Student research support – library instruction

In October and November, LBIS liaisons taught 12 class sessions to assist students with research and computing skills, for the Art History, Biology, Classics, History, Modern Languages, and Sociology departments. 158 students were in these classes. We reached students at all levels, from KAP students to seniors, but the majority of the courses were at the 300 or 400 level. These levels are slightly up from October and November in recent years.

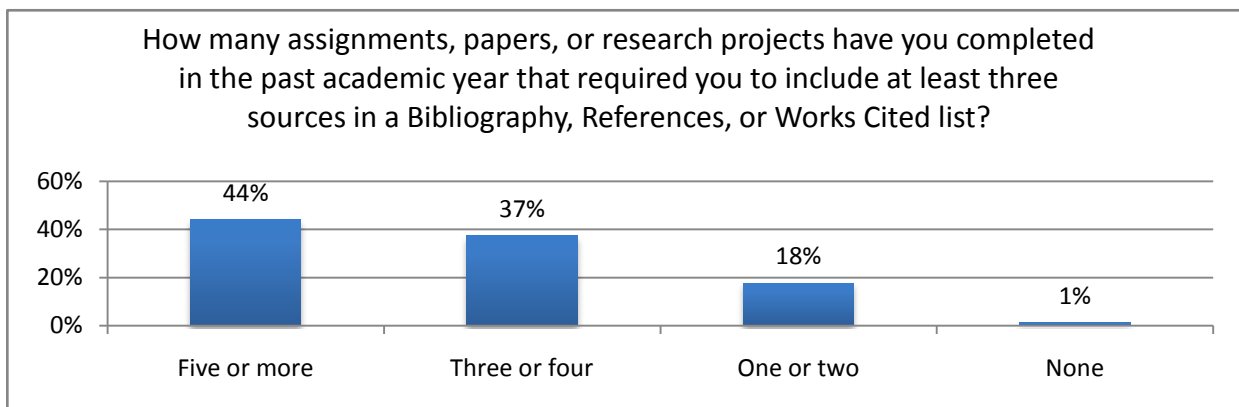
As you work on your syllabi for next semester, please consider how an LBIS instruction session for your students might fit. The early bird gets the worm! Our fall instruction focused on upper-level classes; we would particularly like to work with faculty who teach classes with significant numbers of first-year students. Please contact your liaison to arrange an instruction session or other research support for your classes.

b. Research Practices Survey

Ninety-one Kenyon first-year students (19.8% of the class) took the Research Practices Survey in October 2008. They were asked to reflect on their experiences doing research practices in their senior year of high school. All members of the freshman class were invited by email to take the survey, with multiple follow-up emails. We present here some highlights from the survey which we believe have implications for how we teach research skills at Kenyon.

We will administer the Research Practices Survey again at the end of the spring semester, to measure changes in student experiences, attitudes, and knowledge during their first year at Kenyon.

Students have done a fair number of projects requiring research:



- 84% report that a teacher, professor, or librarian spoke to them during their senior year of high school about how to use library and Internet resources for research.

- 92% report that they used library books for research projects last year; 76% report using reference books like encyclopedias, almanacs, or dictionaries.

Students believe research isn't difficult:

“How Challenging Is...”	“Very Easy” or “Somewhat Easy”	“Somewhat Difficult” or “Very Difficult”*
Narrowing your topic	70%	29%
Developing a list of sources to investigate	74%	24%
Revising your search strategy as necessary	70%	28%
Developing your main argument or thesis	62%	37%
Organizing your materials into a logical and unified structure	66%	33%
Writing the paper	70%	29%
Documenting your sources	78%	21%
Determining whether a source is appropriate for an academic project	96%	4%
Deciding what information from your sources to integrate into your project	79%	20%
Knowing when to document a source	67%	33%
Knowing how to document a source	71%	29%

(*“Very Difficult” was an unpopular answer on all questions; it was highest for “organizing materials” and “knowing when to document a source”, with 8 responses each.)

(Note: Numbers do not add to 100% because most questions had 1 or 2 students respond “no experience.” Some questions were not answered by all respondents.)

Many expect explicit directions and assistance from their teachers:

- 76% were “almost always” required to use a specific citation style when writing their high school papers. An additional 13% “often” were.
- 60% “almost always” or “often” sought help or advice on research projects from their teachers.
- 60% agree with the statement “a course in research skills would be useful.” 13% strongly agree.

But many are not familiar with the full range of services now available to them.

- 57% did not use a college or university library last year.
- 52% did not report using academic journals for a research project last year.
- 23% report “no experience” using an electronic index (Academic Search Premier, ProQuest Research Library, etc.)
- 30% report “no experience” using a print index.
- 24% have used online tools like bookmarks, blogs, or MySpace to manage information gathered for a research project. 18% have used bibliographic management software (EndNote, RefWorks, ProCite, etc.)
- 49% report “no experience” obtaining materials through Interlibrary Loan.
- 56% “rarely” or “never” sought help or advice from a librarian when working on a research project in the last year.
- 79% “rarely” or “never” sought help or advice from help screens, online tutorials, or other guides when working on a research project in the last year.
- 85% “rarely” or “never” sought help or advice from a writing lab, writing center, or help group when working on a research project in the last year.

Some students are misinformed on basic technical issues regarding library research:

Which of the following searches would retrieve the MOST results in an online search?	
movies OR films (<i>correct answer</i>)	29%
movies AND films	55%
movies NOT films	3%
movies INSTEAD OF films	1%
Don't know	12%

On a series of questions asking students to identify the type of material described by a citation, 84% were correctly able to identify a book, but only 38% correctly identified a journal article, and only 31% identified a chapter in an edited book.

3. Using Special Collections with your courses

Lynn Manner started as the new Manager of Special Collections on November 14th; the search for a Special Collections Librarian is now underway and should be complete by early February. (Gene Dwyer, Professor of Art History, and Erika Boeckeler, Assistant Professor of English, are faculty members on the committee.) In anticipation of reaching full staffing in this area, we urge faculty to consider how the Special Collections and Archives can be used to augment and enrich your courses next semester. Please contact Lynn Manner with your plans or if you would like to explore what the Special Collections and Archives has to offer.

Executive Committee Report
December 8, 2008

The Executive Committee met on Tuesday, December 2 from 4:15-5:45. We discussed the following:

1. Draft of a proposal from Ms. Pamela Faust, Executive Assistant to the President and Provost, to consider some alterations in our Honors Day and Commencement programming regarding the number of outside honorary degree recipients and the opportunities for maximizing student and faculty contact with them. After a favorable hearing, the Committee encouraged Ms. Faust to continue her conversations with pertinent members of Senior Staff and others regarding the potential new opportunities with which she presented the Executive Committee.
2. Matters pertaining to maximizing the value of student visits to the Career Development Center, a discussion led by Dean Tammy Gocial. We discussed CDC's desire to improve contact with faculty regarding career advising of students, recognizing that CDC's educational mission is to provide knowledge of the process of job seeking and career development rather than to serve as a placement service as such. Our discussion focused on the separate and varying responsibilities of faculty and the CDC in regard to career development, satisfaction with much that is already being done, and offers of mutual support.
3. Proposal by RAAS to clarify the College "Mission Statement," regarding information literacy, a general education goal. The proposal will be presented for discussion to faculty at the December 8 meeting, and will ultimately be forwarded to the Board of Trustees.
4. Motion by CAS to amend the *College Catalog* to clarify and bring into explicit alignment our current practices and our policies regarding the transfer of grades for students studying abroad in, respectively, the Kenyon Exeter Program and the Kenyon Honduras Program.
5. Current work in FAC on development of a phased retirement or transition to retirement policy for the College. FAC hopes, after further discussion with the Executive Committee and the Interim Provost Howard Sacks and Ms. Teri Blanchard, Associate Vice President for Finance, to present a report for discussion with faculty at the April Faculty meeting.
6. An update on our financial situation and budgetary considerations by President Georgia Nugent.
7. Previews of reports by other Division heads and Committee chairs.

Respectfully submitted,

Pamela Jensen

Report of the Faculty Affairs Committee

1. Upcoming deadlines for grant proposals:

Faculty Development Grants	January 26, 2009 April 13, 2009
Kenyon Summer Stipends	December 1, 2008
Teaching Initiative Grants	January 26, 2009 (one deadline for all TI grants this year)
Teachers Teaching Teachers Grants	February 16, 2009
Newton Chun	March 30, 2009

For more information, see Section 4.1 of the Faculty Handbook. For Grant Guidelines, see <http://www.kenyon.edu/x29625.xml>

For FAC’s advice on preparing applications/proposals for faculty development funds, see <http://www.kenyon.edu/x29885.xml>

2. Labalme Grants

The FAC has awarded three Labalme grants to faculty this year. There was a strong pool of applications from a wide array of interests and disciplines. The committee gave serious and thorough consideration to each application and awarded the grants on the basis of the strength of the proposal and the fit within the grant guidelines.

3. Grants Committee Protocol

As indicated in the last faculty meeting, the FAC has been considering a draft for changes in procedure and language to section 4.11 of the Faculty Handbook. The changes to this section of the handbook are significant, in an effort to bring practice and policy into agreement. FAC proposes the following changes to the Faculty Handbook as new legislation.

Existing Faculty Handbook Language New Draft Language

4.11.1 Introduction

There are two types of grant opportunities generally encountered by faculty members: (1) individual faculty requests for support of scholarly research and study, and (2) those grants that are "institutional" in nature, i.e., that support and serve the interests of the College.

Individual grant proposals which do not require any commitment of College resources need only the approval of the Provost. Ordinarily, this is in the form of an endorsement as required by most foundations and granting agencies.

4.11. GRANTS Purpose and Procedures

4.11.1 Introduction

Kenyon College encourages faculty and members of the administration to seek external funding for creative, scholarly, or programmatic activities. The College acknowledges that such activities and receipt of funding for the same serves the interest of the College. Winning external grants to support one’s scholarship is among the most meritorious of faculty accomplishments. Grants on behalf of the College or one or more of its programs, and

Early in the period of preparation of the proposal, consultation between the faculty member(s) and the Provost is helpful and will assure that no institutional commitment of funds would be required and that any staffing issues which might arise can be agreed upon.

The Grants Committee is the approving agent for all proposals which are institutional in nature or are individual but requiring institutional commitment of resources. The following is a statement of the purpose and procedures of the Grants Committee.

4.11.2 Purpose

Kenyon College encourages the seeking of external funding in support of activities that serve the interests of the College. For faculty members, such funding might assist in teaching and research work. For administrators, such funding might permit the testing of ideas and opportunities. The Grants Committee was first established in 1991 to provide institutional support for seeking external funding for activities that serve the interests of the College.

The committee acts in two general ways. First, whenever the College is apprised of a grant opportunity that is institutional in nature, the committee will evaluate its potential and, if the opportunity is judged worth pursuing, invite a member of the administration or faculty to accept responsibility for developing a competitive proposal. Second, whenever a grant proposal that requires institutional endorsement (whatever the origin of the proposal) is being considered, the Grants Committee will determine whether it is appropriate for collegiate approval.

On occasion, the Grants Committee will recommend the development of a "package" of needs and seek funding from a variety of potential funders, keeping members informed along the way.

The committee will also ask financial questions. A successful grant proposal frequently carries costs with it, sometimes in the form of matching funds and regularly in the form of the costs associated with the installation of equipment, the refurbishment of facilities, and perhaps the provision of maintenance. Therefore, the College will need to understand the full extent of its financial commitments and to have determined how those commitments will be met before it will endorse a grant application.

The Grants Committee consists of the following: the President, the Provost, the Vice President for

grants to individuals requiring an institutional commitment of resources may be written by faculty members, groups representing academic programs, student services, Library and Information Services, or persons in any other sector of the College.

There are three types of grant opportunities generally encountered by Kenyon applicants:

- 1) Independent Grants, which fund a project that requires no financial support, fiscal management or administrative overhead by the College;
- 2) Fiscal Agent Grants, which also require no institutional commitment of funds but for which the College is obligated to provide financial oversight or administer faculty wages, leave replacements, or facilities use;
- 3) Institutional Grants, which require a commitment of matching funds, personnel costs, equipment, grantswriting support, and/or other resources by the College.

The intent of these guidelines is to provide a well-defined and streamlined protocol for faculty who wish to submit Independent and Fiscal Agent Grants. These grants are administered with the assistance of the Faculty Grants and Fellowship Coordinator, in association with the Provost's Office and the College's Business Office. No institutional approval is required for Independent Grants; the College only requests that the Provost be informed of successful proposals. For Fiscal Agent grants, approval of the Provost is required.

The guidelines also stipulate required procedures for the development, submission, and administration of Institutional Grants, all of which must be approved by the Grants Committee (See Section 4.11.2) of the College, in association with the Provost's Office and Business Office.

The Faculty Grants and Fellowships Coordinator and the Director of Corporate and Foundation Relations can help faculty and members of the administration find sources of funding appropriate to their needs and assist them in preparing successful proposals. Potential grant seekers should take advantage of early and sustained contact with these staff members throughout the process—from the initial inquiry to the final report.

Development, the Controller, the Associate Provost, the Director of Foundation and Corporate Relations, and a designated faculty representative from the Resource Allocation and Assessment Subcommittee (RAAS) and from the Curricular Policy Committee (CPC). The Provost convenes the Grants Committee.

4.11.3 Procedure

The following points allow the Grants Committee to optimize external funding from successful grant applications.

1. In order to assure that the committee has an adequate opportunity to evaluate proposals fairly and comprehensively, they should be brought forward for consideration at least a month before the external deadline for submission. If the Director of Foundation and Corporate Relations is to be the primary drafter of the proposal, a lead time of at least two months is required. All proposals coming from the faculty *must* be in their final form and available for study by the Provost, the Controller, the Vice President for Development, and the Associate Provost two weeks prior to the submission deadline. To assure that no problems arise at this late stage, the drafters of proposals should consult with these persons and other members of the committee as they proceed with putting their proposals together. Each approved project, as it goes forward, will have a Grants Committee liaison, usually the Director of Foundation and Corporate Relations, and a calendar.
2. All proposals must be prepared with complete budgets attached, and before the committee approves a grant proposal, one of the following criteria must be met:
 1. The proposal involves no costs to the College (as certified by the senior accountant).
 2. The source of the necessary funds is identified and the money is reserved.
 3. The project is acknowledged to have such a high priority that, if it is successful, we can be confident that through fundraising or some form of allocation, we will be able to find the necessary funds before the expiration period for accepting the grant runs out.
3. Appropriate provision for indirect costs must be made. Such costs represent payment for real expenses. Therefore the College will not forego them.
4. If the proposal is brought forward by a faculty member, the academic department of the

4.11.2. The Grants Committee

The Grants Committee was first established in 1991 to provide institutional support for seeking external funding for activities that serve the interests of the College. It is comprised of persons in the following positions: Provost, Vice President of College Relations, Assistant Vice President of Finance, Assistant Controller, Faculty Grants and Fellowships Coordinator, Director of Corporate and Foundation Relations, and, at the Provost's discretion, one or more designated faculty representatives. The Provost convenes the Grants Committee regularly to discuss institutional priorities, to assess recent opportunities that have come forward, and to discuss specific proposals that have been developed after having received initial approval. The Director of Corporate and Foundation Relations serves as the staff coordinator of this committee and should be consulted regarding procedural questions.

The President and/or Provost have final authority in all grant matters.

4.11.3. Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), or Institutional Biosafety Committee Review

All research carried on at Kenyon College by Kenyon faculty, students, staff or visiting scholars and researchers that involves humans as subjects must apply for IRB review. No human subjects research may begin without the approval of the IRB. Kenyon College IRB policies, procedures, and forms may be found on the [Kenyon IRB web pages](#). All research done at Kenyon College that involves live animals must apply for IACUC review. No research using animals may begin without IACUC approval. Contact the IACUC Committee for details. Many government agencies require approval by the Institutional Biosafety Committee when appropriate.

4.11.4 Independent Grants: Definitions

Faculty members regularly seek grants to support their academic or professional endeavors such as research or writing, or to pay for equipment and travel. Such grants are generally paid directly to the faculty member and do not require College resources. Fulbright and Getty Scholars, Guggenheim and NEH Fellowships, and Ohio Arts Council Individual Excellence Awards are examples. Faculty members are free to pursue independent grants without

proposed principal investigator will be asked not only to assess the importance of the project but also to weigh it in comparison with other known and ranked departmental needs for which external funding might be sought.

5. When a proposal is brought forward by a group of faculty members from separate departments, the assessments of the project held by the departments involved must be known by the committee before it will act on the proposal.
6. We must acknowledge and report on the use of all grants. To accomplish this goal, the principal investigators will be responsible for providing information to the Director of Donor Relations in a timely manner.

It is useful to conclude by repeating advice found throughout this document:

In order to maximize the chances for success and minimize occasions for misunderstanding, faculty members who are contemplating applying for grants that are institutional in nature are urged to discuss their projects with the Provost as early as possible.

approval.

The Faculty Handbook formerly referred to these grants as ‘individual’ grants. The term ‘independent’ separates this type of grant from grants or awards that are tied to the College’s current and future expenditures and/or curriculum. Notify the Provost’s office if any of the following College resources are required by the grant:

- Endorsement or nomination by the Provost or other College Official
- Non-Kenyon salary and benefits to be channeled through the College’s Accounting department
- Use of College facilities and/or equipment

When a faculty member is awarded or denied an independent grant or fellowship, he/she needs to contact the Faculty Grants and Fellowship Coordinator. Your efforts to seek grant funding are commendable, and, regardless of the outcome, it is important for you to inform the Coordinator so that other College staff can consistently and knowledgeably communicate with funding sources. When you are awarded a grant, faculty members should notify the Provost.

4. 11.5 Fiscal Agent Grants

1. Fiscal Agent Grants are grants awarded to an individual that require no institutional commitment of funds but for which the college is obligated to provide oversight and/or administer faculty salaries and wages, and must be approved by the Provost prior to submission. Such grants may involve issues related to the following:

- Leave replacement
- Sabbatical Supplements
- Endorsement or nomination by the Provost or other College Official
- Use of College facilities and/or equipment
- Sub contracts
- Research involving Human Subjects - IRB Review
- Research involving Animals – IACUC Review
- Final application filed by Provost Office

4. 11.6 Procedures for Fiscal Agent Grants

1. Contact Faculty Grants and Fellowships Coordinator – The FGFC will help a faculty member identify possible funding sources, ensure that the Assistant Controller, Development Office, Department Chair, and the Provost are aware of the proposal, and assist the faculty member in the editing, compilation, and submission of proposals. In most cases, proposals for government funding (i.e., NSF, NIH, NEH) requiring grants.gov submission must be submitted by the Provost's office.

2. The proposed budget should first be submitted to the Assistant Controller at least 10 business days prior to the deadline, who will review it for compliance with College and funding agency guidelines. In some cases, the College will require that the budget include an indirect cost budget item to defray costs of grant administration.

3. Read The Policy on Conflict of Interest and Ethical Conduct and sign two forms: Conflict of Interest and Ethical Conduct Statement, and Cost Certification for Grant Proposals. The forms are also available from the Assistant Controller.

4. Provost Approval - Before requesting final approval by the Provost, faculty must complete the following documents: written summary of the proposal, a copy of the reviewed and approved budget, and other completed required forms.

If the Provost approves the proposal, he/she will sign the appropriate documents, write a letter of endorsement or nomination, or other necessary action. The Special Assistant to the Provost will handle online submission of proposals through grants.gov or FastLane. **Online submissions, especially through grants.gov can be a long involved process. Please seek assistance early to avoid last minute submission problems.**

The Faculty Grants and Fellowships Coordinator can advise faculty about the process for independent or fiscal agent grants, and assist with editing and submission procedures; however, in all cases it is the faculty member's responsibility to author the proposal.

5. If a government grant is awarded, the Assistant Controller will collect an Effort Report form from the faculty project director each June.

6. Accurate tracking and timely reporting of budget expenditures and achievement of program goals is essential to maintain good funding relationships. Maintaining these records and reporting them to the Provost and the Assistant Controller and to the granting agency is a responsibility of the grant's faculty project director.

4.11.7. Procedures for Institutional Proposals

The Grants Committee will review proposals in stages to ensure a careful and timely decision about the merits of the proposal. What follows is an outline of the process for grant applications.

1. Idea Stage

a. Faculty members should discuss a grant idea with members of their department, and with their department chair. Administrative proposals should be reviewed with the appropriate administrative division heads. Consider the interest other divisions may have in your idea. Much time and energy is expended in writing a proposal; therefore initial enthusiasm and approval are crucial to obtain before you go forward. Even then, initial approval does not foreclose the possibility that the Grants Committee may still need to terminate the application in the collegiate interest. Throughout the process, those who initiate a proposal are encouraged to call upon the Director of Corporate and Foundation Relations regarding grant questions.

After discussion of the proposal at the departmental level, each idea for an institutional proposal must be vetted first by the head of the relevant division of the College, i.e., a member of senior staff, who will ascertain (1) whether the proposal competes with another current or intended request to the same foundation or donor, (2) whether the proposal is generally consonant with institutional goals and priorities, and (3) whether financial requirements such as matching funds, new equipment, or commitments to assume full support of the project in the future are feasible.

b. Send a copy of the call for proposals to the Provost (if an academic proposal) or other appropriate member of senior staff, along with a brief cover letter (or e-mail) explaining how the grant would serve the interests of the College and suggesting who might assume the primary responsibility for drafting the proposal. ***Please complete a one-page Proposal Inquiry Form (click here for link) to make sure that all critical first-stage information is provided.*** The Development Office requires a lead time of two months or more (depending on the complexity of the project and application procedures) to take on a major new proposal.

2. Initial Review by the Grants Committee

a. Notify the Director of Corporate & Foundation Relations (DCFR) if your proposal has received initial approval from the Provost or Senior Staff member, or is an invitation to renew prior funding commitments. Send a copy of the Proposal Inquiry form and cover letter/email to the Director of Corporate and Foundation Relations. The Provost and DCFR will determine the agenda for consideration of your proposal. While the Committee typically reviews written proposal inquiries, you may request the opportunity to appear before the committee to discuss your proposal.

b. Within two weeks of submitting the proposal inquiry information, you will be informed as to whether you may proceed further.

At this stage, the Grants Committee will determine whether institutional endorsement is feasible and who else in the College should be involved in the preparation of the proposal. The Grants Committee will invite a member of the administration or faculty to accept responsibility for developing a competitive proposal or accept an offer to write such a proposal that has already come forward.

If the proposal is brought forward by a faculty member, the academic department of the proposed principal investigator / project director will be asked not only to assess the importance of the project but also to weigh it in comparison with other known and ranked departmental needs for which external funding might be sought.

When a proposal is brought forward by a group of faculty

members from separate departments, the assessments of the project held by the departments involved must be known by the committee before it will act on the proposal.

If the Grants Committee declines the request to submit a grant, it will provide this decision in writing along with a discussion of the issues that led to the proposal's denial. The individual(s) submitting the proposal may then be provided with options for revision of the proposal or for submission at a later date.

3. Drafting the full proposal.

The grants-writing team will ideally include the person(s) who conceived the idea, representation from the department(s) involved, and either the Director of Corporate and Foundation Relations or the Faculty Grants and Fellowships Coordinator. The division head should be kept informed about the proposal's development.

The team will mutually agree on internal deadlines to meet in order to present a professionally written and well-developed application to the funding source. At any time, failure to proceed in a timely fashion could jeopardize submission of a final grant.

Tips on financial questions: A successful grant proposal frequently carries costs with it, sometimes in the form of matching funds and regularly in the form of the costs associated with the installation of equipment, the refurbishment of facilities or the provision of space, and perhaps the provision of maintenance. Therefore, the College will need to understand the full extent of its financial commitments and to have determined how those commitments will be met before it will endorse a grant application.

Readers: The College is rich with talented and experienced grant writers and grant recipients. Choose one or two experienced colleagues to read and provide comments on the near-final draft at least three weeks before the deadline.

4. Senior Staff Approval of College Financial Commitments.

If the proposal calls for a financial commitment by the

College, Senior Staff must approve it in advance during the proposal-writing stage, and at least a month before the final proposal is submitted. Financial commitments include but are not limited to:

- Raising of matching funds from private and government sources
- Hiring full-time or part-time employees
- Reassignment of current employees to perform responsibilities related to the grant instead of their previous job descriptions
- Conferences and special events, including maintenance fees, catering, printed materials, and other costs associated with hosting such events
- Web site design, software, and maintenance
- Independent evaluation and surveys
- Purchase of equipment
- Construction or renovation of facilities
- Providing College services, such as room and board
- Certification that positions or programs funded by the grant be continued by the College after the grant period
- Guarantees that the College will endow the program to ensure its continuation after the grant period.

Working with the Director of Corporate and Foundation Relations and the Vice President for College Relations, the project director should prepare a request for budgetary consideration by Senior Staff. The request should include a brief rationale for the grant and a complete budget showing financial obligations to be assumed by the College and any supporting sources of revenue. Appropriate provision for indirect costs, such as office supplies, must also be made. Such costs represent payment for real expenses; therefore, the College will not forego them.

5. Grants Committee final approval and submission.

At least two weeks before the submission date, a final draft of the proposal, including a complete budget, should be made available to the Provost and the Director of Corporate and Foundation Relations, who may also share it with other members of the Grants Committee. The Provost will schedule a meeting to discuss the proposal if warranted.

Proposals in the final draft stage will be reviewed for:

- College priority
- Feasibility / likelihood of successful implementation
- Relative merit of the proposal as written

Build in extra time for grant proposals to be revised, as well as adequate submission time for proposals to the National Science Foundation or other federal sources that use the Grants.gov system. Please note that the number of College staff authorized to submit proposals through Grants.gov is limited.

6. Reporting.

A successful grant is not the end of the grant-making process. Reports are required by the funding source, and letters of acceptance and gratitude are necessary steps in good stewardship. Project administrators are required to work with the Director of Corporate and Foundation Relations to submit timely and meaningful reports. Keep accurate documentation of your progress and keep track of deadlines for reports. Reports should be submitted to the DCFR at least two weeks prior to the foundation's report deadline to allow for editing and compilation of support materials, including financial statements. If your initial proposal changes for any reason, promptly contact the Director of Corporate and Foundation Relations or the Faculty Grants and Fellowships Coordinator to discuss the appropriate response.

Report of the Curricular Policy Committee 8 December 2008

The Curricular Policy Committee has met four times since the October faculty meeting. In addition, the Course Approvals Subcommittee has met three times, and the Library and Information Services Subcommittee has met once.

Changes to Majors and Minors

CPC approved changes to the Biology major and minor, to the Chemistry major, and to the minors in Chinese, Japanese, Italian, and Russian in Modern Languages and Literatures.

Advice to the Associate Provost on Low Enrollment Courses

Associate Provost Paula Turner sought advice from CPC on low enrollment classes. Associate Provost Turner wanted to know the will of the faculty in the matter of handling such classes. Are there circumstances under which departments might be advised to cancel, to change, or to offer less frequently low enrollment classes? She informed the committee that the current practice is for the administration to look at courses enrolling four students or fewer, excluding Individual Study courses and music lessons. There are typically about a dozen courses per semester that enroll four students or fewer. Associate Provost Turner wondered whether sometimes such courses may be overly specialized. Perhaps, in some instances, a faculty member is teaching his or her specialized research rather than designing a course appropriate for undergraduates.

CPC believes that there should be a collegiate role in dealing with low enrollment classes, and that ultimate authority on the size of viable classes ought not to be left entirely in the hands of individual departments, since inequities could result were one department to decide to offer as an Individual Study what in another department would count as part of a faculty member's regular teaching load. In general, the committee thought it right for the administration to contact the Chair of the Department in the case of courses enrolling four or fewer students. That is, CPC did not think that low enrollment classes should be defined as those with five or fewer students, or as those with three or fewer students. The committee heard evidence that while some students feel privileged to have close faculty contact with other highly engaged students in very small classes, other students feel that very small classes put them under extreme pressure to contribute to every class, no matter what their workload might be in their other classes at different points in a semester. Moreover, an administrator noted that students have told her that their faculty advisors have strongly discouraged them from dropping low enrollment classes. These students have felt on occasion that their faculty advisors are not offering advice that serves the best interest of their education but are concerned instead with the viability of a colleague's course. CPC believes that the student perspective ought to be one of the factors taken into account by department chairs, instructors, and faculty advisors.

CPC advises the Associate Provost to contact Chairs of Departments in which there are courses with four or fewer students. CPC does not think that the Associate Provost should request the cancellation of or changes to a course after a single year of low enrollment. Courses and instructors ought to be given a chance to develop a reputation and gain a following. The corollary to this advice is that, unless departments can offer a strong justification (which, in many cases, CPC believes they will be able to do), courses that historically have enrolled four students or fewer ought to be cancelled, changed, or offered less frequently.

Advice to the Committee on Academic Standards on Petitions about the Second Language Requirement

The Committee on Academic Standards asked CPC to provide advice for adjudicating petitions from students seeking to satisfy the second language requirement through a language not offered at Kenyon. When such petitions concern languages offered at the Ohio State University, the student normally takes a proficiency examination evaluated by an OSU faculty member. The difficulties arise with languages offered at neither Kenyon nor OSU.

In considering this issue, CPC looked closely at the six bullet points that list some of the reasons why Kenyon instituted the second language proficiency requirement (see *Kenyon College Catalog 2008-09*, p. 7). CPC believes that most of our goals for the second language requirement would be satisfied by a native speaker of a language other than English (certainly by one who has learned English as a second language) at least as well as by a student who completes “an introductory-level modern or classical language course at Kenyon” (*Catalog*, p. 7). CPC thus advises CAS to be liberal in granting petitions in the case of native speakers of a language other than English. For native English speakers, who claim proficiency in a language not testable at Kenyon or at OSU, CPC advises CAS to hold strictly to the requirement that the student be “responsible for providing documentation that is satisfactory to the registrar or to the chair of the Department of Modern Languages and Literatures” (*Catalog*, p. 7).

Course Approvals

The Course Approvals Subcommittee has approved the following courses for adoption into the permanent curriculum:

ANTH 253 Anthropology of Mass Media
ANTH 323 Bioarchaeology of Sub-Saharan Africa
ANTH 343 Contemporary Issues in Native North America
ARTS 262 Poetics of the Moving Image
ASIA 201 The Silk Road
BIOL 107 Scaling in Biology
BIOL 115 Energy in Living Systems
BIOL 116 Information in Living Systems
ECON 342 Economics of Regulation
ENGL 263 Writing the Modern City
ENGL 333 Shakespeare’s Sisters
ENGL 338 Milton
ENGL 367 The Novel at the End of Empire
ENGL 384 Imagining America in the Novel
ENGL 483 Contemporary Indigenous American Poetry
GERM 363 From Nietzsche to Kafka
HIST 242 Americans in Africa
HIST 444 Faith and Power in Africa
IPHS 335 Celts and Germans
MATH 236 Random Structures
PSCI 427 The Political Thought of Nietzsche
PSCI 446 The Politics of the Welfare State
PSYC 330 Health Psychology
SOCY 425 Gender and the Welfare State
SOCY 440 Blackface
SPAN 383 Travels Narratives and Cultural Encounters in Latin America
SPAN 385 Cities of Lights and Shadows

We approved changes of number or title for the following courses:

ANTH 220 Anthropology of Food

ANTH 333 Seeds, Settlements, and Standing Stones

DRAM 236 Acting and Directing for the Camera

MATH 227 Combinatorics

We have also received notification that the following Special Topics courses will be offered.

CLAS 192 Topography and Monuments of Athens

INDS 192 Entrepreneurship, Innovation, and Society

MATH 192 Statistics in Sports

MUSC 392 Composition with Digital Audio

PSCI 392 Presidential Transition

SPAN 391 Gay, Lesbian and Queer Themes in Contemporary Andean Southern Cone Literature and Film

The Course Approvals Subcommittee is continuing its work. We have scheduled one more meeting in Fall semester, to consider a few late submissions and primarily to continue the process of evaluating courses for which we have sought further information. Some of the cases in which the subcommittee seeks further information are those in which there may be significant overlap with other permanent courses, those in which enrollment caps are unusually low, those in which prerequisites seem insufficiently or overly restrictive, those in which the content or methodology seems to belong to a department other than that of the instructor submitting the proposal, and those in which courses seem not to be self-evidently located within the Kenyon curriculum in the liberal arts.

Respectfully submitted,
Jim Carson, Chair

Report of the Committee on Academic Standards

December 1, 2008

CAS has met three times since our previous faculty meeting. During these meetings we discussed Kenyon OCS Programs, specifically the Kenyon/Exeter and Kenyon/Honduras Programs. In short, CAS affirmed the current practices used by these programs and proposes new legislation to reflect these practices.

New paragraph to be inserted on page 32 of the *Kenyon College Catalog* (after the paragraph titled “Approved Programs:”

Kenyon Programs: All grades earned in the Kenyon Seminar (taught by the Kenyon Resident Director) and all grades earned in Exeter’s Department of English courses, translated into U.S. letter grades, will be listed on the official Kenyon transcript and figured into a student’s cumulative Kenyon GPA. However, any grades posted from the University of Exeter, but earned in departments other than English, are simply treated as transfer credit, following the practice for the transfer of grades from study abroad programs not sponsored by Kenyon.

Participants in the Kenyon/Honduras Program may enroll in courses taught in only one department.

Our other agenda items are summarized below.

On October 15, we approved modifications to the petitions form and instructions for students. We also approved a new document summarizing the petitions process for faculty. Our intent in reviewing and creating these documents is to make everyone aware of the current practices and policies regarding the petitions process. The approved documents are included below.

On October 29, we discussed enrollment balance for off-campus study. Our discussion focused on three primary questions: 1. Should students be allowed to study off-campus? 2. In your opinion, what is the most important academic rationale for approving OCS programs? 3. What criteria should be used to approve individual student applications for off-campus study?

As expected, the clear consensus is that Kenyon students should be allowed to study off-campus. Immersion in a different culture is an extremely valuable experience that we cannot duplicate in Gambier. Other reasons for continuing to support OCS include: (1) this is a benefit that makes us competitive with similar institutions; (2) courses are taught differently and students learn from different styles; (3) students remember what they study abroad; (4) OCS programs provide another way for us to assess what happens in our classrooms here at Kenyon. One committee member provided an excellent summary: We believe students should be allowed and encouraged to study off campus for at least one semester. The opportunity to experience a different culture—whether European, Asian, or African—is both exhilarating and challenging and would allow students to transcend their own “experience of the world” outside of the somewhat geographically isolated environment of Kenyon College. Students learn in a very different manner when they are abroad. Immersed in a different culture, they are on a 24/7 learning cycle—intellectually, emotionally, and academically. The intensity of this experience is such that students will never forget the lessons they learned abroad. The challenges are equally important to the student. Navigating a new culture challenges them in completely unexpected ways—what we call “culture shock.” Living in another culture pushes students into new experiences even when they are fearful and therefore builds self-confidence and other motivational skills. This new environment encourages students to sympathize with cultural attitudes and beliefs different from their own thus shaping students into more open-minded and flexible citizens of the world. And, study abroad allows students to be self-reflexive about their own American culture and their own personal identities which come into sharp relief when living in another culture. Beliefs, attitudes, assumptions, once taken for granted, are questioned in light of alternative world views. Study abroad—when done correctly—provides a level of

individual growth, emotional maturity, and intellectual curiosity not possible through any other academic experience at Kenyon.

The opinions on question number 2 varied, but most committee members believed that the programs must provide academic rigor comparable to Kenyon. Other primary considerations should include: (1) Does the program provide a positive learning environment? (2) Is this program safe for students? (3) Does the program offer opportunities that we do not provide at Kenyon? (4) The study of language should be at the center of any OCS program so that students can participate fully in this new culture, not watch from the side lines as if viewing some kind of touristic spectacle. At the same time, the OCS program should be sympathetic to the personal needs of the students, some of whom struggle more than others with the, at times, difficult ramifications of “culture shock.”

Finally, the criteria for approval of individual applications should include: GPA (not necessarily just a mark of an educated individual, but a “bar height” for those to show achievement and motivation); a strong connection to the academic course of study for this student; evidence of thoughtful planning; positive letter of support from faculty advisor; evidence of emotional maturity and personal responsibility.

On November 12, we discussed potential surveys regarding the WL policy. You will be receiving surveys soliciting your opinions about the current WL policy in the next few months.

Respectfully submitted,
Brad Hartlaub

General Petition Guidelines for Faculty

Regarding petitions, faculty usually fill one of three roles — as a faculty advisor to a student petitioner, as a provider of an evaluation of a petition's merit, and in rare cases as a petitioner. The Petitions Subcommittee of The Committee on Academic Standards has drafted the following guidelines for faculty, with the intent of making the petition process efficient and expeditious.

As the faculty advisor of a student who is considering filing a petition:

1. Petitioning is a last resort. Seek other avenues first, such as consulting with instructors relevant to the situation or meeting with the personnel at the Office of the Dean of Academic Advising, and petition only when other directions are exhausted.
2. Be honest and candid with your advisee about the likelihood of a petition's approval. Keep in mind always that circumstances beyond a student's control are paramount for a petition to be considered.
3. Compelling evidence is required to circumvent college policy.
4. Advisees need to be reminded that petitions involving a medical claim need to have medical support from a qualified professional. Without medical support such a petition will be tabled until medical documentation is received.
5. A faculty advisor needs to review a petition before it is submitted.
6. Consider whether the petition, if approved, supports the academic plan of the student.

As a writer of a letter of evaluation of a petition's merit:

1. Verify, if possible, the circumstances beyond the student's control that warrant the petition.
2. Verify, if possible, the student's claims regarding the petition.
3. If you are not familiar with the circumstances regarding a petition, be honest about your inability to evaluate the petition's merit.
4. Provide specifics, not generalities. For example, provide dates and details of interactions or meetings with the petitioner. Moreover, unless details accompany them, general statements such as "I support the petition" or "he is a good student" are not helpful to the petitions subcommittee.
5. Consider whether a petition is creating a precedent unfair to other students.

As a petitioner:

1. A faculty member should submit petitions to the Associate Provost.
2. A common case is when a faculty member wants to change an assigned grade from a previous semester.

Common Cases and Evidentiary Standards

Waive of residency: In addition to the usual standard of circumstances beyond student control, a petition and its supporting documentation should provide a detailed academic plan for the student and must be accompanied by enthusiastic support of the student's major department.

GPA below threshold for Honors: A petitioner should have strong support from his/her major department.

Applying late for Off-Campus Study: A student should consult the Office of International Education before petitioning. Illness, change in mental or physical health, or change in major may constitute circumstances warranting a petition for permission to apply late.

PETITIONS

1. A petitions should be a last resort. Before you consider petitioning, be sure to consult the instructor of the course, your faculty advisor and/or the Dean of Academic Advising to discuss alternatives and strategies for success. Petitioning should be reserved for situations where you find yourself a victim of circumstances beyond your control. The Petitions Committee will not provide relief to those who have created their own problem through poor planning, poor choices, poor work-habits, or poor performance. Be advised, the Committee will not approve a late change to or from Pass/D/Fail for those seeking to protect or enhance their grade-point average.
2. Please know that the late withdrawal (WL) is intended to give students greater control over their schedule and course load in instances where they deem it necessary. The Petitions Committee expects that students will use the WL wisely, and that in most cases there will be no need to petition so long as the WL is still available; the Committee is not inclined to grant petitions to those whose difficulty can be overcome by exercising the WL option.
3. If you have not already met with your faculty advisor, you should do so. Additional suggestions and help can often be provided by the Dean for Academic Advising. Discuss your situation with the instructor of the course in question (if applicable) and with any other faculty member (e.g. chair of department), dean, doctor or counselor who is knowledgeable of your situation; ask them if they are willing to comment on your petition.
4. Take a few minutes with your Campus Directory and jot down the e-mail names of your advisor, the instructor of the course in question, and any others who have agreed to comment upon your petition--you will need this information to submit the petition form.
5. Answer all questions on the following form before saving the document to your computer and sending it to SMITHKS@kenyon.edu as well as your advisor and other members of the faculty and administration with whom you have discussed the merits of the petition.
The Petition Committee reserves the right to contact additional faculty and administrators from individuals who could provide supplementary information.

CAUTION: Do not presume a successful outcome for your petition. You should assume that your request will NOT be granted. For example, if you are petitioning to drop a course after the deadline, you should continue to attend class and submit work until the result of your petition is known. There is no such thing as a routine petition or a "sure thing."

See the Kenyon College Catalog (<http://www.kenyon.edu/x11749.xml>) for other pertinent information regarding petitions and appeals. When the College is in session, the Petitions Committee convenes regularly to consider petitions with sufficient faculty/administrative responses. You will be informed of the committee's decision by reply to your e-mail within two working days of the meeting.

Student Petition

By submitting this petition, I indicate that I have read the instructions and cautionary information.

Fields will expand as you type; tab to the next blank.

Date: _____

Name: _____ Student ID: _____

E-mail: _____

Class: Select

Major(s): _____

Advisor E-mail: _____ & _____

Doctor or Counselor E-mail: _____ & _____

Course(s) Pertaining to this Petition:

CRN	Dept.	No.	Sec.	Instructor's E-Mail:

What College policy or rule are you petitioning an exemption/waiver/substitution?

What unfortunate circumstance **beyond your control** is causing you to petition this committee?

Exactly what relief are you seeking? Be sure to give specifics.

CAUTION: Do not presume a successful outcome for your petition. You should assume that your request will NOT be granted. For example, if you are petitioning to drop a course after the deadline, you should continue to attend class and submit work until the result of your petition is known. There is no such thing as a routine petition or a "sure thing."

Save this form to your computer, then e-mail the form as an attachment to Kim Smith in the Registrar's Office (smithks@kenyon.edu), your advisor(s), your instructor(s), and any other person supporting your petition.

**Report of the Resource Allocation and Assessment Subcommittee
December 8, 2008**

Scott Cummings – Natural Sciences Division representative and Chair
Kirk Emmert – Social Sciences Division representative
Claudia Esslinger – Fine Arts Division representative
Siobhan Fennessy – Interdisciplinary Programs representative
Bill Klein – Humanities Division representative
Paula Turner – Associate Provost

Since our October report to the faculty, the Resource Allocation and Assessment Subcommittee (RAAS, a subcommittee of the Executive Committee) has met four times to work on three issues.

Revision of the College Mission Statement. The College Mission Statement lists these goals for general education:

- A. Students learn to acquire knowledge and understanding of arts, humanities, natural sciences, and society.
- B. Students learn to be prepared to use information technology and to make sense of the information they find.
- C. Students learn to formulate ideas rigorously and to communicate them effectively, orally and in writing.
- D. Students learn to assess arguments.
- E. Students learn quantitative skills and to analyze data.
- F. Students learn to work creatively.
- G. Students learn to work collaboratively.

A few years ago, RAAS suggested a change to the description of learning goal B:

Students learn to acquire information from a variety of sources and evaluate its quality.

(You may have noticed similar language used in Department GEARs for the past two years.)

RAAS would like to move this proposal, recommending a change to the College Mission Statement. This is a minor revision that does not add or remove a learning goal from our Statement; it simply clarifies and improves the description of the goal. The new wording emphasizes evaluating information over simply using a technological tool to find information, and clarifies that “to make sense” of information is to evaluate its quality.

If faculty members approve of this change, we will forward it to the Board of Trustees for their consideration.

General Education Assessment Reports (GEARs). On October 14, 28 and November 11, RAAS reviewed the GEARs submitted by departments in 2008. RAAS greatly appreciates the work of departments to hold assessment meetings and report the findings of their discussions. We received reports from all but one department, and noted that the assessment being conducted in several departments is exemplary. RAAS is assembling a report on our findings, which we will present to the faculty early next semester. Our preliminary recommendations for improving college assessment include:

- a) ***sharing best practices*** among faculty and departments. Some outstanding assessment methods and tools have been developed, and we would like to facilitate ways to share them more broadly.
- b) ***focusing assessment*** to one or two general education goals each year. More focused discussions should make department meetings more manageable and may improve the quality of the feedback provided in GEARs.

For the second initiative, RAAS will be asking departments to focus on only one of the general education learning goals (see above) in the 2009 GEARs: writing. We hope to solicit more useful information on how faculty evaluate student expository writing, what common strengths and weakness faculty identify in student writing, and how faculty and departments and the college could effectively respond to these observations about writing. More information on this will be provided at a faculty meeting early next semester.

Budget Planning. On December 2, RAAS met with Provost Sacks to discuss budget priorities for the Academic Division and plan for ways in which our division could best respond if the evolving national economic conditions affect the college budget.

Respectfully submitted,

Scott Cummings

**Report of Campus Senate
December 2008**

Campus Senate has met three times since the last faculty meeting (on October 23, November 6, and December 4).

On October 23, Senate considered a revised Greek Constitution that would govern all aspects of Greek life on campus. Versions of this legislation have appeared before Senate several times during the past two years. During the current semester, members of Greek Council and the Dean of Students staff have worked hard to hammer out the details of this complex document. Their work has resulted in an impressive piece of legislation. Adoption of the Constitution was moved and the motion passed with 11 (eleven) votes in favor 3 (three) abstentions, and no votes opposed. Merriment was general and the meeting concluded in professions of mutual gratitude.

On November 6, the Senate considered two issues: reaccreditation and FERPA. Laurie Finke, Professor of Women's and Gender Studies and Reaccreditation Coordinator, visited Senate to share information about the College's reaccreditation process. Since one important criterion for the reaccreditation team is student life, Professor Finke urged students to participate. She asked student members of Senate to inform their constituencies of upcoming opportunities to participate and, in so doing, to shape the College's very future. Registrar Ellen Harbort chairs a committee devoted to the College's FERPA (Family Education and Privacy Act of 1974) compliance and philosophy. The registrar asked Senate to provide guidance to the FERPA committee with respect to the student information that appears in the on-line directory. Student members of Senate saw no reason to alter practices governing directory information as they are described in the student Handbook. Student members of Senate were pleased to hear the steps the College was taking to protect their privacy and made suggestions about how specific information about FERPA might be distributed to Kenyon families.

On December 4, Senate undertook a broad discussion of civility, free speech, technology, social order, and their manifold interrelations. The discussion began with the focused question of whether it was desirable to reorganize the current list-serves. Some community members have expressed concern about personal attacks in recent allstu messages and have asked whether we might not change the nature of this list. Members of Senate felt that there were genuine challenges here, but that changing the nature of the list and its addressees would do little to address those challenges. Some members of Senate lamented the low quality of discourse, but suggested the allstu community is self-correcting in some sense because those who post messages that are disrespectful, hostile, or idiotic are told as much by their readers. Others noted that telling idiots that they are in fact idiots is not necessarily a sign of mutual respect or of a salubrious discursive space. Some commented that there were in fact very few messages that were likely to offend anyone and that the lion's share of messages were either practical ("Where's my Sigg?") or inspiring (a series of scabies-themed haiku was singled out for special praise). Some emphasized the importance of maintaining the unregulated, wild west atmosphere of the allstu. Others noted that personal allstu attacks may be a form of free speech, but they are (a) a cowardly form and (b) they probably violate the College's computer use policy. There was general agreement that student leaders should think about how they might prompt their fellow-students to think about, to articulate, and to act upon the values of civility and mutual respect that are key to Kenyon's sense of community.

Respectfully submitted,

Jeff Bowman
Faculty Co-Chair