



# Reaccreditation 2010

A Self-Study prepared by Kenyon College for the Higher Learning Commission of the North Central Association



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# Preface

This self-study supports Kenyon College's request for continuing accreditation from the Higher Learning Commission of the North Central Association. Readers will note that we have chosen to use electronic rather than traditional paper appendices. The electronic version of the self-study contains hyperlinks to all documents and Web sites referred to in the self-study, allowing the reader access to most of the information in the Resource Room from the accompanying thumb drive. Paper backups of documents in the Resource Room can be located by using the accompanying Guide to Documents in the Resource Room.

Many members of the Kenyon community have contributed to the self-study. The Self-Study Task Force would like especially to thank the following: President S. Georgia Nugent and provosts Gregory Spaid, Howard Sacks, and Nayef Samhat for their support, encouragement, and feedback; Teri L. Blanchard, associate vice-president for finance, for helping us organize the financial data; Sarah Kahrl, vice president for college relations, for crafting and updating sections on the campaign; Joseph M. Murphy, director of information resources, and James R. Riggs Jr., systems analyst, for setting up the CommentPress Program we used to collect feedback; Rebecca M. Mazur, assistant director of new media, for assistance with our Web site; Karen Greever, collection development librarian, who read full drafts of the self-study twice and offered extensive comments; Jami Peelle, faculty grants and fellowships coordinator, Susan Baldeschwiler, special assistant to the provost, and Darlene Tedrow, coordinator of faculty support, for responding quickly and cheerfully to many requests for data. We thank L. Shawn Presley, director of public affairs, Daniel S. Laskin, publications director, and R. Adam Gilson, associate publications director, for editorial and publication assistance. Finally we thank all of the members of the community—faculty, administrators, staff, and students—too numerous to name who provided information and feedback throughout the process.

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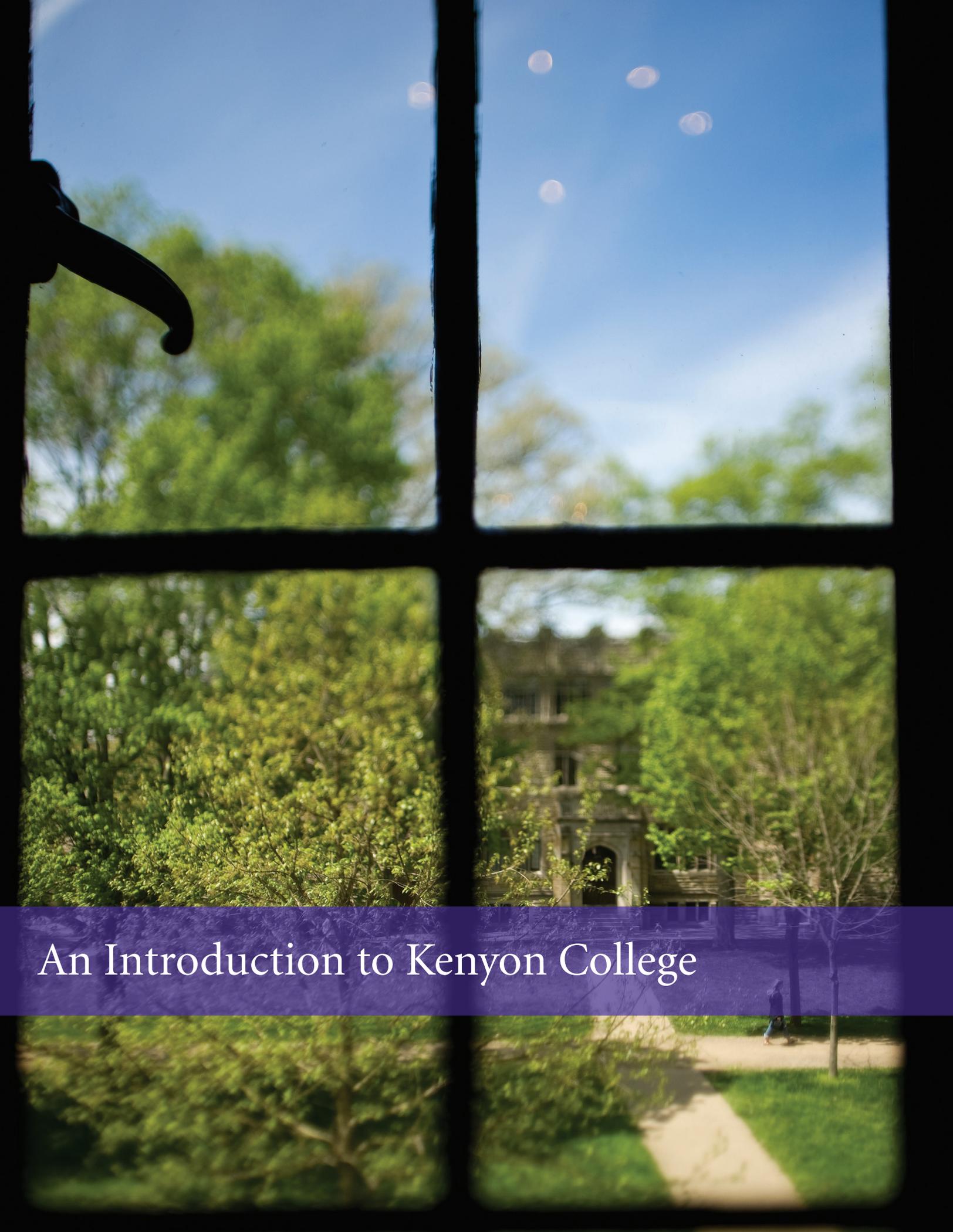
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# An Introduction to Kenyon College

# Who Are We?

Kenyon College is a nationally prominent liberal arts college where academic excellence goes hand in hand with a strong sense of community and close relationships among students and professors. Highly selective in admissions, the College attracts talented young men and women from all fifty U.S. states and more than forty countries. Approximately 1,600 students each year benefit from Kenyon's small size: the student-faculty ratio is ten to one, and the median class size is fifteen. The College prides itself on its faculty, accomplished scholars whose first priority is teaching and who regularly involve students in collaborative research. The curriculum is grounded in the traditional liberal arts and sciences but includes a number of interdisciplinary programs and many opportunities to study abroad.

Kenyon is the oldest private college in Ohio. The thousand-acre hilltop campus, considered one of the country's most beautiful, is on the National Register of Historic Places. Since the founding of the *Kenyon Review* in 1939, the College has enjoyed a strong reputation for literary study. Originally an all-male school, the College began admitting women in 1969. Through its alumni, Kenyon has made its mark on the world. Notable Kenyon graduates include Edwin M. Stanton, Lincoln's secretary of war, and President Rutherford B. Hayes. The poet Robert Lowell and the novelist E.L. Doctorow are among a number of prominent writers who graduated from the College. Kenyon also numbers birth-control pill developer Carl Djerassi, Swedish Prime Minister Olof Palme, actor-philanthropist Paul Newman, and cartoonists Bill Watterson and Jim Borgman among its alumni. In the years since coeducation, women have joined the list of distinguished Kenyon graduates, among them actor Allison Janney, writer Laura Hillenbrand, novelist Cammie McGovern, and poets Saskia Hamilton and Allison Joseph.

## FOUNDING AND HISTORY

Kenyon College was founded in 1824 by Philander Chase, the first Episcopal Bishop of Ohio. Among the College's earliest supporters were several British leaders of the evangelical wing of the Anglican Church—including Lord Gambier (for whom the village is named), Lord Kenyon (the eponymous founder), Lady Rosse, and the religious writer Hannah Moore. The College, whose mission was to educate young men for the clergy, was originally sited on the bishop's farm in Worthington. Almost immediately, Chase determined to move his students beyond the grip of the "vice and dissipation of urban life." On July 24, 1825, Chase held services in the tiny village of Mount Vernon and then rode into the countryside with a parishioner, the young lawyer Henry Curtis, to look at an available parcel of land. After climbing to the top of a hill and taking in the magnificent views of the surrounding landscape, Chase turned to Curtis and uttered the famous words, "This will do." (This moment is memorialized in a mural in the Gambier Post Office). The hill, purchased along with 8,000 surrounding acres with the approval of the diocese, became the home of both Kenyon and Gambier. George Franklin Smythe, in his book *Kenyon College: Its First Century*, compares Gambier and its institutions during this time to a medieval monastery, "planted in a remote spot, with its farms, its dairies, its mills, its workshops, its guest house, its domestic establishment, its scholars, its laboring brethren, and its autocratic abbot."

Throughout Kenyon's early years, the curriculum was based firmly in the classics and the Bible, with class time largely devoted to recitation in subjects such as literature, philosophy, and religion. During the presidency of David Bates Douglass there was an increase in scientific offerings, including astronomy, mathematics, and physics. The 1850s saw the founding of extracurricular enterprises that have persisted to this day. Kenyon's first student publication, *Reveille*, a precursor of the yearbook, appeared in December 1855. A few months later came the inaugural issue of the *Collegian*, the student newspaper. In the early 1850s, a primitive version of football appeared on campus, and in 1859 students formed the first baseball clubs. It was also during this period that the tradition of singing in groups—a tradition that still animates student life—emerged at Kenyon. In the decade before the Civil War, student life took a dramatic turn with the founding of several Greek-letter fraternities. Phi Beta Kappa made its appearance on campus in 1858, the second chapter of the academic honor society to be founded in Ohio.

In 1859, the College erected Ascension Hall, its first building to be constructed primarily for use as a classroom and laboratory facility. In its center section, it also housed two spacious rooms that served as the headquarters of the literary societies, Philomathesian and Nu Pi Kappa. The two societies, formed in 1827 and 1832 respectively, maintained Kenyon's first libraries and sponsored many of the extracurricular activities, including debates, lectures, and plays.

Kenyon's longest presidency, lasting forty-one years, began in 1896 with the election of William Foster Peirce, who had joined the faculty four years earlier. Peirce set about improving the College's curricular and extracurricular offerings, its facilities, faculty, finances, and student body to make it more attractive to prospective students. The Peirce administration saw the construction of many of Kenyon's most recognizable buildings, including the Hanna and Leonard residence halls, Samuel Mather Science Hall, and the president's house, Cromwell Cottage. In 1929, the College dedicated its first true commons, Peirce Hall, which the understandably elated president declared—prematurely as it turns out—the last building Kenyon would ever need.

In 1937, Kenyon selected Gordon Keith Chalmers as Peirce's successor. Even before arriving on campus, Chalmers and his wife, poet Roberta Teale Swartz, laid the foundation for the *Kenyon Review* by convincing critic and poet John Crowe Ransom to join them at the College as the journal's first editor. An immediate success, the *Review* was an essential part of the new president's plan to make Kenyon a literary mecca. Following the war, Kenyon enjoyed an enrollment surge created by the G.I. Bill. Space shortages led the College to take on a number of building projects. Among these were three residence halls completed in the early 1950s, two of which (Lewis and Norton halls) were assigned to

freshmen and one of which (Watson Hall) was originally designated for single seminarians. Kenyon also succeeded in gaining a new gymnasium at this time by accepting a government offer of an abandoned Navy drill hall that was dismantled and then re-erected at the College as Wertheimer Fieldhouse. Still more construction would have been undertaken had it not been for the tragic fire in 1949 that claimed the lives of nine students and left Old Kenyon (one of Kenyon's historic residence halls) a burned-out shell. The College quickly decided that the structure would be rebuilt. A little more than a year and a half after the fire, Old Kenyon reopened with a new steel superstructure, modern fire detection and suppression systems, and almost every original stone in its original place. The achievement for which Chalmers is best remembered, aside from the founding of the *Kenyon Review*, is the College's key role in establishing the Kenyon Plan, now universally known as the Advanced Placement Program and administered by the College Board. Chalmers led a group of eleven other presidents and a dozen secondary-school heads in creating the program, which offered its first courses in 1953.

By the mid 1960s, as single-sex education—especially for men—was rapidly declining in popularity, the College began to debate coeducation. In the fall of 1969, the Coordinate College for Women—which its creators hoped would be to Kenyon what Radcliffe was to Harvard—opened its doors to 160 women. By 1972, the Coordinate College for Women ceased to exist, its facilities and students absorbed by Kenyon. It did, however, through the efforts of its students, and especially those of the first and only dean, Doris Bean Crozier, help to make the College a fully coeducational institution in fact as well as name, much more quickly than many other formerly all-male bastions of higher education.

The years from 1975 to 1995 saw change and growth on every front. In the academic area, the College added its first interdisciplinary offerings. The faculty grew and diversified, with significant numbers of women joining its ranks. During the presidency of Philip H. Jordan, the College's endowment, long a source of concern, began to grow as a result of both careful management and the proceeds of the College's first comprehensive fundraising effort, the \$35-million "World of Difference" campaign. Investments in bricks and mortar included construction of the Bolton Theater, which opened in 1978, and the Ernst Athletic-Recreation-Convocation Center, completed in 1982. Rosse Hall was given a thorough renovation and restoration to allow it to become the home of the Music Department and the College's venue for concerts and lectures. Other highlights of the period included development of the School-College Articulation Program, founded in 1979 and now known as the Kenyon Academic Partnership (KAP), and the Kenyon Intensive Language Model (KILM), which brought new life to language instruction at the College.

President Jordan encouraged the faculty in their efforts to develop the first interdisciplinary programs: American Studies, Integrated Program in the Humane Studies (IPHS), International Studies, and Women's and Gender Studies. He was the first president to develop institutional support for women faculty and staff through the President's Advisory Council on the Status of Women at Kenyon, and the first to actively recruit minority faculty. President Jordan was the first to develop expectations for faculty scholarship and the first to approve major start-up costs for science faculty recruitment. In 1977, Jordan oversaw the revival of the *Kenyon Review* by two members of the English faculty. During this time (1980), the College's men's swimming team won its first national championship, setting the stage for unprecedented strings of National Collegiate Athletic Association Division III crowns for both the men's and women's programs. Jordan led the College in a sweeping review of student life, which culminated in substantial reforms of student housing. Perhaps the most striking single feature of the Jordan presidency was the explosion in library and computing resources on campus. In 1984, the College received its largest single gift up to that time, a \$5.5 million grant from the Franklin W. Olin Foundation, for construction of a new library. Completed in 1986, Olin Library provided not only book and study space but also an art gallery, auditorium, and facilities for the academic and administrative computing staffs. The increasing importance of computing was recognized with the inclusion of the chief information officer on the president's Senior Staff.

During the presidency of Robert A. Oden Jr. the first full-scale examination of the curriculum to be undertaken since 1973 resulted not only in the College's recommitment to its liberal-arts values, but also to two new requirements for students in language proficiency and quantitative reasoning. The latter was in keeping with Kenyon's renewed attention to the natural sciences, which also resulted in the construction of a new quadrangle of science facilities. These buildings and Storer Hall, a new home for the Music Department, were priorities of the \$100 million "Claiming Our Place" campaign, begun by Oden in 1995, and completed in 2002. The Oden presidency also saw a concerted effort to increase the diversity of the faculty, staff, and student body, a commitment that continues to this day.

In 2003, the selection of S. Georgia Nugent, the College's first woman president, was announced by a search committee headed by the College's first woman president of the Board of Trustees, Cornelia Ireland Hallinan. During President Nugent's tenure, women came of age as College leaders, with the appointment of the first female dean of admissions and financial aid, the first female dean of students, and a female vice president for college relations (the College's second). Nugent's presidency has seen a significant increase in the College's resources, both financial and institutional, in a number of areas. Planning for a \$230-million comprehensive campaign—encompassing capital as well as annual operating gifts—began soon after her inauguration. The "We Are Kenyon" campaign, announced in 2007 and running through June 2011, has already attracted gifts totaling more than \$209 million.

## CURRICULUM OF THE COLLEGE

Kenyon students organize their academic work around the central core of a major, as administered by a department or program. The College offers majors and minors in eighteen discipline-focused departments, and offers either majors or concentrations in thirteen interdisciplinary programs. (A concentration is an interdisciplinary program made up of courses drawn from two or more departments and requiring a minimum of 2.5 units, and up to a maximum of 4 units of prescribed academic credit; a unit is the equivalent of 8 semester credit hours). Kenyon's newest concentration, Islamic Civilization and Cultures, was added in 2010.

## Majors, Minors, and Concentrations at Kenyon

DEPARTMENT	MAJOR	MINOR	CONCENTRATION	DEPARTMENT	MAJOR	MINOR	CONCENTRATION
African Diaspora Studies	•		•	International Studies	•		
American Studies	•		•	Islamic Civilization and Cultures			•
Anthropology	•	•		Law and Society			•
Art and Art History	•	•		Mathematics	•	•	
Asian Studies			•	Modern Languages and Literatures	•	•	
Biochemistry and Molecular Biology	•			Music	•	•	
Biology	•	•		Neuroscience	•		•
Chemistry	•			Philosophy	•	•	
Classics	•	•		Physics	•	•	
Dance and Drama	•	<i>Dance minor</i>		Political Science	•		
Economics	•			Psychology	•		
English	•			Public Policy			•
Environmental Studies			•	Religious Studies	•	•	
History	•	•		Scientific Computing			•
Integrated Program in Humane Studies			•	Sociology	•	•	
				Women's and Gender Studies	•		•

In addition, students have the option of proposing synoptic majors: self-designed majors that explore coherent and focused areas of knowledge, combining work in several disciplines. Since the addition of majors in several interdisciplinary programs in the last decade, the number of synoptic majors has declined. Examples of recent synoptic majors include film studies, social justice, chemical physics, comparative global identities, military science, culture and the environment, and linguistics.

### *General Education*

In addition to fulfilling the requirements of their majors, Kenyon students learn to think critically, to solve problems, to do research, and to communicate their ideas effectively. Students are expected to develop some understanding of the knowledge and perspectives of various disciplines, of more than one culture, and of information technology. Our students are encouraged to become more intellectually curious, open to new experiences and perspectives. These are among the general education outcomes that Kenyon faculty seek for our students; they correspond closely with the essential learning outcomes articulated in the American Association of Colleges and Universities' LEAP (Liberal Education and America's Promise) campaign.

Our current general education requirements were first developed in 1973 and have remained intact over the last four decades, with only minor changes. The curriculum at Kenyon is organized around four academic divisions corresponding to the four traditional divisions of knowledge: humanities, social sciences, natural sciences, and fine arts. Each of the departments participates in one of the four divisions of the College, and students demonstrate competency in the general education learning goals from within these departments. A fifth "division" has grown up in an ad hoc manner around interdisciplinary programs, but the place of these programs and courses within a general education curriculum structured by the traditional divisions and departments remains to be articulated.

Currently, general education at Kenyon involves four requirements:

1. To encourage students to seek out new educational experiences, they must earn **nine or more units outside the major department**.
2. Students must complete **at least one unit within at least one department**, in each of the four divisions.
3. Students must demonstrate a **level of proficiency in a second language** equivalent to one full year of college study.
4. Students must earn a minimum of one-half Kenyon unit of credit in a course that **meets the quantitative reasoning (QR) requirement** (.5 unit is equal to four semester credit hours).

## **ACCREDITATION HISTORY**

To begin the self-study, the Reaccreditation 2010 Task Force reviewed the self-studies and site visit reports from 1990 and 2000. This task created a context for our work, renewing our sense of the College's mission and establishing a long-term agenda for the self-study. Changes Kenyon has made as a result of the reaccreditation process over the last twenty years demonstrate that the College is receptive and able to respond to the challenges set for us by external critique and to the challenges we face in the current environment for higher education.

### *Identified Strengths*

The College's many strengths have been consistently noted by reaccreditation visit teams over the last two decades. Both 1990 and 2000 visit teams praised:

- the strength of a diverse, widely dispersed, and determined **Board of Trustees**;
- a **dedicated and effective administration** that provided strong leadership and management;

- a **strong faculty**, dedicated to the liberal arts ideal of teaching and scholarship, highly involved in curricular planning, and committed to developing close personal relationships with students;
- committed, articulate, and intelligent **students**;
- the careful stewardship to preserve the College’s **natural rural setting**;
- the “sensitive blend” of **old and new buildings** that support the College’s academic mission;
- the College’s **sound financial strategy and management**, enabling Kenyon to support programs of the quality one would expect in colleges with much larger endowments.

The 2000 visit report praised the College’s strong institutional legacy and reputation, including an articulate mission statement which informs all that Kenyon does and to which all constituencies subscribe. The Self-Study Steering Committee was singled out for “courageously and frankly addressing important institutional issues and proposing numerous recommendations for improvement,” and was praised for a thorough and reflective self-study process.

### *Challenges*

It is revealing to read the 1990 site visit report in light of the 2000 report.

- In 1990, while the visit team praised the diversity of viewpoints within the faculty, they felt that dissension among the faculty was “a persistent theme during our campus visit.” By 2000, the Steering Committee could report that that dissension had largely dissipated. The creation of a Tenure and Promotion Committee during the 1990s became a **symbol of faculty confidence** in their colleagues’ fairness and good will.
- While the 1990 visit team praised Kenyon’s efforts in computing, they felt that audio-visual services lacked coherence, a problem that has largely been rendered irrelevant by **better equipping classrooms** to make use of computer technology.
- The 1990 visit team also noted that Kenyon provided very little data on **educational outcomes**; Kenyon was not yet engaging in the kind of assessment that would be required in the future.
- The 1990 visit team felt that the College had largely outgrown institutional patterns that worked when the College was smaller and more cohesive, and that it required **clarified structures and better communication**.

Some of the challenges posed in the 1990 report had disappeared by 2000—either they were corrected or became obsolete in the rapidly changing environment of higher education—while others endure.

- Although the College’s **endowment had grown substantially** from \$35 million to \$110 million (2000 Self-Study, page 3), there was still concern in the 2000 reaccreditation report that the endowment was somewhat anemic, especially in comparison with other liberal arts colleges similar to Kenyon.
- Over-enrollment remained a significant concern, contributing to overcrowding in residence and dining halls. The 2000 report called for **enrollment management** to fit the capacities of the College.
- Progress had been made in eliminating facilities’ inadequacies in music (Storer Hall) and the sciences (the new science quadrangle). The **art facilities continued to be a concern**, both because they were physically so far removed from other academic buildings (on the north end of campus) and because of their physical inadequacy for the department’s needs.

- The 2000 visit team suggested that for the College to enact its “deep commitment to diversity,” it needed to **articulate specific and measurable goals for increasing diversity**.
- Consistent in both reports is a complaint that the College’s ability to study itself and to plan effectively is hampered by a **decentralized model of institutional research** not likely to “maximize either efficiency of institutional research or its use in decision-making and planning.”

Two new challenges appear in the 2000 report.

- The visit team noted that the College needed to **improve compensation** both for faculty and staff, addressing the rate of increases for all, compression of faculty and staff salaries in the middle ranks, and procedures for merit increases.
- The other concern involved the **newly created Library and Information Services (LBIS) Division**, which, the team suggested, showed promise as a means of organizing both library and computing more effectively but created “widespread faculty dissatisfaction” in implementation.

### *The Decade Since 2000*

Kenyon has made considerable progress since our last reaccreditation in capitalizing on our strengths and addressing our challenges. Looking back at the recommendations of the 2000 Self-Study and the visit report provides evidence of Kenyon’s willingness to respond to external evaluation in a timely fashion. Subsequent chapters will address these concerns in more detail. Only a very brief overview is offered here.

### **Accomplishments**

Below is a list of recommendations that grew out of the 2000 self-study process and that have, for the most part, been successfully addressed. This does not mean that there are not still issues that need attention in these areas, but the College has responded to these identified needs in such a way that the original challenge has been met and the problem alleviated if not fully rectified.

#### *Instructional Recommendations*

The following speak to recommendations aimed at improving the College’s ability to deliver on its academic mission.

- The 2000 visit team felt that Kenyon needed to **upgrade the technology** available in classrooms, laboratories, and studios. Today virtually every classroom on campus is equipped with televisions, VCR and DVD players, computers, and projection capability. LBIS maintains on its Web site a list of classrooms and the technologies they contain.
- Overcrowding and inadequate **teaching facilities in the Music Department** were largely remedied by the renovation of the Rosse Hall basement and the opening of Storer Hall in 1999.
- The natural science departments enjoy new facilities, including **four new or substantially renovated buildings**: Hayes Hall for physics and mathematics, Tomsich Hall for chemistry, the new Fischman Wing of Higley Hall for molecular biology, and a renovated Samuel Mather Hall for psychology and neuroscience. These buildings, which are grouped together in a single quadrangle on south campus, opened in 2001.
- The **inadequacy of the art buildings** both for instructional purposes and for exhibition were recognized in the master plan’s vision of two art buildings to be located more centrally on south campus: one for studio art and one devoted to art history and exhibitions. Funding for these

two buildings was included in the current campaign. While the economic downturn of 2008-09 created delays, construction began in the summer of 2009 on the first of these buildings—the Kenyon Center for the Visual Arts, which will house a museum, gallery spaces, and the Art History Department.

- Many of the **problems noted in LBIS** in the last reaccreditation have been addressed; today that division seems to be functioning well, enjoying the confidence of the faculty.

#### *Recommendation on Student and Residential Life*

The following speak to recommendations aimed at improving the residential experience of students at Kenyon.

- Inadequate recreational facilities, in particular Wertheimer Fieldhouse, which the 2000 visit report described as “near medieval,” were remedied by the **construction of the new, award-winning Kenyon Athletic Center**, which opened in January 2006. The new facility, which replaced both the Ernst Center and Wertheimer, is located across the street from the Ernst Center (which has since been demolished to create green space). The new building has eased significantly the conflicts, noted in the 2000 site visit, between athletic teams and the increasingly large numbers of recreational users.

Several recommendations in the self-study speak to the health and well-being of our students, and these have been addressed over the last decade.

- The 2000 self-study suggested a need to **hire a part-time female physician**, and in the fall of 2007 both a nurse practitioner and a part-time female physician were hired.
- In 2000, both self-study and visit reports mention that Student Affairs staff spend more time dealing with students’ emergencies than they do on programming. This problem has been alleviated through **increases in the staffing of the Student Affairs Division** but is offset by more students entering with more challenging needs.
- Since the last visit, the self-study recommendation that Kenyon gradually make all of its residence areas smoke-free has been accomplished. All residence halls, as well as all College buildings, **are now smoke-free**. Evidence from the CORE surveys show a drop-off in student smoking, which may be a result of this policy.
- Kenyon has **expanded multicultural programming** to serve the College better. This has included the addition of new student affairs personnel, new programs, and new student groups.

#### *Faculty and Staff Issues*

The following address recommendations dealing with employment issues for faculty and staff.

- The Tenure and Promotion Committee, which seemed an impossibility in the 1990 review, has two decades later become a **core part of the review process for faculty** and seems to have won the confidence of the faculty.
- Many of the staff morale problems noted in the 2000 site visit report have diminished. In 2004, a compensation task force looked at the issue of staff salaries, made adjustments where there seemed to be inequalities, provided a rationale for non-exempt salaries, and developed a classification system for jobs. There now appears to be **more satisfaction with salaries** among non-exempt and exempt employees, as evidenced by a comparison of responses to the 2009 staff/administration survey with those from the 1999 survey. The creation of the President’s Advisory

and Communications Team (PACT) in 2004 has **improved staff morale** by giving administrators and staff members representation and a voice with the president.

### Ongoing Challenges

Of course, not every challenge Kenyon faces will be easily or quickly met. Some of the issues we face have been ongoing for decades. They are tough, intractable problems and will require continued attention. Improvements may be small and incremental. Below are some challenges for which we have taken remedial steps, but which still confront us.

#### *Institutional*

- Despite satisfactory growth over the last decade, **our endowment remains modest**, especially in contrast to our comparison group.
- Since 2000, Kenyon has made improvements in its capacity to carry out institutional research, including the creation of the position of director of institutional research and the articulation of a mission statement for institutional research: “To collect, organize, analyze, interpret, and disseminate institutional data and intelligence for the purpose of decision-making, policy formation, planning, and assessment of programs and activities.” However, while there have been significant improvements in the College’s capacity to gather and organize institutional research, we could do a **better job of coordinating the work done by various data managers** across campus. This job should fall to the new director of institutional research.
- While we have made measurable gains in diversity among faculty, students, administration, and staff, as well as within the curriculum, we still have work to do to **enact the College’s “deep commitment to diversity.”** A Trustees’ Diversity Task Force, which completed its work in 2006, examined the issue of diversity across the College and made several recommendations, some of which have been enacted, some of which we continue to discuss, and some which we are trying to fund. Successful initiatives over the last decade include the Kenyon-Mellon Postdoctoral Fellowship, the Marilyn Yarborough Dissertation Fellowships, the Visiting Artist Program, the Kenyon Educational Enrichment Program, and the Newman’s Own Foundation Scholars (all of which will be examined in the chapters that follow).
- The 2000 Self-Study recommended that administrative divisions have external reviews at least every ten years. To date, while some administrative offices have had external reviews, **there is no policy in place that mandates such reviews**, nor do the funds exist to support more than occasional administrative reviews for specific purposes.
- Although there is more agreement among staff and administrators that their physical environment is adequate (2009 vs. 1999), admissions staff members still report **significant problems with space**. Several office moves have created more space for the Admissions and Financial Aid offices in Ransom Hall.
- We continue to work to **make the College more universally accessible**. According to a 2007 assessment done by the Disability Services Office, 18 percent of the College’s sixty-eight buildings are handicap accessible, i.e. they meet ADA requirements beyond entrance accessibility, while 40 percent of our buildings are inaccessible. The question of resurfacing Middle Path, the gravel path that runs through the campus and connects north and south ends, to make it more accessible remains open.

### *Instructional*

- While faculty salaries at all ranks have increased over the last decade, **we have not made as much headway on faculty salaries** as suggested by the 2000 self-study committee's recommendation, which called for faculty salaries to increase faster than the average rate of increase for the colleges in Kenyon's comparison group.
- Interdisciplinary study has been growing over the last decade. Students who graduated in 2008 took an average of 1.84 interdisciplinary courses, compared to the .54 interdisciplinary courses 1998 graduates had taken. Similarly, 12.59 percent of 2008 students graduated with an interdisciplinary major, compared to 5.89 percent of 1998 graduates. However, programs still **suffer from a lack of commitment to staffing**. Their place in the curriculum is still marginal and they are largely unrepresented in the College's general education program.
- Kenyon has long had systems in place that evaluate student learning in general education and the major. More recently, several faculty-driven initiatives have resulted in some new college-level assessment initiatives—e.g., evaluating the writing and research skills of our students. Overall, however, we have probably been more effective in collecting data than in putting the data to use to improve our pedagogical practices and outcomes. We still have work to do to **translate data collection and analysis** into curricular change and decisions on allocating resources.

### *Student and Residential Life*

- Overcrowding in the residence halls due to large enrollments was a major theme that was sounded in both the 1990 and the 2000 self-studies and visit reports. While the College is emerging from an era of unprecedented growth, with increases in the numbers of faculty, staff, and students, as well as increases in the square footage available for academic, dining, and recreational activities, **we need more residential space**, and the residential space we have needs renovation. The College has created an ambitious plan for residence halls that will be realized in stages as funding becomes available.
- In 2000, alcohol use among students was seen as unacceptably high (though CORE survey data suggests that student drinking at Kenyon is no more ubiquitous than it is at most other colleges and universities). In 2000, the Steering Committee made the recommendation to eliminate alcohol parties from dorms, requiring that they take place elsewhere. In 2007, a new social events policy was put into place which was designed to discourage large parties in residential spaces, and to encourage the registration of smaller gatherings across campus that might **promote more responsible drinking**.
- The 2000 self-study noted a lack of gathering spaces for student activities. Several new spaces have been created for student activities, including the Horn Gallery, the Black Box Theater in the Old Bank Building, the Kenyon Athletic Center, and a completely renovated Peirce Hall. The two-year renovation of Peirce gave the College a spacious dining complex containing three large dining halls, a greatly enlarged Pub, at least five private dining rooms, meeting rooms, and offices, as well as spaces for lounging. However, students continue to complain that there is a **scarcity of medium-size spaces** in which to socialize and study, especially late at night.
- Greek organizations are part of the history of Kenyon. However, there are **some tensions surrounding their presence**, particularly associated with the perception that male Greek students receive preferential treatment in housing.

## THE SELF-STUDY PROCESS

Kenyon launched its self-study process in January 2008, when Provost Gregory Spaid asked Professor of Women's and Gender Studies Laurie Finke to serve as the self-study coordinator and, later that semester, Professor of Psychology Sarah Murnen to serve as research analyst, with responsibilities for data analysis. Together with Associate Provost Paula Turner, they attended the annual Higher Learning Commission's meeting in Chicago. During the spring of 2008 and into the summer, this small group began to get organized: identifying the individuals who needed to be involved and the resources necessary, and drafting timelines. With the appointment of a half-time administrative assistant, Michelle Foster, in July, the group was able to go forward with a number of preparatory projects, including creating a Web site that would provide information to the campus about the reaccreditation process and encourage feedback from the campus as we proceeded. We also set up an electronic database that would log every document we received. Most paper documents that came to the self-study office were scanned into .pdf form (if necessary) and added to this database, with a link to an electronic file. The Web site and database were the beginnings of an electronic resource room for the reaccreditation visit team. In addition, we set up a duplicate paper filing system in the reaccreditation office, giving us double coverage for most of the documents we were collecting. Finally, we sent a mailing to all campus offices informing them of the upcoming reaccreditation and making a preliminary request for relevant information (annual reports, external reviews, data from surveys, etc.).

By the end of the summer, we had also made some decisions about the make-up of the task force that would direct the self-study work. While we were committed to a process that was both transparent and inclusive, we were also aware of the campuswide challenge of over-extended faculty and staff. Like many other organizations and institutions, Kenyon suffers from a surfeit of conscientious faculty and staff, always willing to take on more and more tasks. This theme came up repeatedly in the spring semester of 2009 during both search and interview gatherings for the positions of provost and dean of students. We decided to put together a small centralized task force of individuals with specific skills or information that would be critical for the self-study. That task force would handle the actual work of the self-study. All information requests would go through the self-study office. We would use the existing administrative and committee structures where their expertise was relevant rather than create new subcommittees. We believed that, while it would be exceedingly difficult to ask a large number of faculty, administrators, or students to devote two years to the work of reaccreditation, it was reasonable to ask them to be involved intermittently when their expertise was required. This structure, we felt, would integrate the reaccreditation process into the daily working life of the College rather than adding a new layer of committee meetings and reports.

We used many different data sources for the report. Kenyon participates in national surveys administered through the Higher Education Research Institute (HERI). Student data from the National Survey of Student Engagement (NSSE) administered in 2005 and 2008 were used, as well as multiple years of data from the Cooperative Institute Research Program's (CIRP) freshman survey, and the College Senior Survey (CSS). We also had data from HERI's faculty survey administered in 2005 and 2008. Other national survey data used included the Collaborative on Academic Careers in Higher Education (COACHE) survey of junior faculty, the EDUCAUSE CORE survey of student drug and alcohol use (multiple years), and the Merged Informational Systems Organizations (MISO) survey administered in 2009. IPEDS reports for each of the last ten years provided useful information. For the last self-study, a survey for administrators and staff was created, as well as a parent survey. These surveys were updated and administered in 2009 so responses across time could be compared. Data regularly gathered by the Office of Alumni and Parent Programs were used to provide some information about alumni, although it would have been preferable to use national survey data for this group as well. Many departments generate reports on an annual basis, such as the general educational assessment reports (GEARs) prepared by academic departments, and these data were used. Kenyon's

participation in a Teagle-funded project on the assessment of creative and critical thinking provided useful data. Some targeted assessments were conducted to examine specific issues such as student perceptions of their faculty advisors, and these data were helpful.

### *The Self-Study Task Force*

**Laurie Finke**, Professor of Women's and Gender Studies, Self-Study Coordinator

**Sarah Murnen**, Professor of Psychology, Research Analyst

**Paula Turner**, Associate Professor of Physics, Associate Provost

**Tacci Smith**, Associate Dean of Students

**A. Chris Kennerly**, Associate Dean of Students and Director of Multicultural Affairs

**Ron Griggs**, Vice President for Library and Information Services

**Ellen Harbourt**, Registrar

**Michelle Foster**, Administrative Assistant for Reaccreditation

**Cara McDaniel**, Assistant Professor of Economics

**Noble Jones**, Senior Assistant Director of Admissions

**Robin Cash**, Director of Special Projects in Enrollment and Student Affairs

**Dan Laskin**, publications director, and **Adam Gilson**, associate publications director, were added during year two to assist us with publication as we moved toward creating a document that was carefully edited, internally consistent, and attractive looking.

### *Phase One, 2008-09: Essentially Kenyon and Working Papers*

During the first year of the process, the coordinator met with personnel in departments and offices, with division heads, and with student government and other small groups to discuss the reaccreditation process and to solicit documents, data, feedback, and expertise. The coordinator also met with members of the Board of Trustees, the Alumni Council, and the Parents Advisory Council whenever they were on campus (in each case, two times a year) to report on the progress of the self-study and to solicit their feedback on the reaccreditation process. The Self-Study Task Force began meeting regularly in the fall of 2008. We oriented ourselves by reading the HLC Reaccreditation Manual and reviewing the self-studies and the visit reports for the last two Kenyon reaccreditation cycles (1990 and 2000). Having oriented ourselves to the task, we set two goals for 2008-09: In the fall we would create an event that would call upon the entire community to help us articulate specific goals and themes for the self-study; we would also research and write seven working papers over the course of the year that would outline the entire self-study, including all five of the Higher Learning Commission's Criteria for Reaccreditation. We decided we could complete three of these working papers in the fall 2008 semester and the final four in the spring and summer of 2009.

### **Working Papers**

1. **History of Reaccreditation at Kenyon:** What Does the College Gain from Reaccreditation?
2. **Kenyon's Goals for Reaccreditation:** What's in it for Us?
3. **Criterion One:** Mission and Integrity
4. **Criterion Two:** Preparing for the Future
5. **Criterion Three:** Teaching and Learning
6. **Criterion Four:** Acquisition, Discovery, and Application of Knowledge
7. **Criterion Five:** Engagement and Service

These papers allowed us to understand what the criteria mean for Kenyon, and helped us to identify the best sources of evidence for each criterion, to test preliminary arguments, and to identify challenges in research and writing early in the process.

## **Essentially Kenyon**

One of the tasks we set for ourselves in the fall 2008 semester was to create a process for establishing goals for the self-study that would represent the interests of the community as widely as possible and give all constituencies a voice. With the backing of the offices of the President, the Provost, and the Dean of Students, along with the chair of the faculty and Student Council, we set aside November 1, 2008, for a half-day retreat called “Essentially Kenyon.” To prepare for discussion at the retreat, we created an online survey that we sent to the community, asking two open-ended questions.

1. What is essentially Kenyon; what are the qualities and ideas at Kenyon that are most enduring?
2. What do we need to do to maintain these qualities as we address the challenges we face over the next decade?

The survey drew 283 total responses. From the results of the survey, we selected two themes: the relationship between community and bureaucracy, and the difficulties of balancing tradition and innovation. The retreat on November 1 began with two panels in Rosse Hall to discuss the two themes. After listening to the panels, the group moved to Peirce Hall for lunch and small group discussions. Although the retreat attracted only about one hundred participants, it started a discussion that has continued throughout the self-study process. For the goals generated through this process, see below. We have used information from the survey throughout the self-study.

## *Phase Two: Drafting the Self-Study, 2009-10*

### **Feedback**

As we completed the working papers, we made them available to the Kenyon community for feedback. We asked specific individuals and groups to examine carefully material that dealt with their areas of expertise. We solicited specific feedback from College committees, divisions, offices, and even individuals. In addition, we created for each criterion a reading committee consisting of faculty, students, staff, and administrators. Members of these committees agreed to read and offer feedback (both oral and written) on the criterion for which they were responsible. Where necessary, we created ad hoc groups/committees that worked on particular issues (diversity, resource room, federal compliance, institutional snapshot, third-party comment). We also used our Web site as an open forum for feedback from the community at large. All working papers were available on our Web site in three formats: as part of a CommentPress document, in .pdf, and in Microsoft Word. Evaluators could elect to download a working paper as a .pdf or Word document and send us written feedback, or they could read the working paper in CommentPress, where they could enter specific feedback right into the document, allowing us to collate comments electronically. Finally, we included on the feedback page a format for offering comments on strengths, challenges, and opportunities in each criterion. The Student Affairs Office hosted “feedback parties” for students, and the division heads met together to work on feedback for sections of the self-study related to the Student Affairs Division.

### **Drafts**

During the second year (AY 2009-10), the task force prepared a series of drafts of the self-study based on the working papers. Again we circulated these drafts widely, using the same mechanisms as above. In addition to the electronic forums for feedback we hosted during the first year, we held a series of forums throughout the year to solicit further discussion of major issues. Finally, as the drafts neared completion, members of the Reaccreditation Task Force hosted “reading parties” to generate feedback on the chapters. The Task Force believes that this method generated participation within the community while limiting the number of individuals who needed to devote extensive time to the self-study.

### *Goals of the Self-Study*

Recognizing that the self-study process offers an invaluable opportunity for self-evaluation and reflection, Kenyon College has established the following goals for the self-study process.

#### **Content Goals**

The self-study will:

1. Affirm the strengths and accomplishments of the College by documenting and evaluating them, adhering to the highest standards of research.
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.
4. Engage the community in honest and productive dialogue around those controversial issues that we find difficult to discuss.

#### **Process Goals**

The process will engage us in:

1. Holistically examining the entire institution.
2. Encouraging 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.
3. Researching and writing the self-study in the most efficient manner, avoiding both unnecessary bureaucracy and jargon.
4. Inviting all members of the community to participate 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:

1. Continuing unqualified reaccreditation through the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools.
2. An opportunity to build on the self-study process, using it as a guide for future development.

# Institutional Snapshot

## 1. Student Data

	2009		2008	
	COUNT	PERCENT OF TOTAL	COUNT	PERCENT OF TOTAL
<b>FULL-TIME FALL ENROLLMENT</b>				
Total enrollment	1618		1636	
Men	777	48.0%	773	47.2%
Women	841	52.0%	863	52.8%
<b>CLASS ENROLLMENT (EXCLUDES LANGUAGE TA)</b>				
First-year	474	29.3%	456	27.9%
Sophomore	428	26.5%	443	27.1%
Junior	283	17.5%	359	22.0%
Senior	432	26.7%	377	23.1%
<b>DIVERSITY</b>				
African-American	57	3.5%	61	3.7%
Asian-American	101	6.2%	87	5.3%
Latino	55	3.4%	46	2.8%
Native American	11	0.7%	12	0.7%
Nonresident alien	71	4.4%	63	3.9%
Total of above	295	18.2%	269	16.4%
<b>GEOGRAPHIC ORIGIN</b>				
Middle States	454	28.1%	434	26.5%
Midwest (including Ohio)	456	28.2%	515	31.5%
New England	189	11.7%	176	10.8%
South	174	10.8%	183	11.2%
Southwest	30	1.9%	29	1.8%
West	248	15.3%	236	14.4%
Ohio	269	16.6%	292	17.8%
Number of states represented	49	(*includes DC)	48	(*includes DC)
Number of countries represented	40		37	
<b>RECRUITMENT AND ADMISSIONS</b>				
	ADMIT AND YIELD RATES		ADMIT AND YIELD RATES	
Applications	3992		4509	
Admits	1538	38.5%	1413	31.3%
Enrolled First-Year Total	469	30.5%	455	32.2%
<b>TEST SCORE MEAN</b>				
	ADMITTED	ENROLLED	ADMITTED	ENROLLED
SAT-CR	700	674	695	678
SAT-M	672	645	673	653
ACT	30.7	29.3	30.5	29.6

## 2. Financial Aid Data

	2009		2008	
	COUNT	PERCENT OF TOTAL	COUNT	PERCENT OF TOTAL
Full-time Fall Enrollment	1618		1636	
Students applying for aid	892	55.1%	886	54.2%
Students receiving aid	748	46.2%	725	44.3%
Type of Aid:				
Loans	591	36.5%	612	37.4%
Work-study	177	10.9%	188	11.5%
Schoalrships/grants	720	44.5%	691	42.2%
Merit	175	10.8%	139	8.5%
Tuition Discount		30.5%		30.9%

## 3. Retention Data

FALL 2007 FY COHORT	FALL	SECOND YEAR	RETENTION	THIRD YEAR	RETENTION
	ENROLLMENT	ENROLLMENT	RATE	ENROLLMENT	RATE
International	18	18	100.0%	17	94.4%
Black	16	14	87.5%	12	75.0%
Native American	3	3	100.0%	3	100.0%
Asian	24	24	100.0%	24	100.0%
Hispanic	16	15	93.8%	15	93.8%
White	366	341	93.2%	333	91.0%
Unknown	15	14	93.3%	13	86.7%
Total	458	429	93.7%	417	91.0%

FALL 2008 FY COHORT	FALL	SECOND YEAR	RETENTION
	ENROLLMENT	ENROLLMENT	RATE
International	17	15	88.2%
Black	15	11	73.3%
Native American	4	4	100.0%
Asian	30	29	96.7%
Hispanic	19	17	89.5%
White	360	331	91.9%
Unknown	9	9	100.0%
Total	456	416	91.2%

FALL 2009 FY COHORT	FALL ENROLLMENT
International	22
Black	17
Native American	4
Asian	37
Hispanic	22
White	355
Unknown	12
Total	469

## 4. Number of Graduates in Each Major

(Counts include double majors)

MAJORS	2009	2008	MAJORS	2009	2008
American Studies (AMST)	12	19	Modern Languages and Literatures (MLL)	12	13
Anthropology (ANTH)	19	20	French (FREN)	2	2
Art History (ARHS)	13	9	German (GERM)	2	0
Biochemistry (BMCM)	3	6	Spanish (SPAN)	8	18
Biology (BIOL)	27	10	Music (MUSC)	7	10
Chemistry (CHEM)	7	1	Neuroscience (NEUR)	8	3
Classics (CLAS)	7	5	Philosophy (PHIL)	4	21
Dance (DANC)	4	4	Physics (PHYS)	5	10
Drama (DRAM)	22	21	Political Science (PSCI)	36	40
Economics (ECON)	33	36	Psychology (PSYC)	30	44
English (ENGL)	62	78	Religious Studies (RLST)	10	10
History (HIST)	28	33	Sociology (SOCY)	15	13
International Studies (INST)	33	26	Studio Art (ARTS)	6	18
Mathematics (MATH)	11	15	Synoptic	2	4
Molecular Biology	8	9	Women's and Gender Studies (WMNS)	5	2

## 5. Faculty Data

	2009		2008	
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
<b>DEGREE LEVEL</b>				
Doctorate	154	24	154	24
Master's	0	19	7	14
MFA	13	3	12	2
<b>ETHNICITY/RACE</b>				
Black, Non-Hispanic	10	4	11	1
American Indian, Alaskan	1	-	1	1
Asian or Pacific Islander	13	4	13	5
Hispanic	10	-	11	1
White, Non-Hispanic	133	38	137	32
<b>GENDER</b>				
Female	74	24	74	22
Male	93	22	99	18
<b>RANK</b>				
Professor	57	8	58	11
Associate Professor	56	3	58	3
Assistant Professor	53	17	51	13
Instructor	1	18	6	13

## Numbers of Faculty in Each Department

	2009		2008	
<b>FINE ARTS DIVISION</b>				
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
ARHS	4	2	5	2
ARTS	6	1	6	1
DANC	2	4	2	1
DRAM	6		6	
MUSC	6	1	8	2
<b>Total</b>	<b>24</b>	<b>8</b>	<b>27</b>	<b>6</b>
<b>HUMANITIES DIVISION</b>				
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
CLAS	5	1	5	1
ENGL	15	7	17	7
IPHS	5		2	1
MLL	20	3	21	4
PHIL	5		5	
RLST	6		6	
<b>Total</b>	<b>56</b>	<b>11</b>	<b>56</b>	<b>13</b>
<b>NATURAL SCIENCES DIVISION</b>				
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
BIOL	10	4	11	4
CHEM	7	2	8	
MATH	9		8	
PHYS	7	1	8	2
PSYC	10	2	11	1
<b>Total</b>	<b>43</b>	<b>9</b>	<b>46</b>	<b>7</b>
<b>SOCIAL SCIENCES DIVISION</b>				
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
AMST	1	4	1	1
ANTH	4	2	5	2
ECON	6	2	6	2
HIST	12	4	11	3
INST		1		
IPHS			1	
LGST	1	1	1	2
PSCI	12	3	12	2
SOCY	7	1	6	2
WMNS	1		1	
<b>Total</b>	<b>44</b>	<b>18</b>	<b>44</b>	<b>14</b>
<b>TOTAL FOR THE COLLEGE</b>				
	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME
	167	46	173	40

## 6. Library Data

	BOOKS HELD	E-BOOKS HELD	MICROFILM HELD	MULTIMEDIA HELD	SERIAL SUBSCRIPTIONS	ELECTRONIC REFERENCE SOURCE SUBSCRIPTIONS
2008	784369	198155	147324	148074	10958	262
2006	741261	189682	144168	141650	9838	232
2004	808005	14683	141663	173843	1796	168

	CIRCULATION	INTERLIBRARY LOAN ITEMS RECEIVED	REFERENCE TRANSACTIONS PER WEEK	GATE COUNT PER WEEK	CLASSES TAUGHT PER YEAR	ATTENDANCE AT THOSE CLASSES
2010					92	1250
2008	38230	870	30	9031	83	995
2006	39564	1273	55	8590	53	711
2004	61982	1740	87	6925	57	682

## 7. Technology Data

### INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY

- Kenyon College maintains a **high bandwidth Internet connection** that uses management tools to ensure equitable use of available bandwidth.
- Wireless access is **available everywhere on campus**, including all residence halls.
- Each residence hall room includes **at least one network port** allowing all residents to connect to the Kenyon network.
- Each student is **given an account** with e-mail, network storage, and other privileges.
- Each student is **given network storage space** for data and documents.
- Students may use the wireless network and the residence hall connections for their personally owned **computers, smartphones, and gaming devices**.
- Kenyon offers **free-of-charge anti-virus software** to all students.
- Library and Information Services (LBIS) offers a **help desk** where students, faculty, and staff can get assistance with computing problems and a reference desk where students can get assistance with library research.
- LBIS maintains Web sites designed to **assist with computing issues** ([lbis.kenyon.edu/technology](http://lbis.kenyon.edu/technology)) and research needs ([lbis.kenyon.edu/research](http://lbis.kenyon.edu/research)).

### MONITORING USAGE OF TECHNOLOGY SERVICES

- User accounts are monitored to ensure that **they are legitimate accounts**. Accounts are also monitored for storage and network resources used by each account.
- Network management tools allow LBIS to **monitor the campus network**. As a rule, LBIS monitors incoming traffic, responding with further tools if problems are discovered.
- Anti-virus software management tools allow LBIS to **monitor for viruses**.
- LBIS surveys students to **gather customer service data** and to inform decisions about new resources.

**TECHNOLOGY IN CLASSROOMS**

	2008	2009	2010
Classrooms with complete AV and computer setup	55	55	63
Classrooms with at least ability to show videorecordings	58	58	66

**COMPUTER LABS**

	2006	2010
Locations	25	22
Total seats	365	316

**LAPTOP FLEETS AVAILABLE (IN 2010)**

Locations	7
Total seats	142

*Laptop fleets may be used during classes, for individual work, or both.*

**COURSES USING COURSE MANAGEMENT SYSTEMS**

Moodle (Spring 2009)	177
Segue (2004-2007)	153

*Moodle replaced Segue as Kenyon's course management system in Fall 2007.*

**INTERNET BANDWIDTH**

2005	2007	2009
50 Mbps	130 Mbps	200 Mbps

## 8. Financial Data

	2009	2008
Endowment (market value ending June 30)	\$151,055,850	\$188,695,721
Annual fund (primary source of unrestricted)	\$3,257,082	\$3,506,442
Parent Fund	\$1,128,967	\$1,197,681

<b>OPERATING EXPENSES (PROJECTED)</b>		
Instructional	\$22,835,000	\$19,993,000
Academic support	4,826,000	4,830,000
Institutional support	8,926,000	8,015,000
Plant operation & maintenance	6,232,000	14,232,000
Student services	12,687,000	9,668,000
Auxiliary enterprises	14,193,000	12,882,000
Conferences	402,000	391,000
Financial aid	20,144,000	19,573,000
Information and computing	2,317,000	2,189,000
Equipment repair & replacement	1,688,000	1,688,000
Building repair & replacement	1,912,000	1,912,000
Contingency reserve	1,962,000	500,000
<b>Total</b>	<b>\$98,124,000</b>	<b>\$95,873,000</b>

<b>RESOURCES USED TO MEET OPERATING EXPENSES (PROJECTED)</b>		
Student fees	\$61,241,000	\$60,386,000
Endowment income	6,913,000	6,624,000
Trust funds	93,000	93,000
Auxiliary enterprises	14,713,000	13,678,000
College Work-Study Program	80,000	80,000
Conferences	741,000	714,000
Miscellaneous	317,000	317,000
Interest on operating funds, reserves	1,053,000	1,218,000
Gifts for operations	5,163,000	4,835,000
Reserve funds	7,810,000	7,928,000
<b>Total</b>	<b>\$98,124,000</b>	<b>\$95,873,000</b>

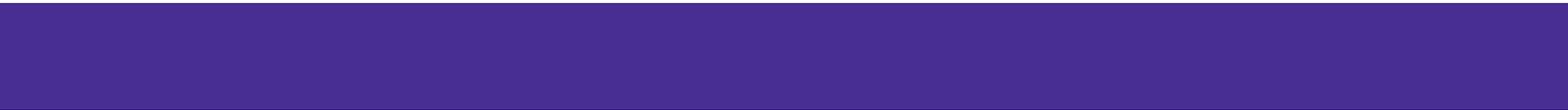


# 1. Mission and Integrity

## Criterion One:

Kenyon operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.





*“Kenyon’s academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.”*

*—Kenyon College Mission Statement*

This chapter presents Kenyon College’s mission statement and goals, affirming its historic dedication to liberal arts education in a residential environment; its commitment to the intellectual and moral development of students; and its belief that a residential setting offers the best opportunity to foster close, productive relationships among students and faculty. It considers our processes for amending our mission and goals, our means of disseminating them, and the alignment between our goals and our planning processes. Finally, it demonstrates that the College operates with integrity to ensure the fulfillment of this mission through structures and processes that involve the Board of Trustees, administration, faculty, staff, and students of the College, as well as its external constituencies such as alumni, parents, and donors.

## 1a. Kenyon's mission documents are clear and articulate publicly the organization's commitments.

### ON THE WEB

① [www.kenyon.edu/x11758.xml](http://www.kenyon.edu/x11758.xml)

Kenyon College makes its mission documents available to the public, particularly to prospective and enrolled students, by publishing them annually in the *Kenyon College Catalog* and on the **College's Web site** ①. The mission statement was formally adopted in 1992 and revised in preparation for the 2000 reaccreditation visit. The goals and objectives were approved in 1995. Both have served the College well over the last decade. The College's commitment to high academic standards is reflected in the language of the mission statement. Particularly salient is the emphasis on the liberal arts in a residential setting; on educating students not narrowly or professionally, but with an eye toward developing those capacities and skills that will enable students to analyze complex questions, make well-reasoned choices, communicate effectively, and work independently. The mission statement places undergraduates and their learning at the center of the College's mission.

Other documents that we present to the public, although they do not include the mission statement, clearly reflect its values. The viewbook that goes out to prospective students, for instance, *The Essential Kenyon*, refers at several points to the values articulated in the mission. Under academics it notes, "Kenyon's curriculum is rooted in the traditional liberal arts and sciences, grouped into four divisions: fine arts, humanities, natural sciences, and social sciences"; at the same time, "Students and professors are always reaching across disciplinary boundary lines to weave together perspectives from different fields." It notes that students achieve depth in their major field and breadth through the distribution requirements (see p.15). A section on residential life emphasizes the College's small size, its rural location, and its residential character. Similarly, the *Prospectus* for the most recent campaign echoes

## Kenyon College: Its Mission and Goals

*(Adopted by the Board of Trustees, February 2000)*

Over the 186 years of its life, Kenyon College has developed a distinctive identity and has sought a special purpose among institutions of higher learning. Kenyon is an academic institution. The virtue of the academic mode is that it deals not with private and particular truths, but with the general and the universal. It enables one to escape the limits of private experience and the tyranny of the present moment. But to assert the primacy of the academic is not to deny the value of experience or of other ways of knowing. Kenyon's academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.

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

As an undergraduate institution, Kenyon focuses upon those studies that are essential to the intellectual and moral development of its students. The curriculum is not defined by the interests of graduate or professional schools, but by the

the mission statement at several points, again without reproducing the whole. It notes that at the core of the College is “the special relationship between our students and our faculty,” that we “treasure the classical liberal arts tradition,” that “we focus on skills for all the many roles a lifetime may bring: how to analyze complex questions, how to make well-reasoned choices, how to communicate effectively.”

Results from the Essentially Kenyon survey show that most members of the community recognize Kenyon’s core values. Responding to the question “What is essentially Kenyon; what are the qualities and ideas at Kenyon that are most enduring?” more than half of the 283 respondents named community as a central value, echoing one respondent who described Kenyon as “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.”

Kenyon’s mission is quite articulate about the College’s commitment to close relationships among all members of the community resulting from our small size, our rural location, and our residential nature. The survey revealed that this is one of the aspects of the College that most members of the community value. Students at Kenyon learn not only from the faculty and their peers; they develop important relationships with many members of the community: the departmental administrative assistant who helps them get the signature they need to enroll in a course; the dining hall employee who makes their sandwiches every day; the Student Affairs staff member who serves as an advisor to their favorite organization or who drove them to the hospital when they broke their leg; the coach with whom they might spend four or five hours a day during their season; the registrar, who helped them with a petition; the librarian who helped them track down that obscure source for their senior honors project; the local farmer on whose farm they worked for a semester; the post office worker who helped them find their packages; the clerk in the Village Market who remembers their names and favorite snack food. These relationships often continue beyond graduation.

faculty’s understanding of what contributes to liberal education. The faculty’s first investment is in Kenyon’s students. The College continues to think of its students as partners in inquiry, and seeks those who are earnestly committed to learning. In the future, Kenyon will continue to test its academic program and modes of teaching and learning against the needs of its students, seeking to bring each person to full realization of individual educational potential.

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

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

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

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

*(Continued on next page)*

Central to this community, most noted in the survey, is teaching and learning. Students described “a liberal arts education on a human scale.” Several respondents used the catchphrase from a previous campaign, “learning in the company of friends,” to describe the unique character of Kenyon’s commitment to teaching and learning within a caring and non-competitive environment. Other core values that resonated with many respondents included respect for tradition—in curriculum, in our architecture, in our day-to-day lives—and a culture of civility that values diverse perspectives and respectful dialogue.

## *1b. In its mission documents, Kenyon recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

How does a College that identifies itself with tradition, in particular the traditions of the European West, a College whose mission aligns its teaching with Plato’s Academy and its religious affiliation with the Episcopal Church, recognize the diversity of its learners and manage the pressures to internationalize itself in a shrinking world? How does it affirm the organization’s commitment to honor the dignity and worth of individuals? Does such a mission have a place in a multicultural world?

The mission documents speak to this issue at several points, striving to frame diversity as congruent with the mission and not at odds with its other, more traditional, parts. The mission statement explicitly affirms that Kenyon “maintains a deep commitment to diversity,” both “as an important educational value in itself” and as a means of furthering a related goal—“to afford its students a higher sense of their own humanity and to inspire them to work with others to make a society that would nourish a better humankind.” The statement goes on to specify that an ability “to comprehend our culture as well as other cultures” is one of the capacities which “time has shown to be most valuable.” In this way the College marks its commitment to honor the dignity and worth of individuals, “seeking to bring each person to full realization of individual educational potential,” a goal that is “enriched by the diversity of the faculty and student body.” To persuade its students to those same purposes, and to

## THE GOALS AND OBJECTIVES OF THE COLLEGE

### I. General Liberal Arts Education

Kenyon is institutionally committed to promoting a liberal arts education. Skills are promoted and developed that are not only useful to any career but essential for a fulfilling and valuable life.

- a. Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.
- b. Students learn to acquire information from a variety of sources and evaluate its quality.
- c. Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
- d. Students learn to understand a wide diversity of cultures.
- e. Students learn to assess arguments.
- f. Students learn quantitative skills and how to analyze data.
- g. Students learn to work creatively.

### II. Overall Academic and Major Program

The academic program provides freedom within a common structure to promote balance and coherence, so students design truly liberal educations which are focused, expansive, and useful in the future.

- a. Students develop expertise in at least one discipline or area.
- b. Students organize courses so that study of one subject illuminates and is illuminated by study of another.

make these lofty aims concrete, the goals and objectives of the College list as a general education goal: “Students learn to understand a wide diversity of cultures.”

The College has attempted to realize this “deep commitment to diversity” over the last two decades in many ways. In October 2003, President Georgia Nugent announced to the campus the creation of a Trustee Task Force on Diversity, which was charged with scrutinizing the various programs and initiatives to increase the diversity of the faculty, staff, student body, and curriculum, in order to determine institutional priorities related to diversity; to articulate specific and measurable goals; and to create strategies to implement these priorities (see **Facpac December 2003, minutes (DOC)**). In its final report, the task force defined diversity as including “those individuals who, by virtue of history, tradition, and resources have been underrepresented at Kenyon, including underrepresentation that occurred in some instances as a result of choice, design, or intention to exclude. This group includes individuals of color (i.e. members of racial or ethnic minorities) as well as first-generation college students, and/or economically disadvantaged individuals. Secondly, but not subordinately, diversity includes individuals who because of their sex, gender, sexual preference, social class, religious creed, nationality, or disability are underrepresented in the College community” (“**The Preliminary Report (DOC)**,” *Diversity Task Force Report*, 2006, p.1-2).

We will continue to discuss the work of the Trustee Task Force on Diversity in later chapters. Here we note that the task force report, presented to the Board of Trustees at their April 2006 meeting, frames the committee’s understanding of diversity in terms that connect to the mission statement: “One of Kenyon’s core values—if not *the* core value—is the preservation and enhancement of teaching and learning excellence. While certain moral and ethical reasons are implicit in the quest to enhance diversity at Kenyon, the members of the task force believe that the College needs to move toward a perspective that embraces diversity because of its compatibility with and capacity to enhance and advance our core values [i.e. our mission]. Thus, diversity matters at Kenyon because students learn more and think in deeper, more complex ways in a diverse educational environment” (“The Preliminary Report,” *Diversity Task Force Report*, 2006, p.2).

Among the first of the task force’s recommendations to be realized was the creation in 2007 of a Trustee Committee on Diversity to provide top-level review, oversight, and advice on diversity

### **III. Relationships, Community, and Security**

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

### **IV. Participation and Involvement**

The opportunity to participate in campus life and the ease and comfort of participation are characteristic of Kenyon. The atmosphere at Kenyon promotes student involvement. Discourse among students is frequent, on both academic and nonacademic issues, and that discourse is enriched by the diversity of the faculty and student body. Students are active in producing their own experience, rather than being primarily receivers or observers. Doing, by oneself and with others, is Kenyon’s recipe for learning.

### **V. Satisfaction and Accomplishment**

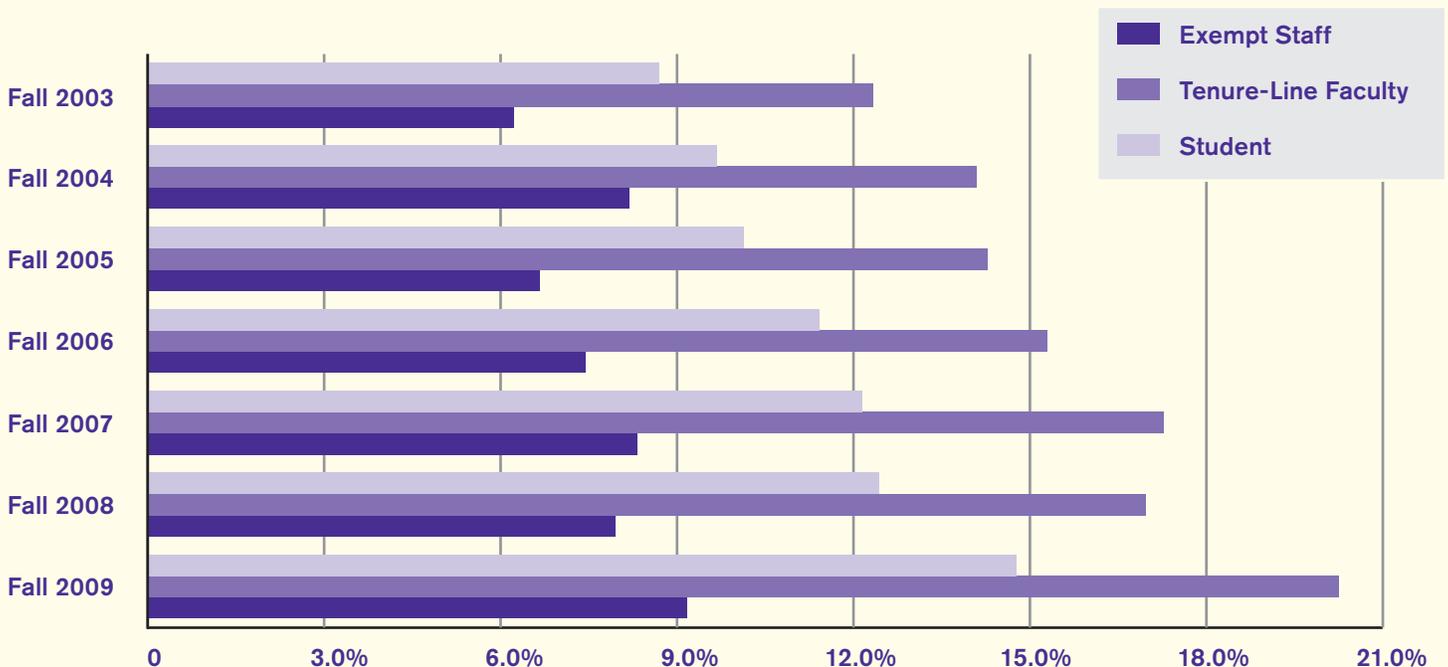
Accomplishment of the first four goals translates into high levels of student satisfaction both at Kenyon and years later when former students reflect back on their Kenyon experience. It also translates into high levels of accomplishment for Kenyon graduates.

issues. This new committee operates in parallel with other trustee committees by including overlapping membership with most of the other committees. Its mission is to provide the leadership that will continue to move the College forward with respect to its goals for diversity, inclusiveness, and excellence. At the October 2009 faculty meeting following the fall board meeting, President Nugent reported that trustee discussions about diversity in various committees (diversity, budget, admissions) have moved from a focus on numbers and strategies designed to attract and retain a critical mass of minorities, to discussions of how diversity transforms the culture of the College.

The College is more diverse than it was a decade ago (Figure 1); but have we created a transformational culture? We are admitting a more diverse student body; but are we making sure they are prepared to do college work? Does our curriculum prepare all of our students for citizenship in a global society? While continuing to look for ways to attract and retain the most diverse students and faculty that we can, we will also be looking more critically at what difference this more diverse population makes for the kind of education our students receive and the kind of learning we want them to do.

To advance to the next stage in our diversity efforts, in 2008 President Nugent appointed a Diversity Advisory Council, consisting of twelve to fourteen members selected from on-campus constituencies, to assess the effectiveness of policies, programs, and processes that have an impact on diversity, and to make recommendations for action to the appropriate bodies. This group reports to the president. The council includes a number of high-level College officials, including four members of Senior Staff, as well as faculty, administrators, and students. It is co-convened by Ric Sheffield, associate provost, and Jesse Matz, advisor to the president. During AY 2009-10, the Trustee Committee on Diversity asked the Diversity Advisory Council to revisit the 2006 *Diversity Task Force Report* to evaluate our progress and to propose strategies (both new and continuing) for increasing the diversity of the College. In April 2010, the Diversity Advisory Council sent to the trustee committee a “**Diversity Action Plan** [DOC](#).” This plan reaffirms our commitment to creating a more diverse educational environment and articulates specific goals to achieve that end.

Figure 1.1. Ethnic Minorities as a Percent of the Total



## DIVERSITY AMONG STUDENTS

To maintain our highly valued small size and residential character, Kenyon limits each new class to approximately 440–450 students, which creates a highly competitive admissions environment. Each admission decision is carefully considered with as full an appreciation as possible for the person behind the application. In addition to strong intellectual ability, we seek students who bring diverse values, experiences, backgrounds, and aspirations to a class's mix. Students from historically underrepresented racial and ethnic identities enrolled at a rate of 28.7 percent in fall of 2009, up from a 23 percent yield rate in 2005. This group represents 18.7 percent of the first-year class, in comparison to 11.3 percent in 2005. (Admissions statistics for underrepresented racial and ethnic minorities are reported in Chapter 2.) Although the responsibility for recruiting a racially and ethnically diverse student body is shared by all admissions officers, the director of multicultural admissions, who is also a senior assistant director of admissions, has oversight for programming, including partnering with external agencies.

The College offers Trustee Opportunity Scholarships to top students who come from underrepresented backgrounds, including first-generation students. These are among the most competitive and valued merit scholarships offered at Kenyon, ranging in value of up to half of the annual tuition. This program currently supports roughly eighty students (the target is twenty scholarships per class). In the fall of 2008, sixteen students enrolled at the College as Newman's Own Foundation Scholars, Kenyon's newest aid program, aimed at guaranteeing a loan-free education for selected students with the greatest need who have a record of academic and personal achievement. Two years into this scholarship program, there are a total of thirty-seven Newman's Own Foundation Scholars. The goal of this program is to support one hundred students in the four classes. While not specifically designed to recruit students to Kenyon, the College hosts an outreach program to inner-city Cleveland and Columbus public high schools and to agency partners: the Summer Kenyon Academic Partnership (SKAP) is a three-week summer program specifically designed to help high-achieving inner-city high school juniors and seniors hone college-level skills. A small percentage of SKAP students qualify for admission to Kenyon. Since 1988, thirty-one of forty-two students from SKAP who enrolled have graduated from Kenyon (74 percent). In the last five years the graduation rate is 75 percent.

**The Office of Multicultural Affairs** , which is organizationally part of the Student Affairs Division, has as its mission “to enhance the academic achievement and personal development of underrepresented students. These students include, but are not limited to, those of varying racial, ethnic, and cultural backgrounds, sexual orientation, and religious affiliations. The office also seeks to foster an environment that is committed to, and genuinely appreciative of multiculturalism and diversity.”

The Office of Multicultural Affairs is headed by the director of multicultural affairs. Since the last reaccreditation visit, the office has arguably lost staffing. The position of assistant director of multicultural affairs was eliminated in 2003 for budgetary reasons and later replaced with the position of assistant director of multicultural affairs and admissions. This position was created in part to implement and coordinate the newly established Kenyon Educational Enrichment Program (KEEP) and in part to bridge the gap between the Office of Admissions and the Student Affairs Division as it relates to recruitment and retention. However, because the incumbent reports both to Admissions and Multicultural Affairs, this position only replaces one-half of the previous position. Furthermore, in 2006 the assistant dean of students and director of multicultural affairs was promoted to associate dean of students, with additional responsibilities that include supervising the coordinator of judicial affairs and the director of the Career Development Office, and serving as administrative liaison to the Board of Spiritual and Religious Life. The administrative assistant to Multicultural Affairs also supports the Judicial Board and coordinates campus scheduling. Thus, while the number of students served by the Office of Multicultural Affairs has grown, the office has not grown over the last decade; its staffing has been diluted as staff have taken on more responsibilities in other areas.

### ON THE WEB

 [www.kenyon.edu/x23232.xml](http://www.kenyon.edu/x23232.xml)

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③ [www.kenyon.edu/organizations.xml](http://www.kenyon.edu/organizations.xml)

④ [www.kenyon.edu/x26424.xml](http://www.kenyon.edu/x26424.xml)

⑤ [www.kenyon.edu/x47485.xml](http://www.kenyon.edu/x47485.xml)

Over the last decade, Multicultural Affairs has coordinated several programs and initiatives. It advises and helps coordinate all of the multicultural student organizations (see **Student Organizations** ③), including the Snowden Multicultural Center, which opened in 1992; and Unity House, which was created in 2003 as a result of a student initiative, as an educational and safe space for GLBT community members and allies. Snowden has two student managers who live in the center and convene a program board. Composed of students and members of the administration, faculty, staff, and community, this board plans and implements events and programs at the center to educate the Kenyon community about diverse cultures. Programs sponsored by Snowden include Global Cafe, which creates global awareness through food, and Dessert and Discussion, which brings together members of the community to discuss selected topics over dessert. Unity House offers campus programming and awareness activities on issues relating to the GLBT community. Its structure is similar to Snowden's. The house is maintained by student managers, and programming is developed with the help of a program board made up of interested students, faculty, administrators and staff. Programming has included a book club, Movies and Sundaes, faculty and student potlucks, and events for National Coming Out Week. In 2007, Unity House sponsored a student conference "Day of Dialogue," including students from other Ohio colleges.

The REACH (**Recognizing Each Other's Ability to Conquer the Hill** ④) Mentoring Program assists first-year minority students in adjusting academically, emotionally, and socially to Kenyon College. From 2005 until 2008, the program was funded by **grants** (DOC) from the Ohio Foundation of Independent Colleges and Universities; it is now fully funded under a separate line item in the budget of the Office of Multicultural Affairs. The program adheres to best practices in the area of minority peer mentoring programs. Its goals are:

- to **assist** in the acclimation process of first-year students;
- to **emphasize** academic preparation and success;
- to **build** a social network among program participants;
- to **provide** a racial/ethnic or cultural link on campus;
- to **encourage** active participation in the greater campus community by creating a level of comfort and confidence in participants;
- to **highlight** available campus resources and encourage participants to use them; and
- to **retain** first-year minority students after their freshman year.

The program is run, under the direction of Multicultural Affairs, by two student co-coordinators who offer workshops and programs focusing on student success. These include discussions of majors, how to study for final exams, and how to write resumes and find summer jobs. REACH also sponsors social events and outings for participants. Each first-year student is paired up with an upperclass student. Mentors receive a stipend and spend time at least once a week with their mentee, either by going to an event or by eating a meal together. The program has roughly forty participants a year.

The REACH program's impact on student learning is measured in terms of students' grade point averages, retention, and acclimation to Kenyon College (See yearly progress reports, **2006** (DOC), **2007** (DOC), **2008** (DOC).) While it is difficult to measure student success longitudinally because students tend to move in and out of the program at will, the program has met and exceeded all of the goals set for grade point averages and retention. Retention rates from first to second semester for first-year participants has been close to 100 percent, with few participants placed on conditional enrollment. Grade point averages for both first-year participants and mentors have exceeded goals set. The Multicultural Affairs staff have continually attempted to improve mentor training based on what they have learned from student feedback on the program.

**The Kenyon Educational Enrichment Program** ⑤ (KEEP), the newest program in the Office of Multicultural Affairs, embraces a variety of initiatives and programs aimed at enriching academic, intel-

lectual, and social engagement, and retaining and graduating students from underrepresented populations at Kenyon—the aim is to organize these efforts into a coherent, coordinated, multi-year approach. Twelve scholars from diverse ethnic, racial, and socioeconomic backgrounds are selected from the incoming class to participate in this program. KEEP scholars represent a broad range of curricular and co-curricular interests and also possess strong academic and social leadership potential. Elements of KEEP include a supportive peer group, dedicated mentors, and networking opportunities. KEEP was developed out of elements of the Silverweed Expository Writing course through a grant from the Silverweed Foundation, and an HHMI grant that provided funding to develop a quantitative reasoning course. Currently the KEEP program offers these two courses in two three-week, intensive sessions during the summer before participants' first year. In addition, each student engages in an on-campus internship with a member of the faculty or administrative staff. KEEP students are awarded a stipend of \$1,400 in their first academic year. This money serves as an incentive to choose KEEP over summer employment, as well as providing funds for textbook purchases in the school year. Academic-year activities include varied experiences such as resume-building workshops, social gatherings, and regular one-on-one meetings with the assistant director of multicultural affairs and admissions. The program was piloted during 2006-07 academic year. Since June 2006, twelve scholars have been selected each year. In October 2006, the Board of Trustees approved a fully-funded program for the following academic year, which included hiring a director (the assistant director of multicultural affairs and admissions). In its third year, preliminary assessments are promising. Participants from the class of 2011 have an 83 percent persistence rate after two years; participants from the class of 2012 have a 100 percent retention rate. The third class, the class of 2013, has not yet completed its first year as of this writing.

## DIVERSITY IN THE FACULTY

One of the best ways for the College to demonstrate its commitment to a diversity of learners and constituencies is to ensure that its faculty and staff reflect the diversity of its learners. Figure 1 shows that the number of faculty belonging to underrepresented groups has doubled over the last decade. We will explore the effect of this growth on the curriculum more fully in later chapters.

A defining moment in Kenyon's efforts to enhance faculty diversity occurred in the summer of 1997, when the Board of Trustees approved two programs aimed at increasing the diversity in both the faculty and the curriculum. The Minority Artist Program, designed to expand diversity in arts programming, brought Kenyon both international visitors and art forms that were underrepresented in the curriculum. The Minority Dissertation Program was designed to increase the diversity of the faculty and the curriculum by exposing minority scholars to the liberal arts environment, with the hope that they might consider a career in that type of institution. Under the program, Kenyon hires dissertation fellows, who teach one course per semester in their area of specialization. The College's first fellows joined the faculty in the fall of 1998. In the twelve years of the program, twenty-six fellowships have been awarded in a range of departments and programs—African diaspora studies, American studies, anthropology, art history, Asian studies, biology, English, history, mathematics, modern languages and literatures (Spanish), music, religious studies, sociology, and women's and gender studies (see [Web site for a complete listing](#) ⑥). Although the program was not intended to lead to permanent employment at the College, five of these fellows have received tenure track appointments, and to date two of those fellows have been awarded tenure at Kenyon.

In 2004, under the threat of a legal challenge to race-limited awards, changes were made to the title and descriptions of the visiting artist and dissertation fellow programs. Funding for the Minority Artist Program was absorbed by the Dance and Drama Department. The dissertation fellowship was renamed the Marilyn Yarbrough Dissertation Fellowship Program, in honor of the late Marilyn Yarbrough, Kenyon parent and trustee, and its focus was widened to include “members of underrepresented groups” (e.g., ethnic minorities; women in fields that attract mostly men, or men in fields that

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⑥ [www.kenyon.edu/x50368.xml](http://www.kenyon.edu/x50368.xml)

attract mostly women; and persons who are first-generation college attendees). The College currently funds two fellows per year. Although the Board of Trustees approved the Diversity Task Force recommendation to increase the number to four per year, the College has yet to identify donors to accomplish this goal. In addition, we hope to raise the stipend for the fellowships so they will remain competitive with comparable programs.

With the aid of a grant from the Mellon Foundation, a new program has been established to build on the success of the Yarbrough Dissertation Fellowship. The Kenyon-Mellon Postdoctoral Fellowship created a two-year teaching fellowship in the humanities or social sciences for recent recipients of the Ph.D. who come from underrepresented and disadvantaged backgrounds. The program seeks applicants whose research focus is in international fields of study, including comparative or cross-cultural scholarship. The postdoctoral fellowship places greater emphasis on the fellow's teaching than the Yarbrough fellowship, while still allowing time for research activities. The fellow teaches five courses over two years, including a course that incorporates the teaching of writing as practiced in the disciplinary field of the fellow. The first fellow was appointed in the International Studies Program for 2009-2011. Among the goals in the action plan created by the Diversity Advisory Council is to find funding to continue this program after grant funding runs out.

## **DIVERSITY IN THE ADMINISTRATION AND STAFF**

Our successes diversifying the student body and faculty have not been matched by successes hiring staff and administrators from underrepresented groups. Figure 1.1 shows that we have not made as much progress in diversifying exempt (i.e. salaried) staff. Largely because we hire from local populations, the backgrounds of non-exempt staff have not changed very much in the last decade. Kenyon must continue to make every effort to increase diversity among staff and administrators. We should continue to explore all possible ways of doing so—including offering incentives to potential employees, advertising more systematically in areas outside Knox County with a more diverse population, enhancing the role of administrative oversight in defining all employee positions with a view toward increasing diversity, and facilitating the visa and naturalization process for staff and administrators who come from abroad. It might also be important for us to revisit certain key decisions (at least in order to maintain healthy institutional awareness): the decision not to establish a dean for diversity and institutional equity, and the decision not to pursue “affirmative action” institutional status.

### *1c. Understanding of and support for the mission pervade the College.*

Although it seems unlikely that most members of the community have read the mission statement in its entirety, there is evidence that members of the community—trustees, faculty, students, administration, alumni(ae), and staff—understand and accept the core values of the statement. We noted above the echoes of the mission statement in important College publications and in responses from the community to the **Essentially Kenyon** [DOC](#) survey, suggesting that the statement is well understood. Indeed, there is evidence of a strong institutional culture, a largely tacit body of beliefs and values that define what it means to “be Kenyon.” Themes that emerge strongly from the Essentially Kenyon survey that resonate with the mission statement include community, students' relationships with both faculty and members of staff, tradition, and a commitment to academic excellence and the liberal arts. Faculty, students, administrators, and staff all pointed to the value placed on community at Kenyon, using similar language to describe “a passionate learning community,” “a small community devoted to learning,” “involvement that goes beyond retirement and graduation,” “liberal arts on a human scale.” The

close relationships that develop in a somewhat isolated rural environment seemed to define the nature of this community. Of the thirty-four faculty who responded to the survey, twenty-one pointed to “close and sustained interactions with students,” “the collaborative pursuit of deeper, more complicated understandings of the world,” and “informal interactions which build on what happens in class.”

At least thirty respondents mentioned tradition as central to the Kenyon experience. Kenyon was described by one respondent as “old fashioned, not new or trendy,” and several responses echo this sentiment. A modulation of that theme was the call for change within an enduring tradition, with respondents calling for the College to “bring the liberal arts approach of critical thinking and empathetic inquiry to the study of our entire global human heritage,” to study “great books from both East and West,” and to create a “genuinely diverse curriculum.”

Many pointed to the importance of teaching and learning, citing the “transformative value of liberal education.” Liberal education, the respondents understood, “requires a pedagogy that encourages student participation, small class size, individual feedback, group/collaborative work, [and] emphasis on asking genuine questions.” Most respondents, including the students, seemed to understand the kind of education that the liberal arts offer and the shape it takes at Kenyon, described by a faculty member as “rigorous without being pressure-packed.” Many pointed to a culture of civility that promotes a wide spectrum of opinion, “an acceptance and valuing of diverse perspectives and serious engagement in respectful dialogue across differences.” Middle Path, the gravel path that runs through the entire campus and links the north and south ends, emerged strongly among student respondents as a geographical symbol that brings these themes together, uniting the College’s rural setting, its sense of community, and its embracing of tradition. A 2007 report, “**Preferences and Attitudes among Students in the Kenyon College Admissions Funnel** [DOC](#)” by Neustadt Creative Marketing, suggests that prospective students who visit campus also understand core values of the mission (see p. 19). Nine hundred prospective students were surveyed by phone. When asked about social impressions, the top three most frequent responses were a friendly/welcoming/accepting community; a strong sense of community/close knit student body; and an easy going/relaxed atmosphere/laid back. For academic impressions, the top three most frequent responses were the quality of/interaction with faculty; small class size/student-faculty ratio; and rigorous, challenging academics.

**Results from the faculty survey** [DOC](#) sponsored by the Higher Education Research Institute (HERI), administered in the spring of 2008, support this finding, suggesting that the faculty’s goals for undergraduate education are consistent with the College’s mission. While faculty cited promoting the intellectual development of students (99.1 percent) and developing a sense of community among students and faculty (82.3 percent) as the highest priorities of the institution, hiring faculty stars (17.5 percent) and strengthening links with the for-profit corporate sector (7.0 percent) ranked lowest. Faculty cited the ability to think critically (100 percent); to write effectively (100 percent); to evaluate the quality and reliability of information (99.1 percent); the mastery of knowledge in a discipline (96.5 percent); an appreciation of the liberal arts (93 percent); creativity (91.2 percent); and tolerance and respect for different beliefs (90.4 percent), as the most important goals of an undergraduate education (consistent with the learning goals cited above). Compared to other private four-year colleges that participated in the survey, faculty at Kenyon are more concerned that students gain an appreciation of the liberal arts (93 percent compared with 81 percent); develop creative capacities (91.2 percent compared to 81.8 percent); and study a foreign language (76.3 percent compared to 58.3 percent). They were less concerned that students develop moral (67.5 versus 77.6 percent) or personal values (65.8 versus 74.9 percent); prepare for employment after college (55.4 versus 81.1 percent); develop emotionally (52.6 versus 55.9 percent); become agents of social change (48.2 versus 64.6 percent); or commit to community service (47.4 versus 61.7 percent).

Responses among senior respondents to the **2008 NSSE** [DOC](#) survey corroborate these findings. Respondents felt Kenyon had most contributed to their development in writing clearly and effectively

(3.68), thinking critically and analytically (3.68), and acquiring a broad general education (3.67); they felt Kenyon had least contributed to their development spiritually (1.73), in job or work-related knowledge (2.29), and in understanding other racial or ethnic backgrounds (2.57). Responses were on a five-point scale.

Academics at Kenyon are organized around the mission statement. The curriculum is spread among the four divisions—humanities, social sciences, natural sciences, and fine arts—defined in goal 1a. Students' coursework is divided between general education and the major (defined in goals 1 and 2). The general education requirements that we assess annually are aligned with the general education goals defined in the mission statement. These appear on the General Education Assessment Report (**GEAR DOC**) form every year.

The Self Study Task Force looked at the mission statements of various academic and non-academic units to ascertain the extent to which they align with the College's mission statement and the educational goals expressed by the faculty in the HERI survey. The results offer further evidence that the mission of the College pervades the institution at every level. The mission statements of academic departments and programs demonstrate a clear commitment to the ideals of a liberal arts education. Nine departments specifically mention the connection of the department or program to a more general liberal arts education and note their commitment not only to their discipline but to wider liberal arts goals. For example, the Department of Political Science "seeks to make politics an integral part of the liberal education of Kenyon students," the Physics Department "aims to provide Kenyon students with a rigorous and lively program of instruction in physics within the liberal arts context of the College," and the Women's and Gender Studies Program explores "how questions of gender are deeply embedded in the liberal arts tradition." Specific outcomes desirable for a liberal arts education mentioned by departments in descending order of frequency include analytic thinking (24 references), cultural diversity (16), effective communication (16), the ability to forge connections (15), collaboration (8), quantitative analysis (7), the study of culture (6), creativity (5), experimental and laboratory skills (4), visual analysis (2), and citizenship (1).

## *1d. Kenyon's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

### **BOARD OF TRUSTEES**

Ultimate responsibility for governance of Kenyon College rests with its Board of Trustees, which is guided by the legal framework described in the **Constitution of Kenyon College DOC**. The Board of Trustees consists of forty members: five are ex-officio members; twenty-four are elected by the board for six-year terms; eight are alumni trustees, elected by Kenyon's alumni for four-year terms; four are parents; and one is from the local business community in Knox County. The terms of the trustees are staggered, and members do not receive any compensation or reimbursement of expenses for their board-related activities. The College Web site lists **current board members 7**.

The board holds three meetings annually, although special meetings may be called from time to time. The presence of eleven voting trustees is required for a quorum at any meeting of the board, and most actions by the board require a majority vote. Between board meetings an Executive Committee—consisting of the chair, the vice chairs, the president of the College, and the chair of each standing committee of the board—has the full power and authority to approve most actions that the board may approve. The standing committees of the board include Admissions and Financial Aid;

#### **ON THE WEB**

**7** [www.kenyon.edu/x1173.xml](http://www.kenyon.edu/x1173.xml)

Budget, Finance, and Audit; Buildings and Grounds; Curriculum and Faculty; Development; Diversity; Information Resources; Investment; Student Affairs; and Trustee Affairs. A Senior Staff member serves as a liaison to each board committee, addressing that committee's functional responsibilities. The committee chairs report their committees' decisions to the full board when it convenes.

The Kenyon College Board of Trustees continually evaluates its procedures, its structures, and its expectations of members in order to ensure its continued success in leading the College. The **Statement of Trustee Commitment and Responsibilities** [\(DOC\)](#), approved by the board on April 27, 2002, sets out the expectations for all new trustees.

A primary marker of the quality of the board is the high participation rate of board members, demonstrated by their attendance and engagement at board meetings and through their financial support of the College, both in terms of annual gifts for operating expenses and major gifts to College capital campaigns. Financial support of the College is a clearly identified expectation of its trustees, described at the time of the trustee candidate's recruitment to the College and annually at board meetings by the chair of the Development Committee. Rather than requiring a gift of a certain size, Kenyon sustains its commitment to economic diversity by asking that the trustees' contributions to Kenyon be among their top philanthropic priorities. The chair of the board, the president, and the chair of the Development Committee annually put forth Kenyon's expectation that 100 percent of the current Board of Trustees make an annual gift to the Kenyon Fund or the Kenyon Parents Fund, an expectation that has been consistently met, with the exception of one or two cases of documented or unexpected hardship. In 2001, Kenyon completed "Claiming Our Place," a \$116 million comprehensive campaign; 35 percent of all giving to that campaign came from current trustees. "We Are Kenyon," the current \$230 million campaign, is also enjoying significant support from current and emeritus trustees, who have given more than \$56 million of the approximately \$209 million raised thus far. (The campaign is now in the fifth of its six years.)

Having set for themselves an expectation of significant engagement with the College, board members follow through by making themselves available to members of Senior Staff for consultation between board meetings by teleconference and e-mail, frequently throughout the year. When a trustee becomes less engaged, that triggers the board chair to discuss the expectations of board membership with that trustee; such discussions may lead to resignation from the board, but more often lead to a renewal of engagement and participation.

Additional evidence that the board successfully carries out its duty to address the needs of the College includes the vitality of its committee structure. Committee meetings are well-attended, and each committee has clear responsibilities and a direct connection to the operation of the College through its Senior Staff liaison. The committee structure is flexible and open to improvement and augmentation, as well. For example, in 2007-08, the board adopted a recommendation by the Diversity Task Force to create a board-level committee to provide top-level review, oversight, and advice on diversity issues.

One topic of recent discussion by the board has been the accessibility of the board to students. The board proposed bringing back an informal lunch between trustees and any students who want to join them in the cafeteria on one of the board meeting days, providing a venue for interested students to meet and converse with board members. The Reaccreditation Task Force received some feedback suggesting that perhaps the board might want to extend a similar invitation to members of the faculty and staff, thereby closing the communication loop throughout the community.

## COLLEGE GOVERNANCE

Responsibility for developing and maintaining the programs of the College is delegated in large measure to the president and to the faculty. This responsibility informs the organization of faculty business and faculty participation in collegiate governance. Collegiate governance involves three

distinct bodies: the administration, acting through the president and other administrative officers; the faculty, acting through the faculty meeting, the standing and ad hoc committees of the faculty, and the chair system; and the student body, acting through the student government, administered by the Student Affairs Division and described in that division's section of the College Web site.

## SENIOR STAFF AND THE DIVISIONS OF THE COLLEGE

The Board of Trustees appoints the officers of the corporation, including the president. The seven administrative divisions and senior administrators are as follows: Academic Division (Provost), Admissions Division (Dean of Admissions and Financial Aid), College Relations Division (Vice President for College Relations), Finance Division (Vice President for Finance), Library and Information Services Division (Vice President for Library and Information Services), Operating Division (Chief Business Officer), and Student Affairs Division (Dean of Students) [See [organizational chart](#) [DOC](#).] The president is advised by a Senior Staff consisting of the president, the seven division heads listed above, the two associate provosts, the associate vice-president for finance, the senior advisor to the president, and the chair of the faculty.

Senior Staff meets weekly during the academic year and holds a three-day retreat prior to the start of the academic year, with the Executive Committee of the Faculty and the conveners of the President's Advisory and Communications Team (PACT) attending for a portion of the retreat. The retreats and the weekly Senior Staff meetings effectively open the lines of communication among the administrative divisions of the College. Senior Staff is also an active and important decision-making body. Most of Kenyon's important administrative decisions are made by this group. A brief review of the administration of each division follows.

### *Academic Division* [DOC](#)

The 2000 Reaccreditation Self Study detailed a decade of increased demands and frequently changing personnel in the academic administration, culminating around the time of that self study in the expansion to a four-person leadership team (provost, two associate provosts, and registrar). Conscientious efforts to communicate to the faculty the purview and duties of each of these administrators were made. The self study further noted, "Greater continuity in the academic administrative personnel would now be useful."

In the time since, we have enjoyed that greater continuity. One of the faculty members serving as associate provost in 2000 served for three years in that position, one year as acting provost, and five years as provost. In addition, four other faculty members have served terms of three, four, or more years as associate provost over that time, providing valuable continuity, particularly as the academic administration made the transition to a new provost (Nayef Samhat, who took on the role in July 2009). Similarly, when the former registrar retired, he was replaced on an interim basis by the associate registrar, who was subsequently hired as registrar and continues to serve in that role. In a minor reorganization, the position of dean for academic advising and support was moved into the Academic Division; prior to 2008-09, the person in that position reported to the dean of students rather than to the provost.

The demands on these administrators and their support staff have continued to grow, due in part to the growth of the faculty and in part to the changing environment for higher education, which has seen an increase in expectations for assessment, for institutional data and oversight (e.g. IRB, IBC, IACUC), and for student academic support services. Consequently, the continuity in these leadership roles has enabled us to keep pace, but not to relieve pressure on the individuals in these positions.

Significant achievements in the Academic Division during this time have included:

- **Implementing and reviewing** the curricular reforms recommended at the time of the last self study (e.g. foreign language requirement, quantitative reasoning requirement).
- **Expanding** the size of the faculty to move to a teaching load of five courses per year without negatively impacting the student-to-faculty ratio and average class size.
- **Implementing** a division-wide assessment model for examining and discussing student learning outcomes for general education and majors at the department and program level each year, with oversight and follow-up by a faculty committee also involved with resource allocation (RAAS, the Resource Allocation and Assessment Subcommittee).
- **Establishing** yearly allocations to individual faculty development accounts which can be used by faculty to support scholarly and pedagogical professional development opportunities.
- **Establishing** a parental leave policy for faculty.
- **Overseeing** the construction of a new child care facility.
- **Significantly increasing** the diversity of the faculty with respect to race, ethnicity, and national origin through proactive search strategies and an emphasis on providing a supportive environment among faculty, administrators, and the Kenyon community. (The gender composition of Kenyon faculty has not changed in the last decade.)
- **Completing** and occupying several new academic buildings (and renovating others): Hayes, Tomsich, Fischman, a renovated Samuel Mather (science buildings); Ralston, O'Connor (sociology, interdisciplinary programs); Lentz and Finn (English and the *Kenyon Review*).
- **Planning** for new academic facilities: art history/gallery building (in progress); studio art building (starting in a few years).

### *Student Affairs Division* DOC

The liberal arts education of Kenyon students occurs both within and beyond the classroom. The Student Affairs Division, which includes programs in athletics, recreation, and physical education, seeks to offer a meaningful educational and residential experience that complements the excellence of the academic experience. The work of the student affairs staff directly affects the academic, personal, social, physical, and spiritual development of students. The quality of the residential, co-curricular experience also affects student (and by extension alumni) satisfaction with their college experience, retention rates, fundraising, and student recruiting.

The focus of the Student Affairs Division over the past decade has shifted in order to address the growing demands and major trends of an increasingly diverse student body (and their parents), and the ways in which they engage with campus life. We have responded to evolving needs by constructing and renovating campus buildings, modifying our staffing model, and developing programs and policies. Key changes include building the Kenyon Athletic Center and renovating Peirce Hall and Gund Commons; developing a strategic plan for a new Health and Counseling Center and new campus housing; moving the student employment coordinator from the Financial Aid Office to the Career Development Office; moving academic advising and disability services to the Academic Affairs Division; creating a department for New Student Orientation and Community Programs; adding staff in student activities, multicultural affairs/admissions, judicial affairs, athletics, the Kenyon Athletic Center, and counseling; moving the Health Center from a physician-based model to a nurse practitioner-based model; developing new policies and programs to address alcohol and other drug issues; and

developing new programs in spirituality, GLBT issues, recreation, intramurals, and club sports, as well as in entrepreneurship (grant-funded through the Burton D. Morgan Foundation).

The Student Affairs Division reviewed and slightly modified its mission statement during 2006 and more recently developed and implemented a process for the regularized review of all departments and programs within the division.

Some of the major challenges and opportunities faced by the Student Affairs Division in the years ahead will include the following:

1. **Successfully integrating** new housing stock as the north campus housing project is realized, and conducting a comprehensive review of how, and how well, our residential life program aligns with institutional learning objectives and the overall goals for the Kenyon student experience.
2. **Identifying and implementing** more and better ways of supporting and assisting an increasing population of students with diverse backgrounds, experiences, expectations, and needs.
3. **Working** in greater collaboration with faculty colleagues in the interest of developing seamless and robust programs in the areas of career development and in the promotion of civil/civic discourse.

### *Library and Information Services Division* DOC

Kenyon's Division of Library and Information Services (LBIS) provides the Kenyon community with convenient and user-friendly access to a broad array of library and technology resources and services. It is a merged information-services organization that combines both library and computing services into a single unit. LBIS manages facilities and services for the entire campus community. Facilities include the library building and all of its spaces, classrooms, computer labs, and multimedia facilities. Services include the College network, course management systems, instruction in both computing and library research, circulation, reference, interlibrary loan, administrative computing, and telecommunications.

Accomplishments over the last decade include:

1. LBIS anticipated the importance of wireless networking and **provided wireless capability** across the campus over several years and at costs lower than many other institutions. Implemented with open standards and optional higher security, the campus wireless network has proven easy to use, reliable, and popular.
2. Perhaps because the College has no student union, Kenyon students find the library a natural place to meet and work. LBIS recognized the significant role of the Kenyon library buildings as a critical student resource for study, work, and collaboration and has **enhanced the capabilities** of the building for these purposes.
3. Although some institutions have embraced open source software entirely while others avoid it completely, in the past decade LBIS has **made judicious use of open source software** inside the technology infrastructure to cut costs while still providing reliable services. We have estimated that open source alternatives have saved Kenyon over \$500,000 for the decade.

Challenges for the future include:

1. **Telecommunications:** The installation of a new telephone switch in 1994 has given the College fifteen years of high quality telephone service, but in about five years the institution must start planning for a replacement. LBIS must shepherd the process through a period of incredibly rapid

change in the telecommunications industry. The opportunity is to avoid another \$1-million investment in a wired telephone system—especially a VOIP system, which we view as a transition technology—and move into a future with a predominantly mobile infrastructure.

2. **Library resources:** The cost of academic library resources—journals, books, and databases—has risen faster than inflation for over twenty years. The College was able to meet many of these high-percentage increases (often 10-15 percent) during the late 1990s, but economic realities have required LBIS to re-evaluate the strategy of simply purchasing everything that was purchased the year before. The last decade has included many resource cuts, including cutting duplication (i.e. journals both in print and online), and cutting less-used resources. Nevertheless, in the next decade we face further difficult decisions. Working on the principle that the library resource budget cannot grow faster than the normal inflation for the institution itself, the library staff must manage the collection by thinking consorcially and ruthlessly focusing on curricular needs, probably to the detriment of faculty research needs.

### *Admissions and Financial Aid Division* DOC

The College's Division of Admissions and Financial Aid is organized into three units: admissions officers; financial advising; and information and technology management. The dean of admissions and financial aid leads an office of twenty-seven people, including a management team of an associate dean, an admissions director, and a financial aid director. The division implements a strategic enrollment management program designed to achieve an increasingly qualified and diverse student body, and to provide a consistent net revenue stream to fund the operations of the College. The program is based on market research, analysis of the productivity of current and past recruitment activities, and competitor analysis.

The College's admissions officers visit more than five hundred high schools nationwide each year and participate in college fairs across the country. Additionally, the staff coordinates a number of on-campus visit programs for prospective students and their parents throughout the year and several for visiting guidance counselors. The division employs student volunteers for off-campus recruitment, as well as student employees to conduct on-campus interviews and tours. This past year, nearly two thousand students received individual interviews on campus and more than four thousand prospective students visited the campus. Furthermore, the Office of Admissions coordinates alumni who participate in the recruitment process by either representing the College at college fairs or conducting interviews with prospective students throughout the United States and, in some instances, abroad.

The College believes that a student population representing diverse geographic, economic, cultural, and racial backgrounds benefits a liberal arts education. Accordingly, we recruit underrepresented domestic ethnic and racial minority students, first-generation college students, and international students. The College's recruitment plan includes annual recruiting trips to European and Asian destinations. In addition, the College's student body is increasingly "national." The percentage of students from outside of Ohio is approximately 84 percent. The projected downward trend in the number of high school graduates in the Northeast and Midwest is also being addressed successfully through the College's recruitment strategies.

Over the last decade, the College has maintained its ratio of admitted to enrolled students, while decreasing the acceptance rate and maintaining the rate at which the College discounts the costs of a Kenyon College education through financial aid. Applications have increased 68 percent, from 2,420 in 2000 to 4,066 in 2010. As noted above, the student body is the most diverse that Kenyon has ever enjoyed. As the academic level of our admitted students has increased, the College finds itself in a more competitive admissions field than we were a decade ago.

### *Finance Division* **DOC**

Kenyon has had a balanced operating budget for forty consecutive years. Over the past decade, Kenyon continued to maintain several important operating reserves and has continued to grow its funded depreciation program. This is a strategic initiative with the goal of one day having a fully funded capital budget on an actuarial basis. Given the highly competitive environment in which Kenyon operates and the frequent proposals to enhance the “Kenyon experience” by providing an even wider array of programs and services, Kenyon’s budget discipline testifies to the College’s clear focus on the priority of providing students with a sound liberal arts education. The Finance Division deserves a major share of the credit for Kenyon’s history of fiscal responsibility.

The Investment Committee of the Board of Trustees is responsible for setting investment policy. Kenyon’s investment program is very dynamic and aggressive for an endowment of its size. The Investment Committee is extremely involved in the oversight of the investment program and Kenyon investment staff. The result is that for the trailing ten-year period ending June 30, 2007, and for several trailing ten-year periods prior to that, Kenyon’s investment returns rank in the top decile of all endowments, however big or small, as reported in the annual survey conducted by the **National Association of College and University Business Officers** **8**.

In the last decade, the Accounting Department has completed a successful conversion to Banner software, which created for the first time a relational database that provides current and up-to-date information from the point of data entry. This upgrade greatly improves the timing and quality of decision-making in the division.

### *Operations Division* **DOC**

The Operations Division of the College was created in 2005-06 by separating finance and accounting services from those services that are considered auxiliary i.e. the Campus Safety Office, the Kenyon Bookstore, the Kenyon Inn, printing and mail services, purchasing, risk management, summer conferences, food services, construction management, and the Maintenance Department. This division’s mission is to provide services to students, faculty, and staff, and to maintain campus infrastructure to enable the College to focus on its academic mission.

Over the past three years this division can point to several accomplishments. The most notable is the transition to a new food service provider. This transition took place during the 2005-06 academic year. With the College’s emphasis on providing the best possible dining experience to students while at the same time supporting local food producers, the new food service contractor committed to a significant undertaking. Added to those pressures was the renovation of the College’s main dining hall, which resulted in changing dining facilities in each of the first three years of the contract. Now settled into the newly renovated Peirce Hall, the food service provider has been able to strengthen its focus on enhancing the **local food initiative** **9** while maintaining a high level of student satisfaction with dining services generally. The College has also created a formal administrative structure—including a sustainability director who reports to the chief business officer, and a sustainability council—to formalize our efforts in this area (see Chapter 5).

The beginning of the 2008-09 academic year saw the departure of the chief business officer (CBO), who served as head of the Operations Division. After a period of four months, the CBO position was filled, and under new leadership the following goals were established: restore relations and trust within the Gambier community; re-establish strong working relations with all divisions of the College; and identify areas within the division that need to be strengthened. The process of evaluating these areas has been ongoing since the arrival of the new CBO.

The division’s main challenge is to meet the needs of a wide array of constituents throughout the campus community. With seven distinct departments working with many different areas of the campus community, the need for consistent and clear communication is critical to the success of this

#### ON THE WEB

- 8** [www.nacubo.org/  
Business\\_Officer\\_  
Magazine/  
Magazine\\_Archives/  
October\\_2006/Heads\\_  
Up.html](http://www.nacubo.org/Business_Officer_Magazine/Magazine_Archives/October_2006/Heads_Up.html)
- 9** [www.kenyon.avifood-  
web.com/food\\_for\\_  
thought.html](http://www.kenyon.avifood-web.com/food_for_thought.html)

division. The process by which this division communicates with the campus is under continual review in an effort to enhance the quality of services to the community.

### *College Relations Division* DOC

The College Relations Division is charged with the planning, execution, and management of all fundraising programs for Kenyon; the fostering of alumni and parent relationships through its alumni office; and, through its Public Affairs Office, the development of communications in print and electronic media. A mission watchword for the division is the fostering of “gifts of a lifetime, and a lifetime of giving” among the College’s eight thousand alumni and parent donors. This concept of stewarding a donor’s life relationship with Kenyon—from continuing participation in the annual fund through the development, with the donor, of larger gifts, including gifts for endowment or capital purposes, as well as estate planning—is central to the collaborative planning between departments. The division unites the diverse work of its departments vertically, linking major-gift work, research, annual funds, alumni programs, and supporting publication and Web programs to promote both the development of individual prospects and the achievement of College and campaign priorities.

Since 2000, Kenyon has completed two major fundraising campaigns, the \$116 million “Claiming Our Place” campaign and the \$43 million fundraising effort supporting the construction of the Kenyon Athletic Center in 2006. The “We Are Kenyon” campaign, as of April 23, 2010, has completed \$209.1 million of its \$230 million goal (a goal that makes this the largest campaign yet announced by any private college in Ohio). Among its achievements thus far are raising more than \$57 million to date of the \$70 million goal for endowed financial aid and the early completion of fundraising for the renovation of Peirce Hall, along with the construction of a number of small academic buildings. Lead gifts of \$27 million and several above \$10 million received early in the drive are unprecedented for a Kenyon campaign. An anonymous estate commitment of \$30 million, the largest such gift in Kenyon history, was recently announced and places the campaign in an excellent position for its final year. Publications and media in support of the campaign and the College received national acclaim, notably the 2009 Robert Sibley Award from the Council for the Advancement and Support of Education (CASE) for the best college magazine in the nation.

Launching a campaign almost double the size of one completed just five years earlier is a significant undertaking and required operational changes. Kenyon instituted a reunion-based giving program promoting multiyear reunion annual fund pledges and recognition of capital and estate giving as part of class reunions. As a result, annual funds, which pre-campaign provided approximately \$3.8 million in revenues per year, have topped \$5 million annually. Younger donors have been inspired to participate in the campaign, notably through the “50 Under 50” program, promoting multiyear gifts of \$50,000 from donors under the age of fifty, and through a new Young Alumni Giving Program beginning in the senior year to promote Kenyon Fund participation. The Kenyon Parents Fund, which now contributes over \$1.1 million to annual funds, is the second largest parents fund among liberal arts colleges in the nation.

## **FACULTY GOVERNANCE**

The system of faculty governance outlined below functions by virtue of powers invested in the faculty by the Board of Trustees as well as the president. It provides a means of communication with other members of the College and of action on behalf of the faculty to determine the educational character of the College.

The current system of faculty governance at Kenyon dates to the early 1990s and features four major elements: standing committees, the Executive Committee, the faculty meeting, and the department chairs and program directors. The core standing committees are: the Committee on Academic Standards, the Curricular Policy Committee, the Faculty Affairs Committee, and the Senate (a joint

faculty-student committee with co-chairs). Each committee has at least one assigned administrative liaison, a structure which facilitates extensive faculty interaction with the administration. Faculty also serve on other standing committees, such as Grievance Committee and the Institutional Review Board, which meet only as necessary. There is also a Tenure and Promotion Committee that evaluates faculty for tenure and promotion but has no role in governance.

### *Standing Committees of the Faculty*

The Executive Committee coordinates the work of the standing committees and considers issues of collegiate interest; advises on and controls the creation of ad hoc committees; prepares policy and nominations for honorary degrees; and plans and supervises faculty elections and the faculty meeting. Through its subcommittee, the Resource Allocation and Assessment Subcommittee (RAAS), it also manages the College's ongoing academic assessment, consults with and advises on long-range planning and budget-making, and advises the provost on the creation of tenure-track positions. The chairs of the core standing committees sit on the Executive Committee, joined by elected representatives of the four academic divisions of the College and a representative of the interdisciplinary programs, as well as the chair and secretary of the faculty. The Executive Committee also includes: the president of the College, the provost and associate provosts, and (as ex-officio members) the dean of students, the vice president for LBIS, the registrar, and the senior advisor to the president. The Executive Committee's one subcommittee, RAAS, has a membership composed of the divisional and interdisciplinary representatives to the Executive Committee. The chair of the faculty convenes the Executive Committee and also the faculty meeting.

Besides consulting with the president and provost on long-range planning, budgeting, and new positions, RAAS discusses the assessment reports of departments and programs and makes recommendations when appropriate. Assessment was added to this committee's assigned tasks in 2000 to ensure that the College's assessment procedures were closely tied to resource allocation.

The Curricular Policy Committee (CPC) maintains the quality of academic programs by proposing curricular initiatives for faculty action; supervises course approvals and academic programs; and evaluates and reviews the use of academic facilities and services, including the libraries (which embrace the audio-visual department and information and computing services) and the bookstore.

The Faculty Affairs Committee (FAC) advises the president on matters of compensation; reviews conditions of employment; evaluates and supervises programs designed to enhance faculty development; reviews and updates the *Faculty Handbook*; and supervises recruitment policies. The Faculty Affairs Committee also evaluates proposals for Kenyon grants.

Working in concert with the dean for academic advising and support and one of the associate provosts, the Committee on Academic Standards (CAS) is charged with overseeing students' progress toward the degree. At the end of each semester, it reviews students with deficient grades to determine the best course of action for those students and makes appropriate recommendations. In addition, the committee maintains academic standards by overseeing admissions and financial aid policies; supervising the academic components of off-campus study programs; overseeing student grant and fellowship programs; reviewing orientation and advising programs; overseeing and receiving reports of the Academic Infractions Board; reviewing and approving competition schedules for varsity sports; and evaluating and acting on student petitions.

The Grievance Committee receives grievances brought against the College by members of the faculty as described in the *Faculty Handbook*; receives allegations from faculty members of unfair treatment regarding matters of professional life; receives allegations of unprofessional conduct brought by one member of the faculty against another member on behalf of any member of the College; and provides written reports of the committee's activities as these occur.

### *The Faculty Meeting*

The faculty meeting features committee and administrative reports and consideration of legislation that emerges from the standing committees. Occasionally, the chair of the faculty schedules a general forum or committee-of-the-whole discussion so that administrators can inform faculty of administrative initiatives or so that the faculty can, as a community, informally discuss faculty business. Meetings of the entire faculty used to occur monthly, but in 2000, as part of a reorganization of the work of faculty governance, the number of faculty meetings was reduced to three per semester. Meetings are held in September, October, December, February, March, and April.

### *Department Chairs and Program Directors*

A significant element of faculty governance is the chair/director system. Departments are administered by chairs, interdisciplinary programs by directors. These positions usually rotate among tenured members of the department or program; chairs usually serve for a three-year period, program directors frequently longer. In general, chairs/directors are unpaid, though in some departments, especially larger ones, they receive course release. The chair/director is responsible for the administration of departmental/program affairs, personnel, and curriculum, serving as chief departmental/program representative to all other offices of the College. Chairs and program directors meet collectively once a month to discuss issues of common interest. In addition, one of the associate provosts conducts an orientation program for new chairs. As a general matter of policy, all tenured faculty are expected to assume the role of chair at some point in their Kenyon careers. Departments have developed their own mechanisms for appointing chairs. In the 2008 Faculty [HERI survey data \(DOC\)](#), 71.4 percent of the faculty indicated that they were “satisfied” or “very satisfied” with their departmental leadership.

Faculty governance was last reviewed extensively in the spring of 2000 by the Executive Committee, as a result of responses to the faculty survey conducted for the last reaccreditation self study. A committee-of-the-whole discussion took place at the November 2000 faculty meeting. While the central issue fueling the review was a belief that faculty governance takes up too much faculty time, the Executive Committee concluded that the faculty did not support a large-scale revision of faculty governance. While a Senate model of governance was considered, faculty were especially adamant about the benefits of retaining the current faculty meeting. As a result of this review, Executive Committee made four proposals: (1) They reduced the number of faculty meetings from nine per year to six. (2) They extended the length of the term of divisional and interdisciplinary representatives on Executive Committee and RAAS to three years, to facilitate coordination of assessment activities with resource allocation, provide greater continuity of expertise on the committee, and allow time to follow up assessment with discussions about resources. (3) Faculty membership on standing committees was reduced by one. Student membership on the Curricular Policy Committee and the Committee on Academic Standards was reduced to two members, to maintain the same faculty-to-student ratio on those committees. (4) Administrative membership on several committees was altered to ex-officio status, releasing the administrators from attending meetings when their presence was not required. In the [2005 HERI survey \(DOC\)](#), 59.6 percent of the respondents stated that they were generally satisfied with the current system of faculty governance. In the 2008 Faculty HERI survey results, 61.4 percent of the faculty respondents rated committee work as “stressful” or “very stressful,” while 52.8 percent of the faculty gave that rating in 2005 (not a statistically significant difference). These values are not significantly different from the ratings made by faculty at peer institutions.

## **STUDENT GOVERNMENT**

The student government, organized under the auspices of the Student Affairs Division, represents the concerns and interests of students and acts under authority delegated directly by the president.

The Student Council is the official representative body for student discussion, organization, and

action. It is composed of one representative from each of the three upper classes and the presidents of the sophomore, junior, and senior class committees, who are elected in the spring; one first-year representative, elected in the fall; and the eight executive officers of the council: the president, the vice presidents for student life and academic affairs, the chair of housing and dining, the chair of buildings and grounds, the treasurer, the communications director, and the president of the First-Year Council. The student co-chair of Senate is an ex-officio member of the council. The chair of Student Lectureships, the chair of Social Board, and the chair of the Campus Safety Committee report to Student Council on a regular basis. The functions of the council are to formulate, and express officially, student views concerning affairs of the College; to recognize legitimate student activities, enterprises, organizations, and social events, supervising their operations; and to administer elections, appointments, and removals by impeachment for all student offices in the campus government.

Student Council has seven standing committees: Student Life, Academic Affairs, Housing and Grounds, Campus Safety, Business and Finance, Student Lectureships, and Social Board. Student organizations are vetted by Student Council, which distributes and monitors budgets of student organizations. These budgets are funded by the student activity fee. Student government also includes sophomore, junior, and senior class committees to promote class unity and organize class activities, and a First-Year Council to formulate, and express officially, first-year student views concerning the affairs of the College and supervise the functioning of first-year student activities, enterprises, and social events (See **Campus Government Constitution** ⑩, Article III).

The Campus Senate is the principal legislative body of the campus government that deals with co-curricular matters. It is, as far as we know, a unique structure. Its functions are (1) to serve as a forum where students, faculty, and administrators can communicate and consider matters of general concern to the College; (2) to work with the Student Council to establish, as they deem necessary, subsidiary bodies to promote student self-government in the areas of social organizations, classes, and living units; (3) to establish regulatory boards for the supervision of campus activities; (4) to legislate, within the jurisdiction of the campus government, rules for the regulation of student life and co-curricular activities. The Senate is composed of eleven student representatives, five faculty members, a representative from the Provost's Office, and three Student Affairs administrators. One student and a faculty representative serve together as co-chairs. The president of the College, an ex-officio member, must ratify any legislative act of the Senate in order for it to become College policy (See **Campus Government Constitution** ⑪, Article II).

Members of the Reaccreditation Task Force talked to the class committees to get some idea of how student government works and how it is viewed by other students. What we heard from students involved in Student Council and Senate is some frustration that other students don't know or appreciate what student government does; that it lacks a clear identity. Conversely, student government is often seen by students as a puppet of the administration. The various bodies of student government do not always communicate effectively with the rest of the student body. Note, for instance, that the **Student Council** ⑫ Web site is out of date. During the 2009-10 academic year, Student Council and Senate leaders collaborated to try to make student government more visible and accessible to other students by regularly publishing minutes of meetings not only on the Web site (see, for instance, the **Senate** ⑬ Web site, where minutes are up to date) and in the *Collegian*, but also in highly visible places across campus. The leaders also noted that there is a steep learning curve for new members and little incentive for students to find the time to participate. Finally, students do not always know how to act as representatives for the rest of the student body. Student apathy toward their government is expressed in elections. The majority of student government positions are uncontested. In the 2010 elections, out of nine positions only three were contested, and only two of the four class representative races were contested. Only 29 percent of the student body voted (488 students).

#### ON THE WEB

- ⑩ [www.kenyon.edu/x7491.xml#x9014](http://www.kenyon.edu/x7491.xml#x9014)
- ⑪ [www.kenyon.edu/x7491.xml#x9013](http://www.kenyon.edu/x7491.xml#x9013)
- ⑫ [community.kenyon.edu/x261.xml](http://community.kenyon.edu/x261.xml)
- ⑬ [community.kenyon.edu/x646.xml](http://community.kenyon.edu/x646.xml)

## PACT

Finally, although it is not a governance structure per se, we should mention the importance of the **President's Advisory and Communications Team** (14), a committee formed in 2004 as an expanded successor to Staff Council to improve communication between the administration and employees of the College. This committee creates space in Kenyon's organizational structure for non-faculty employees to have input into the business of the College. Membership of PACT consists of one non-exempt and one exempt employee from each college division, and three at-large members as determined by election of all eligible employees. PACT seeks to facilitate communication between senior administration and employees to promote a positive and rewarding workplace. PACT is divided into four subcommittees: events, outreach, communications, and benefits. The PACT co-chairs attend the annual Senior Staff/Executive Committee retreat in August.

PACT sponsors employee lunches throughout the year, including the popular Halloween, Thanksgiving, and Christmas luncheons. In addition, it sponsors regular "town meetings," allowing members of the community to submit questions to President Nugent and members of Senior Staff (the most recent town meeting took place on December 4, 2009), and it sponsors a public meeting on the College's budget planning in the fall. The group's outreach subcommittee welcomes new employees with informational brochures, goody bags, and welcome receptions, and sends gift packages to employees who have experienced hardship within the past year. The benefits subcommittee works with the Office of Human Resources to gather feedback from employees on benefit packages; to ease communication regarding issues of benefits; and to assist with review of benefit packages as necessary. The benefits subcommittee's **annual report for 2008-2009** (DOC) noted that members would like to work with Human Resources to develop more consistent opportunities for staff development.

In the **2009 Administrative and Staff Survey** (DOC), there was significantly higher agreement that one could take a concern to the PACT group (the mean response was 3.53 on a five-point scale) compared to the responses in the **1999 Survey** (DOC) related to the Staff Council that operated at that time (mean response 2.95). However, there are employees who would like to see PACT take on more substantive issues like compensation and retirement. The original members of PACT began with a sense of responsibility to bring change to an unhappy constituency. This group was quite active in reaching out to the community to gather information and suggestions from all over campus. They initiated the Valuation Subcommittee, whose charge was to try to create a procedure for evaluating employees based on an "appreciative inquiry" model (see below); this process is currently being implemented for exempt employees. Increasingly, however, PACT seems to be struggling to establish its purposes, investing more in social events than in employment issues. The Self Study Task Force believes that this group, composed of employees who do not have the protection of tenure or the institutional power of the faculty, cannot be effective unless it truly has the president's ear. For this reason, we recommend that the senior advisor to the president sit on PACT as a non-voting member.

## COMMUNICATION AND CONSULTATION

The College's system of governance facilitates communication through interlocking memberships on major committees. Members of Senior Staff serve as liaisons on trustee committees; the chair of the faculty meets with Senior Staff; the Executive Committee of the faculty includes both Senior Staff members and chairs of major faculty committees; students serve on faculty committees like Curricular Policy and the Committee on Academic Standards; Senate brings together students, faculty, and members of the Student Affairs Division to deliberate on issues of college life. In addition, every year there is a two-day retreat that includes members of Senior Staff and the Executive Committee, along with the co-chairs of PACT.

The **FacPac** (15), a collection of reports made available to the faculty before every faculty meeting, is perhaps the most important mechanism for informing the faculty about the work of college

### ON THE WEB

(14) [internal.kenyon.edu/pact/x47342.html](http://internal.kenyon.edu/pact/x47342.html)

(15) [www.kenyon.edu/x41047.xml](http://www.kenyon.edu/x41047.xml)

governance. It includes reports on the work of trustees, the president, the Senior Staff, and faculty committees. However, there is no similar document that goes out to the rest of the community. Communications with the rest of the community includes e-mail distribution lists as well as campus publications like *Fortnightly* (which appears every two weeks), *Newscope* (which appears two times every week), and the College newspaper, the *Collegian*, which is published weekly during the semester. President Nugent has made more use than her predecessors of e-mail as a means of communicating with the entire campus when major events occur, as well as of the town hall meeting to maintain open lines of communication. PACT was created to facilitate communication between the president, Senior Staff, and College staff and administrators.

Survey data addressing issues of communication and collaboration are promising. In the Faculty HERI survey data, a large majority of the respondents in 2008 (71.7 percent) thought that faculty were sufficiently involved in campus decision-making, and 71.4 percent reported satisfaction with their relationship with the administration. On the other hand, a relatively small percentage of the faculty (28.9 percent) agreed that administrators consider faculty concerns when making policy; and that the administration is open about its policies (21.1 percent agreed with that statement). In the **2009 Administrative and Staff Survey** (DOC), there was higher agreement with the statement, “the Senior Staff member of my division communicates effectively” than there was in 1999. In 2009 there seems to be a fairly high level of satisfaction with the organizational structure (which was also true ten years ago). On average, 2009 administrative and staff employees agreed that there were positive working relationships inside and outside of their departments; that they perceive their position is valuable; that they perceive their position as respected by their supervisor, co-workers, and to a lesser extent students and faculty; that their supervisor has a realistic understanding of their job; and that employees in their department are treated fairly. There were significant improvements from 1999 to 2009 in various evaluations related to salaries, benefits, and the Human Resources Office, which will be discussed in Chapter 2.

Yet despite these efforts, during the Essentially Kenyon retreat, improving communication was perhaps the most frequently mentioned challenge facing the College. Many respondents to the survey cited the need for transparent and open communication when the administration is making important decisions. Students referred to tensions between the student body and the administration, believing that the administration needed to listen to students. Faculty also called for college affairs to be conducted “with transparency and openness and with participation in decision-making by those most affected,” and for “non-hierarchical decision making.” Staff voiced similar concerns: “It is important to involve everyone on some level and to have everyone feel their input is heard and valued.”

These comments confirm the recommendation of the College ombuds in her **2008 Annual Report** (DOC): “As Kenyon changes physically, and in some ways philosophically, there is a heightened need for clear and constant communication with the employees [and students] who are ultimately expected to adapt to the change, and in many cases, implement it outright. Managers at all levels must make it a priority to tell their people what’s in the planning—with the caveat that plans may, and do change—and that as they do, the staff will continue to be updated and, ideally, engaged. In the cases where I see the strongest resistance to change, it is not because people are angry that their parking spaces are disappearing, or are otherwise inconvenienced, but because they feel left in the dark about process and planning” (Office of Ombudsperson, Year-End Report, June 30, 2008, p.2). Those individuals also want to know when such sharing is just informational (the decision is made) and when feedback is desired.

The organizational charts of the College suggest a hierarchical and compartmentalized institution in which communications between divisions are largely confined to the top level of administration. This creates the effect of silos, vertical structures that prevent us from reaching beyond our own divisions or departments to learn how colleagues in other silos are wrestling with similar issues and

ideas (something we learned from the process of the self study). This is most evident in the perception that the Academic and Student Affairs divisions have become increasingly disconnected. While recognizing that the efficiencies gained from specialization are significant, some members of the community believe that the kind of hierarchical structure in which information and decisions move vertically through compartmentalized organizational structures impedes communication laterally. It would be interesting to ask whether there are ways in which we might create organizational structures that, without sacrificing clarity about who is responsible for making decisions, or creating more work, might allow for more permeability throughout the organization.

As early as October 2004, an ad hoc group, Women's Faculty and Administrative Caucus (WFAC), began a discussion of "appreciative inquiry," an organizational technique for examining institutional issues and priorities using a framework that relies on asking positive, evocative questions to characterize institutional strengths and identify current best practices that energize people to envision and enact change that builds on previous success. WFAC participants who were also members of the President's Advisory Communication Team (PACT) began to talk with PACT about appreciative inquiry (AI), bringing more people into the conversation. In August 2005, PACT and WFAC members presented basic concepts of AI at the Senior Staff retreat. In January 2006 AI consultant Bliss Browne conducted a half-day introduction to AI for about twenty-five participants, including members of the staff, faculty, and administration. Following that experience, many of those participants met in late February 2006 to brainstorm specific ideas for implementing AI at Kenyon. Meeting once more in early March, the group developed the following recommendations for increasing the use of AI as a mode of organizational thinking and process at Kenyon: (1) AI training for Senior Staff; (2) faculty-administrator-staff small group educational sessions; (3) an all-campus meeting.

PACT recommended the use of AI to envision a new administrative evaluation process for Kenyon, recognizing that the evaluation process should enhance communication and create a sense of being valued and appreciated among community members who participate in the evaluation process. On June 26, 2007, President Nugent opened an informational forum sponsored by the president's office, PACT, and WFAC on appreciative inquiry and valuations for exempt employees. The forum was followed by five focus groups, held in July, to gain feedback from employees with respect to performance reviews and the communication that shapes that process. The feedback from the focus groups helped set the work agenda for the PACT valuations subcommittee (see above). An early outcome of the subcommittee's work was to require updated job descriptions. Another outcome was a proposal submitted to President Nugent to hire a consultant to assist with training. Due to budget constraints, the group was unable to hire an external consultant for training in the appreciative valuations process. The original proposal to do more in-depth reviews less frequently for exempt administrators was pared down to developing an annual review worksheet based on AI principles. After many iterations, this tool is available as an option for exempt employees.

## *1e. Kenyon College upholds and protects its integrity.*

The College has many policies and procedures in place to ensure that both the mission and integrity of the institution are maintained. The Board of Trustees and Senior Staff provide oversight for the operations of the College, ensuring that it operates legally, responsibly, and with fiscal honesty. As part of its responsibility, recognizing that many people have a stake in Kenyon's financial health and future, including students, parents, alumni, and employees, the Board of Trustees has decided voluntarily to adopt some measures contained in the 2002 Sarbanes-Oxley Act, even though, as a nonprofit organization, Kenyon is not required to comply. The measure that has the greatest relevance for employees is a "whistleblower" provision for reporting fraudulent activity. The Budget, Finance, and Audit Committee

of the board, which serves as the audit committee, now also oversees the investigation of “whistleblower” tips that are received in the context of the Sarbanes-Oxley Act regarding accounting practices, misrepresentations, discrepancies, fraud, or any illegal activity involving the assets of the College. Since July 1, 2004, the College has maintained an anonymous telephone hotline to receive calls concerning suspected instances of accounting or auditing fraud or the misuse or misappropriation of College assets.

## COMPLIANCE OFFICERS

The College maintains its integrity by constantly monitoring its legal responsibilities. The College abides by all applicable federal and local laws and regulations, including those for nonprofit organizations. **Compliance officers** (DOC) in many areas are charged with responsibility for ensuring that the College abides by pertinent laws and regulations so that there are clear lines of responsibility for monitoring regulations, disseminating pertinent information about those regulations, and putting in place procedures for adjudicating violations.

## HANDBOOKS

Kenyon College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. These are outlined in separate handbooks for the College’s different constituencies. The **Student Handbook** (DOC) (*Your Community Guide to Rights and Responsibilities*), published and updated annually by the Student Affairs Division and available online, outlines the rules and regulations of the College, standards of conduct and behavior for students, and the procedures for handling infractions by students.

**The Faculty Handbook** (16) is no longer regularly published on paper, but it is available online. Hard copies are made available to Senior Staff and to faculty committees that routinely need to consult it (such as FAC), as well as to all new faculty members at orientation. The *Faculty Handbook* is regularly evaluated and updated by the Faculty Affairs Committee of the faculty, which presents changes as legislation to be voted on by the faculty at a faculty meeting. The *Faculty Handbook* contains procedures for resolving disputes arising from a decision to terminate a faculty member’s employment, allegations of discrimination, or allegations of infringement on academic freedom or unfair treatment (see sec. 2.5).

**The Staff Handbook** (17) is also available online. Human Resources includes a statement on all letters of appointment for new hires—who must sign the statement—certifying that they have reviewed the online *Handbook*. The *Handbook* is being reviewed for possible revisions in a number of areas. The Standards of Conduct section, for instance, currently includes outdated language and concepts. Furthermore, as new benefits are added (i.e. the Emeriti program for retirees) descriptions need to be added to the *Handbook*. Revisions should be completed by the end of 2010.

## AIB AND JUDICIAL BOARD

The Academic Infractions Board (AIB) and Judicial Board are the means by which students are held accountable for their behavior in accordance with our mission statement. The Academic Infractions Board is responsible for reporting, investigating, and adjudicating alleged instances of academic dishonesty. The AIB consists of three faculty members (serving two-year terms) and two student members. The faculty members of the AIB are elected by the faculty during the elections for faculty committees in the spring. The student members of the AIB are appointed by student government at the second meeting of Student Council in the fall semester. The provost appoints the chair of the AIB after elections are held. The associate provosts’ office provides **statistics about infractions and actions recommended** (DOC) annually to the faculty.

The Judicial Board hears alleged violations of social infractions of College regulations that have been referred to it through the Student Affairs Division. It was created to ensure the protection of

### ON THE WEB

16 [www.kenyon.edu/x18684.xml](http://www.kenyon.edu/x18684.xml)

17 [www.kenyon.edu/x19320.xml](http://www.kenyon.edu/x19320.xml)

student rights and, through due process, to determine the facts and, if appropriate, to respond to violation(s) of College policy in a manner that is educational in character. The board is composed of three students appointed by the Student Council, and three faculty members elected by the faculty during the elections for faculty committees in the spring. Alternate members of the board are appointed in the same manner as regular members. **Statistics 18** about reported infractions and actions recommended for the last four years (2005-2009) may be found on pp. 32-33 of the student handbook (*Life at Kenyon*).

Students are provided with several mechanisms to register complaints and grievances. On the academic side, the most important of these is the student petition process. Students have the right to petition the faculty for relief from any academic regulation. The petition procedures require a clear and detailed statement containing the specific regulation(s) the student wishes considered, letters of support from the student's advisor and from any other person (faculty member, deans, Health and Counseling Center staff members, etc.) who may be affected by or have special knowledge bearing on the petition. Petitions are reviewed by the Petitions Subcommittee of the Committee on Academic Standards (CAS), which decides each petition based on its merits (see **Petitions Charts (DOC)**). The subcommittee meets every week, and most petitions are disposed of within a week or two of submission. Over the past four years (2005-2009), the committee has received an average of seventy petitions per year, with an average of 80 percent approved. Some of the common issues generating student petitions include withdrawing from a course due to illness (88.46 percent approved), adding or dropping a course past the deadline (74.42 percent approved), waiving a semester of residency (97.62 percent approved), and changing a graded course to pass/d/fail (47.06 percent approved).

## OMBUDS OFFICE

In addition to established grievance procedures for faculty, staff, and administrators, the College's Ombuds Office provides a place for Kenyon staff, administrators, and faculty to discuss in confidence with a neutral third party any workplace dispute or problem they are having. Kenyon ombuds services are independent of any formal grievance processes. Currently, the ombuds position is a 1/4 time position (ten hours). While initially defined as a mechanism for employees to resolve conflicts informally, the position has grown into a much more proactive means of managing conflict through workshops and training designed to enable members of the community to communicate more effectively and manage conflict in a more positive manner. During the two years of her tenure, the College ombudsperson has facilitated workshops on difficult conversations and conflict management for academic administrative assistants, the Athletics Department, the registrar's staff, and LBIS staff. In Student Affairs, she has held training sessions with community advisors (formerly resident advisors), discrimination advisors, and the residential life staff on effective communication and problem solving. She has worked with the bookstore, maintenance, and the Health Center on managing change and addressing chronically negative workplace environments. She has also helped academic departments to work through interpersonal conflicts, as well as conflicts with the administration. In addition, she continues to meet with as many as forty employees annually to mediate conflicts and facilitate difficult conversations. The **2009 Year-End report (DOC)** indicates that as group contacts increase, one-on-one interactions have decreased. In the future, the College may need to consider whether it is possible to continue on this course in a ten-hour-per-week position, or whether the service is valuable enough to warrant some expansion. In particular, extending this service to students might be a more effective way of addressing student complaints as they arise.

## PRINTED MATERIAL

Kenyon presents itself accurately and honestly to the public by regularly reviewing and updating all printed material. Our goal is to be entirely forthcoming in our electronic, print, and personal communi-

### ON THE WEB

18 [www.kenyon.edu/  
studenthandbook.xml](http://www.kenyon.edu/studenthandbook.xml)

ON THE WEB

19 [www.ir.kenyon.edu](http://www.ir.kenyon.edu)

cations with our constituents, without lending credence or support to the reductive, unnuanced ratings game being played by so many media outlets today. In responding to outside requests for institutional data, we have refrained from participating in a number of surveys from news outlets and publishers of college rankings and guidebooks. However, we remain accountable to the public by responding fully to the Integrated Post Education Data Sharing System (IPEDS), and we self-publish our responses to the yearly Common Data Set on the Kenyon **Institutional Research Web site** 19. We also share data of various kinds with colleges in our consortia (GLCA and the Ohio-5, in particular), and we reply to requests for data by individual colleagues at schools outside our consortia, when appropriate.

Printed materials for admissions are coordinated by the Public Affairs Office. Having one office oversee all printed materials helps ensure both accuracy and consistency in the Admissions Office's communications to the public. The College has received national acclaim for its publications, notably the 2009 Robert Sibley Award from the Council for the Advancement and Support of Education (CASE) for the best college magazine in the nation. In the Parent's Survey, respondents indicated extremely high levels of satisfaction with College publications, especially the *Alumni Bulletin* and the College Web site.

## Evaluative Summary for Criterion One

This chapter demonstrates that Kenyon College meets Criterion One of the Higher Learning Commission's criteria for reaccreditation: "The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students." The College's mission statement and goals are clear and well understood by all constituencies. They recognize the diversity of its learners and the greater society that it serves. The College's governance structures work through collaborative processes involving the Board of Trustees, administrators, faculty, and students to maintain and improve Kenyon's program of liberal education in a residential environment.

### STRENGTHS:

- The College has a **strong sense of mission** that pervades everything that we do; the mission is well understood and endorsed by all constituencies of the College.
- The College benefits from a **clear, stable, and effective governance structure**; the seven administrative divisions work well to pursue the mission of the College.
- The College's administrators are fully committed to maintaining and improving Kenyon's **educational program of liberal education in a residential environment**. Kenyon faculty and students are also involved in important college decisions and share the commitment to liberal education.
- One dimension of the College's integrity is its seriousness in pursuing its professed goal of **offering Kenyon students rich opportunities** to learn about diverse cultures. All of Kenyon's constituencies would prefer that the community become more diverse than it is, and the Board of Trustees and Senior Staff have shown a willingness to devote significant resources to recruiting a more diverse student body. Faculty, too, have shown this concern in their searches to fill faculty positions. These commitments have produced measurable results over the last decade; we have succeeded in raising the minority populations of both students and faculty over the past decade, although not as rapidly as most members of the community would like.
- It is important to recognize as a particular strength of the institution the **investment of the faculty, administration, and staff in doing excellent work**; Kenyon employees at all levels are invested in the College and its students, as comments from the Essentially Kenyon survey suggest.

## CHALLENGES:

- The **mission statement** has not been revisited in more than a decade. It is arguably unwieldy in length, and some constituencies believe its language needs revision to make it more inclusive.
- We are now beginning to ask more seriously **why we want the College to be more diverse**; what benefits might accrue to our students from learning in a more diverse environment? We need to figure out how to answer that question. How can the College move from measuring diversity through numbers to thinking about diversity as a transformation of culture?
- We need to try to find mechanisms that **alleviate the compartmentalization and departmentalization** that can make it difficult for individuals in different divisions to work together toward common goals. Two areas in particular require attention. The first involves the relationships between the curriculum and co-curriculum, the former managed largely by the faculty, the latter by the Student Affairs Division. How can these two groups collaborate and better understand each other's mutual responsibilities? The second is in the area of the curriculum itself; how do we balance tradition and innovation in a period of very limited growth?

## RECOMMENDATIONS:

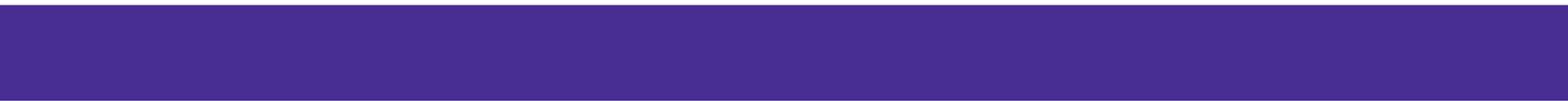
- The College should **take advantage of the opportunity the reaccreditation process offers** to reconsider its mission, learning goals, and program of general education, none of which have been reviewed in a decade. We might create a more succinct mission statement (even if we keep the current statement alongside it) and align our mission goals and curriculum more fully.
- The Reaccreditation Task Force endorses the goals outlined in the Diversity Action Plan created by the Diversity Advisory Council. We believe the Board of Trustees should work with Senior Staff to **communicate to the community** how this plan will be implemented and within what time frame.
- The College should do more to foster **increased collaboration between the Academic and Student Affairs divisions**, with the aim of creating a mutual environment for living and learning for our students. The two divisions might, for example, explore the possibility of creating living and learning residential communities or a first-year experience.
- The College should coordinate efforts to **collaborate across other divisions** as well, to get us out of our "silos." We need to explore ways of improving communications across the institution. Appreciative inquiry offers one approach. The College should make more consistent efforts to train managers and increase face-to-face communication with consistent follow through and create more opportunities for the ongoing professional growth/development of its employees at all levels. The ombuds position, in many ways, has begun to move in that direction, becoming more of an in-house facilitator/trainer; there may be room for expansion of this position.
- The presidents' office and PACT together need to explore ways of making this body a **more effective voice for Kenyon employees**, encouraging its members to take on substantive employment issues.
- The College needs to think about **student government as another educational venue**. Its purpose is not primarily to govern, but to learn about self-government. To accomplish this goal, the College needs to provide more training and guidance, value and reward faculty participation in student government more tangibly, and make student government more visible to students.



## 2. Preparing for the Future

### Criterion Two:

Kenyon's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.



*“Kenyon remains a small college and exemplifies deliberate limitation. What is included here is special, what is excluded is not necessary to our purposes.”*

*—Kenyon College Mission Statement*

This chapter examines Kenyon College’s capacity to fulfill its mission through an investigation of the ways in which it allocates resources and plans for its future development. The College’s processes for evaluation and planning demonstrate its capacity to marshal its resources to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Kenyon's reputation testifies both to the College's focus on providing students with a sound liberal arts education and to its extraordinary fiscal discipline. Kenyon has maintained academic excellence in its programs, as subsequent chapters will show, despite its relatively modest endowment and heavy tuition dependency. Lacking the financial aid resources of many of its peers, Kenyon has been successful in attracting capable and motivated students, and in offering them an academic program that compares well with those of the nation's other highly selective liberal arts colleges. As the **Budget Philosophy** (DOC) notes, "Kenyon is financially sound because it is academically sound."

Kenyon is coming off of a decade of growth—in the size of the faculty, in academic programs, in student enrollment, in new building projects, in fundraising, and in the size of the budget. Figure 2.1 below offers a snapshot of Kenyon's growth over the last twenty years.

*Figure 2.1: Growth between 1990 and 2009*

	FIRST SEMESTER, 1990	FIRST SEMESTER, 2000	FIRST SEMESTER, 2009
<b>STUDENTS</b>			
<b>Enrollment</b>	1503	1577	1618
<b>EMPLOYEES</b>			
<b>Faculty</b>	159	155	202
<b>Full Time</b>	142	132	156
<b>Part Time</b>	17	23	46
<b>Staff (non-exempt)</b>		232	270
<b>Administration (exempt)</b>		208	225
<b>Board of Trustees</b>	33	40	40
<b>ACADEMICS</b>			
<b>Majors</b>	17	28	31
<b>Minors</b>	0 (Began in 2003)	17	26
<b>Concentrations</b>	9	9	10
<b>FINANCIAL</b>			
<b>*Operating Budget</b>	30,785,000	53,028,000	98,124,000
<b>**Endowment</b>	35,008,662	144,046,556	151,055,850

\*Budget amounts approved by trustees at winter meetings.

\*\*Endowment amounts equal to market value as of June 30, preceding year.

## 2a. Kenyon College realistically prepares for a future shaped by multiple social and economic trends.

### KENYON'S PLANNING DOCUMENTS REFLECT A SOUND UNDERSTANDING OF OUR CURRENT CAPACITY.

The 2000 Reaccreditation Self-Study Report noted that “a comprehensive, collegiate, long-range plan is impractical and unnecessary” for Kenyon, arguing that “the environment in which Kenyon operates is so dynamic that the College must retain the maximum flexibility to alter budgetary priorities from year to year” (2000 Self-Study, p. 20 [DOC](#)). However, all planning at Kenyon grows out of and is consistent with a set of strategic principles, derived from the mission statement, which, while not formally articulated in any one document, are well understood by the community.

#### *Strategic Principles*

1. Our decisions are driven by our **academic mission**.
2. We will **maintain the core of the liberal arts curriculum** while simultaneously trying to remain **current and innovative**.
3. We will maintain our commitment to “learning in the company of friends,” fostering strong **interpersonal relationships** in an environment that also recognizes the College’s **impact on the surrounding community**.
4. We will preserve the College’s **rural environment**.
5. We will preserve the College’s **historical character**.
6. We will maintain our sound financial status by **balancing our budget** and **growing our endowment**.

Strategic planning must be understood in the context of this chapter as an ongoing process rather than a single document or set of documents. The advantage of this approach is that the organization is quite flexible; we can change directions quickly when priorities change.

Planning at Kenyon takes into account demographic shifts, developments in technology, diversity, globalization, the cost of higher education, and the environmental impact of our operations. However, all planning begins with financial planning. Responsibility for fiscal planning rests with the Finance Division, which works closely with three standing committees of the Board of Trustees: the Budget, Finance, and Audit Committee; the Investment Committee; and the Buildings and Grounds Committee.

The major planning exercises that regularly inform decision-making at Kenyon are the budget process, which occurs annually; annual reports from departments and divisions; and campaign planning, which occurs roughly once every decade.

#### *Budget Planning*

Our budget functions as a strategic planning and management tool which provides annually updated five-year projections that extrapolate the future implications of new decisions and commitments. Our determination to maintain fiscal discipline, resulting in forty consecutive years of balanced budgets, means that, in planning, we must continually and rigorously measure innovation against feasibility. From year to year, our budget offers little excess, little room for new expenditures, so that new ideas, programs, and projects have to be carefully vetted by Senior Staff. The advantages of this principle are obvious; the disadvantage is that what is already funded tends to have priority over what has not been funded (innovation). While some reallocation of resources in the operating budget occurs regularly

in Senior Staff discussions, with each division head examining his or her division's budgets for cost savings—which can then be applied to fund new initiatives or to augment funding for another project somewhere else in the operating budget—this practice of reallocation does not often extend to the reallocation of positions from one area to another.

Annual budgets and five-year projections (2005-06 to 2010-11 are on file) are prepared by the Senior Staff with the careful oversight of the Budget, Finance, and Audit Committee; ultimate authority for the budget rests with the Board of Trustees. Kenyon benefits enormously from the dedication and experience of Senior Staff members in the Finance Division, who are the longest serving senior administrators in the College. Over the past decade, several initiatives were successfully integrated into the operating budget. These include: funding the transition of the faculty teaching load from six courses each year to five courses (from 3-3 to 3-2); continuing to grow reserves for equipment replacement from \$850,000 in 1999-00 to \$1,838,000 in 2010-11 (see Technology Planning, below); continuing to grow reserves for building repair and replacement from \$406,000 in 1999-00 to \$2,104,000 in 2010-11; improving the financial aid program, including our focus on admitting a diverse student body; and bringing on line operating expenses related to facilities built in the last decade. The College's image and reputation have benefited from its ability to manage the resource allocation process in rapidly changing and challenging economic environments. The College's adherence to a conservative budgeting philosophy is one of the reasons that both Moody's (A1) and Standard and Poor's (A+) reaffirmed their ratings on Kenyon's long-term debt in January 2010. The focus of the 2009-10 and 2010-11 operating budgets, and for the foreseeable future, will be on maintaining the flexibility to deal with uncertain economic conditions. To this end, the 2009-10 budgeted operating contingency was \$1,962,000; in 2010-11, it is \$1,514,000 (in previous years, it was budgeted at \$500,000).

The annual budget process is a collaborative planning process that attempts to represent the interests of every division of the College. Senior Staff seeks input from across the divisions through conversations and written correspondence with budget managers. Each division head, after consultation with colleagues, recommends the items needed by the division in priority order. All items recommended by division heads receive due consideration by the entire Senior Staff, and choices are made which best support the mission of the College within the limitations of the resources available. This means that not all good or even necessary recommendations can be funded. However, items judged to be important but not currently feasible frequently carry over from year to year and may ultimately get funded. Some examples of items that were initially not funded but that eventually were brought onto the budget include the Math and Science Skills Center, a new position in film studies, and capital projects such as the art buildings and new residence halls (see below).

Reviews of this consultative process are not, however, uniformly positive. While there are ample opportunities for various groups across the campus (faculty, students, staff) to keep informed about budget discussions, input is unevenly distributed. The Academic Division is well represented on Senior Staff by the provost, both associate provosts, and the chair of the faculty. In addition, the Resource Allocation and Assessment Subcommittee (RAAS) of the Executive Committee (or one of its predecessors) has for decades participated in an advisory capacity in budgeting. However, the committee's role has not been well defined, members often do not have sufficient time and information to give well informed advice, nor do they have a mechanism for seeking consensus within the divisions they represent. Other administrative constituencies find participation in budget discussions at times frustrating. Some budget managers have expressed frustration with the results of the budget process, particularly when they feel constrained by increases in costs over which they have little or no control, such as specific materials and supplies that rise at rates faster than general inflation or fees and charges mandated by outside agencies such as our athletic conference or a professional society. A decision by Senior Staff to reduce a budget (or even simply to hold it fixed) then puts pressure on the budget manager to identify cuts in other lines of the budget in order to meet the increased costs

in the lines over which the manager cannot exercise control. The frustration seems to come from a feeling that the budget-cutting decisions have not taken into account (through sufficient consultation with budget managers) the impact of cuts in the presence of such uncontrolled rising costs. Whether that is the case in Senior Staff discussions or not, the perception that it is so is damaging to morale and should be addressed. A **2005 review** (DOC) of the role of the budget in establishing College priorities concluded that the budget process is clearly delineated and well administered and that the discipline of the budget process has contributed to a continuous record of balanced budgets of which the institution is “justifiably proud.” However, it also noted that there was concern on campus that, in the absence of a comprehensive or strategic plan, the budget determined the College’s priorities rather than reflecting them.

### *Annual Reports and Board Reports*

Annual reports and board reports collected across the campus function as planning documents that inform the budget while also allowing for other kinds of annual planning. The heads of all seven of the College divisions write reports on their divisions for each meeting of the Board of Trustees. Department heads within divisions prepare annual reports that go directly to their division vice president. Often that material is summarized by the division vice president as part of an annual report or trustees’ report. All academic departments and programs, academic support programs, and standing committees of the faculty are supposed to file annual reports with the Provost’s Office. Departmental and program reports are read and collated by the associate provosts, and information from the reports is used in various ways to inform decisions by the Provost’s Office. Committee reports are forwarded to new committee chairs to help them set the next year’s agenda.

### *Campaign Planning and Goals*

While budget planning focuses primarily on day-to-day operations and the fixed costs of the College, capital campaigns allow us to plan on a larger scale for long-range goals—endowment, scholarships and chairs, and new facilities and programs. As President Nugent noted in the current campaign prospectus, “When a college sets forth on a comprehensive campaign, it is also setting forth an agenda for the next decade,” and arguably beyond. Therefore, it is important to highlight the ways in which our campaign planning not only reflects the mission of the College but also attends to wider social and economic concerns, such as the affordability and accessibility of a Kenyon education. “Claiming Our Place: The Campaign for Kenyon” sought \$100 million for capital and operating purposes over a five-year period. It ended on June 30, 2001, with more than \$116 million in gifts. The campaign substantially increased the College’s endowment, raising \$22 million for financial aid and \$13 million for professorships, which resulted in the creation of nine new faculty chairs. Thirty-two million dollars was raised for facilities; buildings constructed or renovated as part of the campaign include Tomsich Hall (chemistry), Hayes Hall (mathematics and physics), the Fischman Wing (molecular biology), Samuel Mather Hall (psychology and neuroscience), Storer Hall (music), the Eaton Center (finance division), and the Brown Family Environmental Center.

In October of 2005, the Board of Trustees announced a new campaign, “**We Are Kenyon: The Drive for Excellence.**”<sup>1</sup> The priorities of the campaign—access to a Kenyon education, teaching and learning, and enhancing residential life—were intentionally aligned with the College’s defining values as articulated in its mission statement through a planning process that involved all constituencies of the College. Planning for the “We Are Kenyon” campaign that defined its goals and priorities included a direct-mail and Web survey of two hundred elected leaders of the Kenyon community; campaign feasibility research conducted by outside consultants; an assessment of the College’s emerging major donor group under the age of fifty; “Presidential Conversation” focus groups involving faculty and administrators; and reports by five working groups—admissions and financial

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<sup>1</sup> [campaign.kenyon.edu](http://campaign.kenyon.edu)

aid, arts policy, curricular and faculty, student citizenship and international programming, and residential and student life—composed of faculty members, administrators, and students. A Trustee Campaign Steering Committee was created to advise on campaign priorities and goal-setting.

The campaign launched in May of 2007 with the ambitious goal of raising \$230 million. The campaign’s primary goal is to double the College’s endowment, raising \$126 million to that end. This would ensure greater access to the College through \$70 million in new endowment for financial aid. Building support for faculty development (through the addition of five new endowed chairs, an expansion of the Yarbrough Dissertation Fellowships, and endowment of faculty development and teaching grant funds) is an important part of the campaign, as are endowment for the program director and faculty positions in international studies, the addition of a new faculty position in film, and endowment for collaborative faculty-student research programs. A \$10 million endowment would support programming in two new visual arts facilities. As part of the campaign, the *Kenyon Review* is building its endowment through a \$5 million goal to endow the editor’s position and to raise funds for its summer writing program scholarships (see Chapter 5).

In addition to the endowment goal, new plans for improving and expanding campus facilities were articulated in an \$80 million capital projects goal. Two new visual arts facilities—a 30,000- square-foot gallery/art history building and a 40,000-square-foot studio art building—are planned to replace aging facilities, a \$34 million goal. Construction on the first building, the gallery and art history building, began in 2009. In keeping with Kenyon’s commitment to creating intimate teaching environments, two new academic buildings were planned. O’Connor House opened in the summer of 2008, housing the American Studies and Women’s and Gender Studies programs, as well as the newly created Center for the Study of American Democracy. A new English building, Lentz House, opened in the fall of 2009. New student residences, including apartment-style housing for upper-class students, were proposed to alleviate overcrowding in residence halls. Finally, the College invested in one of its most-used and beloved historical buildings—Peirce Hall, Kenyon’s dining commons—with a comprehensive expansion and restoration to bring this eighty-year-old facility up to modern standards of accessibility, service, and safety. Peirce Hall reopened in the fall of 2008.

The campaign includes annual funds in its goal, specifically the Kenyon Fund, which is supported by more than six thousand alumni, and the Kenyon Parents Fund, one of the most financially successful parents’ funds among liberal arts colleges, nationally. A total of \$24 million is anticipated from these sources (see [Goals at a Glance](#) 2).

### Campaign Progress

As of May 1, 2010 the “We Are Kenyon” campaign has raised \$209.1 million of the total \$230 million campaign goal; \$77.1 million has been raised for endowment goals, \$58.8 million for capital programs, \$26.3 million for annual funds, \$4.6 million for the Philander Chase Corporation (the College’s land trust), and \$12.3 million for operating support of other academic programs and as-yet undesignated gifts. With one year remaining in the campaign, which is slated to end in June 2011, this fundraising effort is on track and has achieved the following markers of success:



Two new academic houses built with funds raised in the “We Are Kenyon” campaign are O’Connor House (above) and Lentz House (below).



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2 [campaign.kenyon.edu/x2439.xml](http://campaign.kenyon.edu/x2439.xml)

- \$57.7 million raised for **financial-aid endowment**, including a \$10 million gift from actor and alumnus Paul Newman to support a no-loan program for the neediest of Kenyon students;
- Three new **endowed professorships** in anthropology, economics, and drama;
- Endowment of the **director of the International Studies Program**;
- Endowment of the **John W. Adams Summer Scholars Program in Socio-Legal Studies**, a new summer student research program;
- Completion of fundraising for **Peirce Hall and three new small academic houses**—O'Connor House for interdisciplinary programs, Lentz House for the English Department, and Finn House for the *Kenyon Review*; and
- \$31.5 million raised toward **art facilities**.

The campaign is also achieving goals set for raising large gifts (one donor has committed \$27 million, and two have made gifts of more than \$10 million), gifts in key categories (with a year to go, the campaign has neared or exceeded its goal for gifts of \$2 million to \$5 million, \$250,000 to \$500,000, and \$100,000 to \$250,000), and numbers of new donors. Approximately 60 percent of all gifts are from donors who are making their first capital or endowment gifts to Kenyon.

### *Reaccreditation*

Kenyon has always made good use of its decennial reaccreditation process in its planning. Over the last two decades, that process has fortuitously taken place alongside major campaigns. Reaccreditation provides us with the time to devote to rigorous and holistic self-examination and an opportunity to see ourselves from the outside. We have already begun to make use of the 2010 reaccreditation, even before the visit team's arrival on campus. The coincidence of reaccreditation with the appointment of a new provost has provided the impetus for the faculty to begin a reassessment of the academic program and its relation to student learning. With an eye toward asking important questions about liberal education, the provost has asked the faculty to organize and participate in a faculty retreat on the curriculum, scheduled for August 16, about a month before the reaccreditation visit in September. The provost's charge to the faculty was a comprehensive one: "A broader conversation that is ripe for our attention concerns the overall education of our students at Kenyon College. This conversation naturally leads us to explore important questions about our curriculum, but it transcends the academic program. The education and experience of our students occurs in so many different ways that some holistic reflection on what we do and what we expect in the process is in itself a worthy endeavor. The moment is right. It has been a very long time since there was a comprehensive discussion about the educational program at Kenyon. We are approaching a reaccreditation visit and we should position ourselves to respond to what we have learned about Kenyon College through our preparation, and will learn from the observations of our visitors. Many important issues are emerging, from interdisciplinarity, to experiential learning, to housing. Let us examine these issues and others to plan constructively for Kenyon College."

The grassroots process of self-examination began in March 2010, when the faculty was asked to submit "important questions relating to educating students at Kenyon." The retreat committee collated the responses, identified thematic clusters, and presented these clusters of issues as points of conversation. Small groups of faculty and administrators were created to consider the identified issues (see **Retreat Group Topics** [DOC](#)). Each group has been given several months to meet, do some research, and generate concrete ideas and recommendations. This provides an opportunity to have creative conversations with colleagues about topics that are of concern to us all. In August, each group will post to a Web site a brief summary of its discussion, outcomes, and suggestions for further

development. Finally, we will gather for the retreat, where we will review the work of these groups, reflect on what the educational experience at Kenyon College in the early twenty-first century means for our students, and identify a set of objectives for the upcoming year.

### *Other Planning Processes*

Although the budget and campaign planning are our regular, ongoing forms of strategic planning, these primarily financial planning exercises are supplemented by information gleaned from other forms of planning, outlined below.

### **The Master Plan** DOC

In 2003, as the College anticipated the arrival of a new president (S. Georgia Nugent), the Board of Trustees commissioned Graham Gund and Associates (GGA) to develop an architectural master plan for the College. This was the first comprehensive undertaking to address the building needs of the campus since the early 1990s, when the College hired the Columbus, Ohio architectural and planning firm NBBJ to develop a master plan. The new master plan was intended not as a list of future construction projects, but as a set of principles and recommendations that would guide the future development of the campus. The Board of Trustees and the College's administration make final decisions concerning future development of the campus. The Board of Trustees issued the following five guidelines of the master plan:

- a. That Kenyon is a **walking campus**.
- b. That the **center of the Village of Gambier be addressed** as an important component of a vital college and village life.
- c. That all academic facilities on campus be located in the **academic core of the campus**, south of Wiggin Street (see map).
- d. That the **integrity of the Gambier community** be sustained and strengthened, both during the planning process and as a result of the plan.
- e. That **green spaces** on campus will be preserved and created.

The scope of the charge to Gund and Associates included:

- a. A plan for **student housing**, including a needs assessment and evaluation of site options;
- b. A plan for **campus parking**;
- c. A plan for **campus signage**;
- d. A program and plan for **a new studio-arts building** and **a new academic art building**;
- e. A feasibility study for **the conversion of Bexley Hall**, on the north end of campus, to other uses;
- f. A feasibility study for **aesthetic and land-use improvement** in the Village of Gambier, particularly along Chase Avenue, including Farr Hall;
- g. **Pathway options** to the new center for fitness, recreation, and athletics.

The process of developing and implementing the master plan sparked conversation and controversy, not over the first principles (the five guidelines above) but over how those principles should be enacted in practice. During the development phase, in September and November of 2003, the College hosted a series of meetings with Gund, and with campus and village groups. In all, there were twenty-

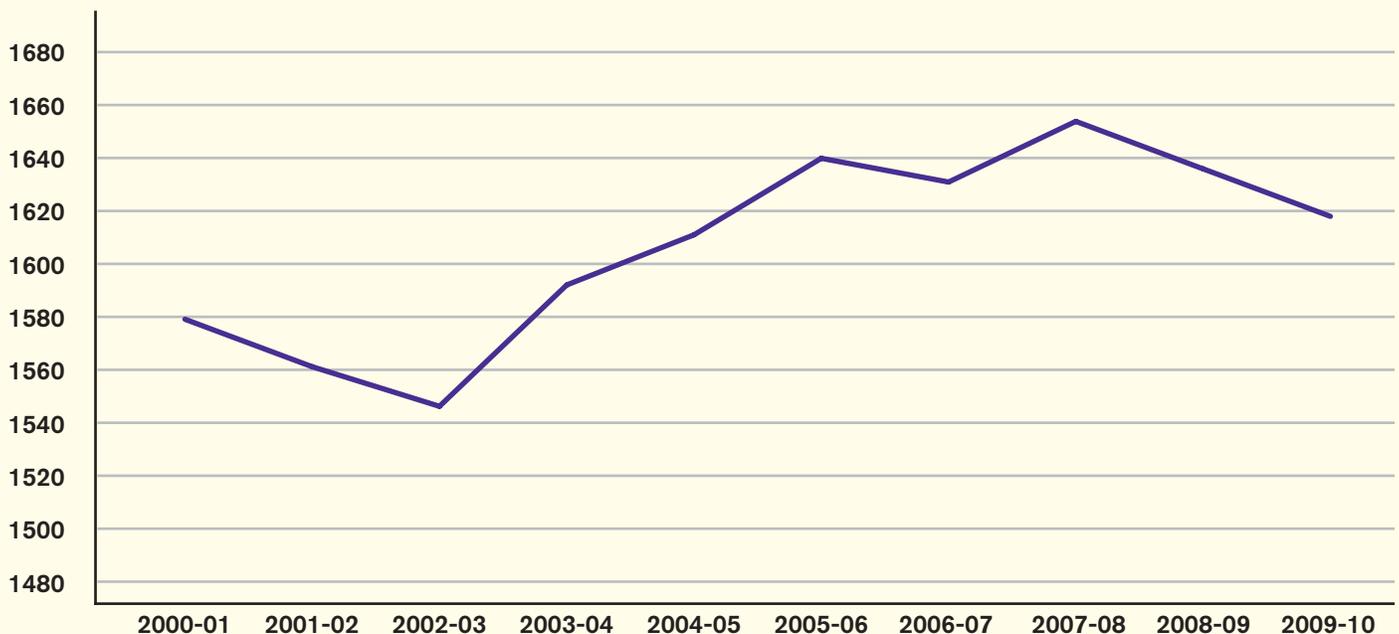
eight meetings and events attended by village citizens and by members of the administration, faculty, staff, and student body. These meetings raised a number of issues, including the desire to locate the art department closer to the hub of other academic activity on campus; the need to address issues of accessibility; the concern for preserving the livelihoods of village merchants while enlivening commerce in the village; and the fervent hope that Kenyon will do its best to maintain existing green spaces and create new ones.

In April of 2004, Gund presented the master plan to the campus in two public meetings. Later that month, the Board of Trustees approved the plan “as a set of principles and recommendations” to guide future campus development. The process of implementing elements of the master plan illustrates how quickly events can overtake strategic planning. While the master plan continues to guide development of the campus, its specific recommendations are often subject to drastic revision as they come up against fiscal realities, geographical limitations, and the resistance of various constituencies, as we illustrate below.

### Enrollment Planning Committee, Report on Ideal Size DOC

Several years of large entering classes have resulted in a student body that is larger than the College can physically accommodate. While this over-enrollment has been good for our budgets, it has produced overcrowding, especially in residence halls. In 2005, a task force was appointed to examine the ideal size of the Kenyon student body consistent with the College’s central goal of providing high quality educational opportunities to its students. At that time, actual enrollment was 1,611, while enrollment was budgeted at 1,520. The task force considered the impact on all aspects of the College of increasing enrollment by 100 students. To determine both benefits and costs of growth, the committee examined national demographic forecasts for the upcoming twelve years and constructed operations models from every division of the College that imagined the impact of an increase of 100 students. Citing a strong desire to keep the College comprehensible and community-oriented, the task force ultimately recommended that the College aim for an opening enrollment of 1,550 to 1,600 students, to decrease rather than increase the size of the College. This recommendation took into account the

*Figure 2.2: Fall Semester Enrollment, 2000-10*



number of faculty and staff members, the residence hall and apartment spaces available on campus, the size and variety of other facilities available for academic, recreational, and co-curricular activities, and the size of the community in which we are located. The College budget model was adjusted for subsequent years to reflect a ramping down to meet the ideal enrollment goal, so that the reduced income from tuition would be folded into our financial planning. However, in the spring of 2007 the need to renovate residential spaces resulted in a decision to hold enrollments at the 1,630-to-1,650 level for three to five years, in order to accumulate funds from tuition to augment money being raised for student housing needs as part of the current campaign. Consequently, overcrowding remains a problem in residential units. However, for the first time in more than twenty years, plans are in motion for addressing this issue. President Nugent has assembled a new task force to review the ideal size of the College. The group began meeting in the spring of 2010.

### **Residence Halls Planning**

For yet another example of how planning at Kenyon can be dynamic, we turn to a consideration of plans for the building and renovation of residence halls, which made up large portions of both the master plan and campaign planning. As we noted in the introduction, overcrowding and shabby conditions in student housing present a challenge for the College that figured in both the 1990 [DOC](#) and 2000 [DOC](#) reaccreditation site visits. Figure 2.2 shows the growth in enrollments over the last decade. For much of the decade, we have enrolled more students than we can house (1,567 beds in 2007). The College has met this challenge in the short term in a number of ways. Several common spaces (lounges in residence halls, for instance) in buildings across campus have been converted to rooms. Some students each year are allowed to live off campus. In 2003-04, only eighteen students lived in off-campus housing; by 2005-06 that number had swelled to forty-four. Between 2004 and 2009, the average number of students living off-campus hovered around forty. In 2009-10 it fell to twenty-two, partly because in 2008 the College had added forty beds by purchasing the thirty-five-year-old, ten-unit Morgan Apartments, informally known as the “Milk Cartons,” located on Duff Street in the village. Remodeling started by the former owner was completed by the College. The apartments are reserved for seniors, with a strong emphasis on civil and reasonable behavior given their location near the homes of faculty, staff, and other village residents.

Data from a [parent survey](#) [DOC](#) conducted in the fall of 2009 indicate that parents of Kenyon students are less satisfied with student housing than they are with many other aspects of campus life. On a scale where one is very dissatisfied and five is very satisfied, the parents rated their satisfaction with the “resident hall environment” at an average of 3.80 (not different from the 1999 group of parents, whose average was 3.81). Similarly, satisfaction with the lounges among 2009 parents was  $M = 3.74$ , slightly lower than the 1999 value of  $M = 3.84$ . Parents had the opportunity to write comments on the survey, and they chose to comment on residential life more frequently than other parts of the College. One parent said, “Kenyon’s rooms and common areas are not acceptable. The rooms are small and depressing; the common areas, including the furniture and equipment in them, are in poor shape.” Another parent said, “Our daughter’s dorm has no lounge—this really impedes the dorm’s ability to function as a community. I am very surprised that a college with such a commitment to community would choose to do this.”

Over the last decade, much judicious planning has gone into questions about both the ideal size of the College and how to alleviate crowding in residence halls through a combination of new construction and renovation. That planning has had to be flexible enough to take into account demographic shifts in student enrollment, changes in the U.S. economic climate, and the needs and desires of our constituents. Over the decade, the specific focus of our planning has shifted from the master plan’s recommendation of traditional residence halls (to be located on the historic south campus) to clusters of townhouses located on the north end of campus. At their April 2009 meeting, the board

approved plans for the construction of small clusters of apartment-townhouses for seniors, at a cost much less than that of an earlier proposal for a south-end residence hall. Each townhouse will consist of three apartments and house twelve students. Ultimately, the Bexley Place Apartments and New Apartments will be demolished and replaced by this neighborhood of apartment clusters. Plans call for the units to be built in two phases, with nine buildings in the first phase and eleven in the second. An advantage of this plan is that their cost is more manageable than a single residence hall; units can be built as funds become available. The housing provided by these units should enable the College to take one dorm per year off-line for renovations. In April 2010 the College held a groundbreaking ceremony for the first phase. Our plan for improving residential space at the College is very much a long-range plan in progress.

## **KENYON'S PLANNING DOCUMENTS DEMONSTRATE THAT THE COLLEGE IS PAYING ATTENTION TO EMERGING FACTORS SUCH AS TECHNOLOGY, DEMOGRAPHIC SHIFTS, AND GLOBALIZATION.**

### *Technology Planning at Kenyon*

Technology planning and spending for Kenyon is centralized in the Library and Information Services (LBIS) Division. Several groups within LBIS have responsibility for the planning and daily operation of technology services. Separate teams oversee classroom technology, computer labs, and the help desk; faculty and administrative personal computers and printers; the network and server management; administrative database applications; hardware and software standards for campus computers; and information security planning and response. LBIS convenes two special working groups for technology areas that affect a large number of campus constituencies: the Banner User Group (BUG) and the Campus Web Team (CWT). The Banner Enterprise Resource Planning (Banner ERP) system is used by almost every administrative department; therefore LBIS assigns BUG representatives to the appropriate administrative offices in the College. The CWT has permanent members from the Office of Public Affairs staff (which is responsible for the management of the main Kenyon Web site) and the LBIS staff.

Other formal structures also exist for facilitating communication or technology issues between LBIS and other College constituencies. The vice president reports technology information to the faculty as part of the FacPac, an electronic packet of reports and data submitted to the faculty prior to each faculty meeting. The Curricular Policy Committee (CPC) of the faculty has an oversight role for all library and computing issues, providing an opportunity for communication between the faculty and LBIS at the policy level. The vice president for LBIS and the director of information resources are members of this committee. CPC also convenes a subcommittee that addresses strategic technology issues. The subcommittee work is structured so that both faculty concerns and LBIS issues are discussed. The effectiveness of this mechanism is demonstrated by the committee's handling of the laptop proposal of 2005. When LBIS proposed a mandatory student laptop program to be funded by tuition increases, the proposal was controversial among both faculty and students. LBIS's and CPC's joint handling of the controversy was a model of consultative planning. An ad hoc committee on the laptop proposal was charged by the CPC to review the proposal and seek wider campus input. This subcommittee sponsored a series of three campus forums during April 2006. After considering responses of students and faculty attending the forums, the committee decided to support the proposal with three recommendations: that the program initially not be mandatory, that CPC draft and submit to the faculty a "laptops in the classroom" policy, and that changes to computer laboratories as a result of wider laptop use be made incrementally. Ultimately, the College did not adopt the proposal; however the growth in the use of laptops and wireless access meant that the last two recommendations were still useful. Since 2006, more departments have begun using fleets of departmentally owned laptops in

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3 [www.kenyon.edu/x37337.xml](http://www.kenyon.edu/x37337.xml)

their classrooms with support from LBIS, and the outcome of the laptop proposal process was critical to the success of these laptop fleets. In the fall of 2006, the faculty adopted a **classroom policy** 3 for technology use proposed by CPC. The Library and Technology Subcommittee of the Academic Affairs Committee of Student Council is the primary formal structure for discussing technology issues with students. The meetings, generally twice a month during the semester, focus on changes—changes suggested by the students as well as changes proposed by LBIS—that will affect students' life on campus.

The annual LBIS budget includes resources for technology repairs and for ongoing software and hardware licensing and support contracts. Money for new initiatives and for the replacement and upgrades of all campus technology, including personal computers, classroom technology, central servers, and network hardware, is controlled by the Senior Staff through an annual allocation process, where technology needs are weighed in the context of overall institutional needs. Each year, LBIS prepares a report, in consultation with the academic and administrative departments, indicating technology replacement and upgrade needs across all these areas.

#### *Planning Kenyon's Place in a Multicultural and Global Society*

Increasingly, as we noted in Chapter 1, the College aspires to develop the intercultural literacies of all students and to increase the diversity of both the student body and the faculty as sources of educational advantage for all students. Over the last decade, our efforts have been directed toward increasing the multicultural and global diversity of the campus, as well as creating a more diverse and global curriculum. Global education at Kenyon consists of several interrelated components, which we will discuss more fully in Chapter 4. However, because cultural immersion has proven to be among the most effective strategies for increasing students' global engagement, campaign goals include initiatives that would expand resources to prepare students for study abroad and to integrate that experience into their field of study. Of critical importance in meeting this goal are faculty positions that would enrich the curricula in the International Studies Program and the Modern Languages and Literatures Department.

The 2006 report by the Trustees' Task Force on Diversity has been an important planning document in the College's efforts to enact its "deep commitment to diversity" by creating specific and measurable goals for increasing diversity. In the last chapter, we described steps the College took to create oversight and leadership on diversity issues at Kenyon and to coordinate both planning and action. In this section, we will examine student recruiting efforts.

A task force recommendation that was immediately adopted was the creation of a Trustee Committee on Diversity to provide top-level review, oversight, and advice on diversity issues. In addition, the recommended position of assistant director for multicultural affairs and admissions, designed to bridge efforts in admissions and student affairs, was filled to assist with the coordination of recruiting and retaining underrepresented students at Kenyon. The committee's recommendations to create a dean for diversity and institutional equity and to establish a junior administrator of color program (on the model of the Yarbrough Dissertation Fellowship) have not been implemented, although the plan for a junior administrator is revisited annually to assess whether funds can be made available. The recommendation to create an executive position was finally eliminated based on the current belief that diversity should be everyone's responsibility; it should not be isolated in a single administrative position. Instead, a Diversity Advisory Council was created to oversee implementation of diversity policies and to collect data on the effectiveness of these policies (see Chapter 1). In spring of 2009, the Diversity Advisory Council recommended an analysis of the retention and graduation rates of students of color. The committee submitted a research plan to the president. The president's response to the research plan was to appoint a retention coordinator to facilitate a process involving administrators responsible for student support, directors of programs aimed at student support and retention, and administrators involved in enrollment management. (We report retention, persistence, and graduation rates in Chapter 3.) This group is reviewing current campus practices, strategies, and

policies and will recommend action items to the appropriate offices, committees, and division heads, and to the president (see [meeting notes \(DOC\)](#)).

The Diversity Task Force’s work on admissions focused on the recruitment of students of color. The committee found that Kenyon trailed its application-overlap colleges in recruiting these students. At the time of the report, Kenyon ranked eighteen of twenty-one among our applicant-overlap institutions in the percentage of minority students in the student population. In 2005, with students of color constituting 8.4 percent of the overall student body, Kenyon found itself close to some of our top-ten overlap institutions—for example, Bates (7.9 percent) and Denison (9.9 percent)—but far behind those colleges we consider our peers: Bowdoin (21 percent), Carleton (18.5 percent), and Middlebury (16.4 percent).

*Figure 2.3: Minority Student Recruiting by Year*

YEAR	NUMBER OF APPLICANTS	NUMBER OF APPLICANTS ADMITTED	NUMBER OF APPLICANTS ENROLLED	PERCENTAGE OF CLASS
2000	211	135	42	9.7%
2001	169	127	38	8.8%
2002	317	148	38	8.7%
2003	421	176	42	9.3%
2004	472	169	55	11.8%
2005	530	215	50	11.0%
2006	595	239	66	14.4%
2007	629	236	66	14.0%
2008	690	298	75	16.3%
2009	605	307	89	18.7%

According to the Diversity Task Force report, the applicant pool of students of color grew from 262 in 1998 to more than 500 in 2005.

Since the Diversity Task Force report, the applicant pool for students of color has continued to grow, as Figure 2.3 illustrates. The percentage of students of color in each of the last four classes has also risen. In 2009 (class of 2013), applications from students of color were slightly down, but academic quality was up. Students of color represented 18.7 percent of the class of 2013, which meets the goal set by the Diversity Task Force in 2006. First generation college students represent 9.5 percent of this class. This success comes on the heels of realizing several of the task force’s recommendations:

- A **\$10 million campaign gift** from alumnus Paul Newman ‘49 through his Newman’s Own Foundation established the Newman’s Own Foundation Scholars program, aimed at guaranteeing a loan-free education for selected high-financial-need (economically disadvantaged) students from historically underrepresented backgrounds, including students of color and first generation college students. In the fall of 2008 (Class of 2012), forty-four students were admitted and recognized as Newman’s Own Scholars in the first year of this scholarship program. The goal of this program is to support 100 students in the four currently enrolled classes.
- The **Kenyon Educational Enrichment Program (KEEP)** recommended by the task force was implemented in the summer of 2007 to ensure that diversity recruitment and retention efforts were not lost when funding grants for Silverweed and HHMI grants expired in 2008. KEEP is now a fully funded budget item in the College’s annual expenditures; it supports students beginning in the summer prior to their first collegiate year and extending throughout the four academic years at Kenyon (see Chapter 1.)

- Admissions interviews are **conducted with SKAP II students** (returning Summer KAP students) while they are on campus during the summer program (see Chapter 1.) These students, who are rising seniors in high school, receive personal interview experience with members of the Kenyon Admissions Office. In addition, SKAP II students attend application and college essay information sessions during their stay on campus. SKAP II students are contacted on a regular basis throughout the academic year by the assistant director of multicultural affairs and admissions to serve as a resource during the college application process. SKAP II students are also invited to campus for the a Cultural Connections visit program in the fall. SKAP I students (rising high school juniors) receive encouragement and guidance to maintain academic performance in the classroom in a rigorous course load, so that they will present a stronger profile to Kenyon at the application stage. The Admissions Office has expressed some concern over the admissibility, academic quality, preparation, and potential of SKAP students and is working with SKAP administrators to enroll more admissible participants, thereby increasing the likelihood that these students will apply to and earn admission at Kenyon.
- A new initiative for **prospective students from underrepresented groups** was established in February 2009. This program coincided with alumni-of-color weekend and served to introduce high-profile academic students of color to Kenyon alumni, fostering connections between prospective students and the graduates of the College. Forty-six students were brought to campus via funds provided through the Trustee Travel Grant Program on this weekend. Nine students who attended the program have enrolled with the Class of 2013.
- **Cultural Connections visit programs**, held in November and/or December of each year, are tailored specifically to the recruitment of diversity students. In the 2009 cycle, fifty-one students visited campus in November for a multi-night dorm stay and program, and ten yielded as members of the incoming class.
- The **Trustee Travel Grant Program**, which helps prospective diversity students visit Kenyon by covering 90 percent of their travel costs, brought thirty-nine students to campus for individual overnight visits during the most recent recruiting cycle. Sixteen of these students chose to enroll at Kenyon.
- The Admissions Office has reintroduced MACKS (Multicultural Admissions Council of Kenyon Students), which **uses current diversity students in yield activities** aimed at enrolling admitted students of color. This program, managed by the assistant director of multicultural affairs and admissions, encourages individualized telephone contact each April from current to prospective students.
- The Admissions Office has **increased and strengthened partnerships** with thirteen community-based organizations that mentor historically underrepresented students (see Chapter 5).

### *Planning for Demographic Shifts*

Given the College's tuition dependency, there is necessarily a close connection between financial planning (budgeting) and planning in admissions and financial aid to ensure that tuition income is sufficient to maintain College programs and balance the budget. In addition, we must apportion financial aid funds judiciously to ensure that we attract the best students we can, while making a Kenyon education accessible to a more diverse group of students. The Admissions and Financial Aid Division has frequently relied on external consultants to supplement its own planning and data collection (see the **2009 admissions dashboard** [\(DOC\)](#) for important admissions benchmarks). These consultants have evaluated recruiting practices and made suggestions for improving both the College's selectivity and diversity, while maintaining current enrollment numbers.

A 2002 report on “**Differentiating Kenyon**” (DOC) by Lippencott and Margulies looked at ways of distinguishing Kenyon from similar small liberal arts colleges in an increasingly competitive environment. The report recommended ways to improve perceptions of the College, suggesting how distinctive characteristics could be communicated to targeted audiences. Arguing that Kenyon ranks below many of its peers in overall selectivity and yield, the Lippencott report specifically recommended that one means of increasing the College’s selectivity with limited resources was to increase the number of early decision admissions from 22 percent (for the class of 2005) to 40-50 percent. The College’s early admissions rate has risen over the last five years and hovers around 40 percent. (That is, about 40 percent of the entering class applied as early-decision candidates.) The College’s selectivity, as measured by the percentage of applicants who are admitted, has also increased. In 2000, the College was admitting 65 percent of students who applied. By 2005, the acceptance rate was 38.4 percent, and in 2007 only 29.2 percent of applicants were admitted. In 2009 and 2010, the acceptance rate rose slightly to 38.9 percent and 39.3 percent, respectively, reflecting an increase in the selectivity of our overlap institutions as well as a decline in the total number of high school graduates nationally. Entering classes have numbered between 450 and 460, significantly above targeted numbers.

A 2007 report “**Preferences and Attitudes among Students in the Kenyon College Admissions Funnel**” (DOC) by Neustadt Creative Marketing analyzed statistical data to determine whether the Admissions and Financial Aid Division at Kenyon is anticipating demographic shifts in the college-age population. The report concluded that “there appears to be a fundamentally good fit between the values and priorities of students in the Kenyon admissions funnel and the College. In its admissions efforts, Kenyon seems to be working with the right kinds of students—there are not large groupings of students at any point in the admissions funnel who pop out as bad fits for the institution—either because they place excessive emphasis on bottom-line cost, want a fundamentally different kind of institution, or for any other reason” (p. 33). The dramatic growth in applications at Kenyon over the last few years, the report concludes, has been made not by increasing the pool of inquiries, but almost entirely through higher conversion of inquiries to applicants.

On the other hand, “Kenyon does not appear to be strongly differentiated from other institutions in this Universe. The logistic regression analysis was unable to distinguish factors that would predict whether a student would attend Kenyon versus another institution” (p. 33). Kenyon has increased applications because it is “fortunate enough to be situated in a national market for prestigious, highly-selective private colleges and universities where applications have grown. Through good, effective practices in the admissions area, Kenyon has been able to take advantage of this circumstance. The continuity in school type preference, gender, and geography from inquiry to enrollee in the survey groups is evidence that the admissions systems at Kenyon are working well to move prospective students from inquiry, to applicant, to enrollee” (p. 33).

In 2007, the Admissions and Financial Aid Division presented to the trustees the results of its own study of data from the classes that enrolled between 2000 and 2003 (**Predictors of Academic Excellence** (DOC)). The goal of the study was to determine which factors best predict academic excellence. The study asked whether the Admissions Office’s academic ratings are a good predictor of academic performance as measured by GPA, college honors, and retention.

Data collection for this study was complicated by the need to join different database systems; however, the report suggested some preliminary conclusions about the fit between admissions criteria and academic performance at Kenyon. Specifically:

- Admissions’ academic rating **correlates highly** with Kenyon GPA.
- Stronger curriculum in high school leads to **stronger performance** at Kenyon College.
- High school GPA **correlates strongly** with Kenyon GPA.

- There appears to be a significant difference between the average Kenyon GPAs of students from independent and public high schools, with **public high school students outperforming private high school students** at Kenyon.
- The **academic profile** of incoming first-year students is a bit depressed because we are so heavily tuition dependent; that is, when selecting a class, we cannot fully ignore a student's ability to pay.
- Approximately 74 percent of students awarded merit and 32 percent not awarded merit **graduated with college honors**.
- Based on the admissions academic rating, those students receiving our highest merit awards are retained at the highest rate of all students.

A 2008 report by Hardwick-Day, "**A Financial Aid Optimization Analysis (DOC)**," examined the results of the 2008 recruiting cycle and the application of financial aid resources for student enrollment. Hardwick-Day highlighted the following observations:

- Kenyon maintained a **discount rate** of approximately 27 percent.
- The College realized a **net tuition revenue increase** of \$680,000, to \$13.4 million.
- The College **maintained gender balance** (54 percent female in 2007, 52 percent in 2008).
- Kenyon **improved representation** among domestic students of color.
- The **SAT average score was maintained** (1330 in '07 vs. 1331 in '08).

In its examination, Hardwick-Day noted that lower yield rates among middle-income and low-need admitted students was caused, at least in part, by competitive pressure from other schools that awarded more merit aid than Kenyon, employing broader definitions of "merit" to discount tuition. Despite Kenyon's "generous" financial aid policy, the weakest yields came from the neediest students: "This suggests competitive pressure from 'no-loan' colleges" (Hardwick-Day, 8). The report also states, "This improved the financial outcome, but cost economic diversity and probably reflects the economy, the capital markets, and competitive pressure from colleges giving even better (no loan) packages, or the public sector offering essentially free education." (Hardwick-Day, 18). In a year in which the national trend for private colleges was to witness lower yields from non-aid applicants, Kenyon saw a rise.

Separate from the planning work suggested by external sources, the Office of Admissions uses historical application and enrollment trends to plan annual recruitment travel by admissions directors. Officers may also draw on data in the Enrollment Planning Service supplied by the College Board, as well as **Enrolling (DOC)** and **Non-Enrolling (DOC)** Admitted Student Questionnaires. This data is used to identify high schools offering high populations of strong performers on the PSAT as well as high populations of diversity students from high schools that may not historically direct students to Kenyon.

### **KENYON SUPPORTS INNOVATION AND CHANGE WHERE POSSIBLE.**

Planning for innovation requires that we think creatively. Because we do not usually reallocate resources from existing programs to fund new programs, innovations and new programs must be carefully vetted. Institutional grants have provided one of our most important mechanisms for innovation, especially for the support of new programs. Two major awards from the Howard Hughes Medical Institute (HHMI) in 2000 (\$700,000) and 2004 (\$1.5 million) have supported innovations in both pedagogy and curriculum in the sciences, including:

- **New interdisciplinary tenure-track positions** in bio-organic chemistry, mathematical biology, and biological physics.

- **Student project Web sites** ④: Biomolecules at Kenyon, MicrobeWiki, and EvoHistoryWiki.
- **New equipment:** confocal microscopy, laser lab, NMR, real-time PCR, fluorimeter, introductory biology physiology workstations, biological physics lab, neuroscience PC lab, and HPL.
- **Computers:** Half of the new computers in the original science center; since then, several computer classroom upgrades, plus two classroom sets of laptops (biology and chemistry) and a set of student loaner laptops for biology, chemistry, molecular biology, and biochemistry majors.
- **New QR (quantitative reasoning) courses:** “Biology in Science Fiction,” “Size and Scaling.”
- Creation of the **Math and Science Skills Center** (MSSC).
- Initiation of the Summer Math-Science Workshop, now the **KEEP Data Analysis Workshop**.
- **Middle school outreach:** three teacher-training workshops, plus classroom sets of networked laptops for every middle school in Knox County.
- **Undergraduate research programs:** micro-array collaboration with the University of Wisconsin-Madison (with six publications so far) and the International Summer Research Fellows program (student research in Australia and in Mexico).

Assessment documents for the HHMI grants are available for the **MSSC** [DOC](#), **Summer Science** ⑤, and **teacher workshops** ⑥. Kenyon also participated in the annual SURE (Survey of Undergraduate Research Experiences) and CURE (Classroom Undergraduate Research Experiences) surveys.

A number of other grants have enabled Kenyon to undertake innovative programs:

- The Burton D. Morgan Foundation awarded a **three-year grant of \$246,600** to Kenyon to create the Burton D. Morgan Emerging Leadership Program, currently called Innovation Greenhouse. Through a lecture series, a workshop series, a retreat, small-business grants given directly to students, and other activities, the program enables students to discover how they might apply the skills they acquire through their liberal arts education to entrepreneurship.
- **The Center for the Study of American Democracy** was established through a “We the People” challenge grant from the National Endowment for the Humanities in 2007, with matching funds being raised through Kenyon’s current campaign. The Center organizes conferences, lectures, and seminars, with the goal of stimulating nonpartisan civic and political discourse, and provides teaching and research opportunities for faculty and students. In the future, it will promote student internships in Washington, D.C.
- A **\$600,000 three-year grant** from the Andrew W. Mellon Foundation launched a new approach to interdisciplinary studies at Kenyon. Teachers Teaching Teachers (TTT) funds projects designed to encourage faculty to teach one another across disciplinary lines with the aim of creating new courses and revising courses already part of the curriculum.
- An **annual grant from Ohio Department of Alcohol and Drug Addiction Services** (ODADAS) enabled the Office of Student Activities to hire a part-time late night activities coordinator to plan and implement “alternative” or alcohol- and drug-free campus-wide activities on Friday and Saturday nights between 9:00 p.m. and 2:00 a.m. The ODADAS coordinator also holds information sessions emphasizing alcohol, tobacco, and other drug (ATOD) education and safety with fraternities and sororities yearly, prior to recruitment. See the **Kenyon/ODADAS Web site** ⑦ for information from these sessions.

#### ON THE WEB

- ④ [biology.kenyon.edu/HHMI/index.htm](http://biology.kenyon.edu/HHMI/index.htm)
- ⑤ [biology.kenyon.edu/HHMI/alumniassess/alumni.html](http://biology.kenyon.edu/HHMI/alumniassess/alumni.html)
- ⑥ [biology.kenyon.edu/HHMI/Teachers/2006\\_teachers\\_workshop/assessment\\_2006.html](http://biology.kenyon.edu/HHMI/Teachers/2006_teachers_workshop/assessment_2006.html)
- ⑦ [www.kenyon.edu/odadas](http://www.kenyon.edu/odadas)

#### ON THE WEB

8 [www.kenyon.edu/x36025.xml](http://www.kenyon.edu/x36025.xml)

9 [www.kenyon.edu/x17843.xml](http://www.kenyon.edu/x17843.xml)

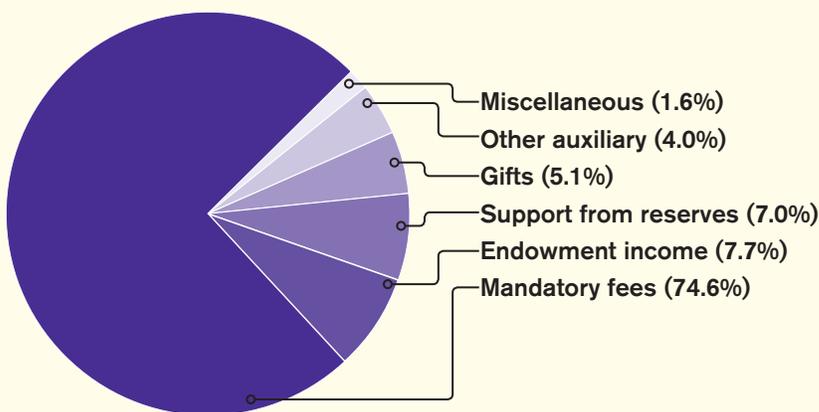
These grants have allowed us to pursue many initiatives that might not otherwise have been possible. But grants are only short-term fixes. Once funding runs out, the College must decide whether to find money in the budget to fund the project on a permanent basis. The College cannot support every good idea, and so procedures are required to vet new ideas. In 2006, CPC created guidelines and a process to govern the creation of **new majors and programs** 8. Given the increasing willingness of faculty to seek outside funding for new programs and innovations, the Faculty Affairs Committee introduced at the December 2008 faculty meeting a revision of the Faculty Handbook section dealing with individual and institutional grants. The revision was designed to clarify the College's procedures for approving grant requests and provide institutional oversight of such requests to align them with College planning (Faculty Handbook, **section 4.11** 9). The faculty voted to accept the revisions at the February 2009 faculty meeting.

## 2b. Kenyon's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

### KENYON'S RESOURCES ARE ADEQUATE TO ACHIEVE THE EDUCATIONAL QUALITY WE CLAIM TO PROVIDE.

Kenyon's response to the recent downturn in the economy demonstrates that the College's planning processes enable us to respond to unanticipated events. While planning has been hampered for all institutions by the impossibility of predicting the impact that the current recession will have on higher education over the next five years, we should be well served by our history of frugality, our fiscal conservatism, and the close connection we maintain between budgeting and the numbers of students admitted.

Figure 2.4: 2010-11 Budgeted Revenues



#### Revenue

The College's financial health has historically depended upon three revenue streams: endowment, student fees, and gifts. Figure 2.4 shows the breakdown of these budgeted revenues for 2010-11.

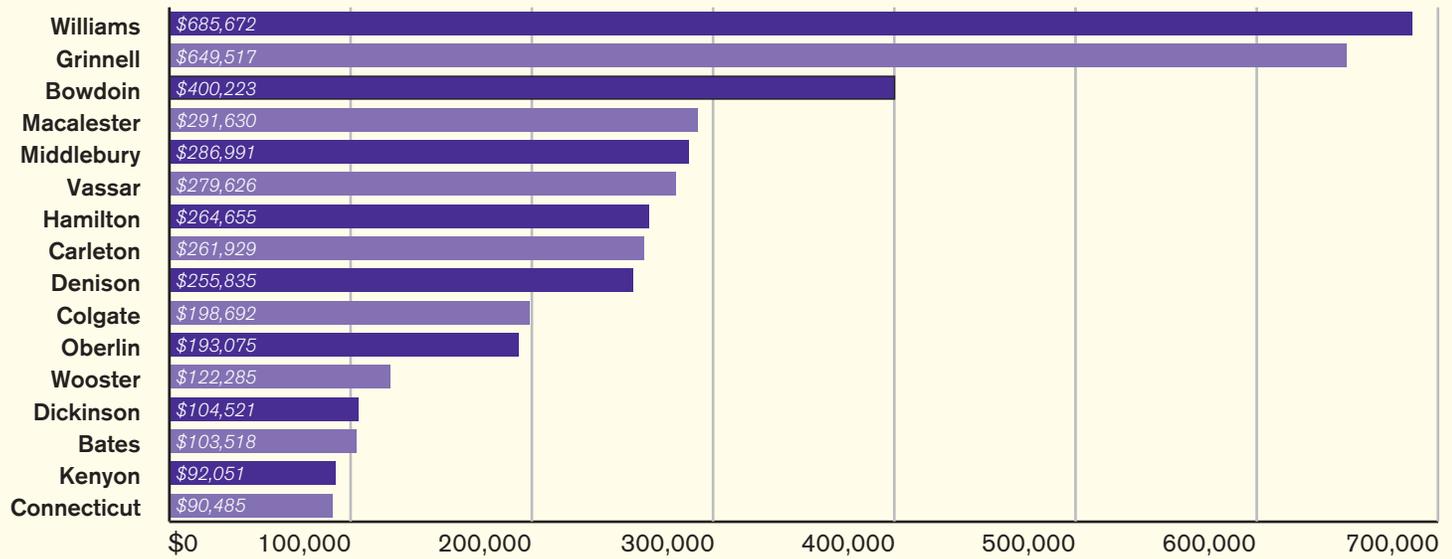
#### Endowment and Investment Policy

Kenyon's endowment remains small in comparison with those of other leading national liberal arts colleges. This gap, illustrated in Figure 2.5, has its roots in the College's tenuous financial history up to 1981, especially during the years between 1966 to 1981, when Kenyon was using its endowment to finance expansion and accumulated deficits from earlier administrations.

A strong stock market between 1981 and 2000 widened exponentially the gap between large and small endowments. See "**Kenyon College Endowment** (DOC)," which documents the history of the College's endowment and offers strategies for building it. Between 2004 and 2009, the endowment grew to a high of \$200 million; the current market value is \$149,055,000. In 1999, endowment per FTE student was \$70,485, compared to an average among our comparison group of \$235,311 per student. By June 2009, endowment per FTE student had grown to \$92,051, but the average among our comparison group had grown proportionately. While the College has historically viewed its relatively

small endowment as a competitive disadvantage, in the current economic environment the size of the endowment relative to our competitors has been something of an advantage. Colleges with much larger endowments that support a significant portion of their operating budgets are facing a much more challenging spending environment because they have relied so heavily on their endowments. Kenyon's endowment supports approximately 7 percent of the operating budget. Accordingly, even though the endowment had an aggregate loss of approximately 20 percent for the fiscal year ended June 30, 2009, we were able to keep our payout to the budget consistent with our plan.

**Figure 2.5: Endowment per FTE student within 2009 comparison group**  
*Source: 2008 NACUBO Endowment Study*



The College's current **investment policy statement** ([DOC](#)) addresses both the endowment and a special purpose investment program that we call the Operating Budget and Capital Reserve Fund (OBCRF). Because the OBCRF is designed to yield a fixed and stable return, it is managed differently from the endowment.

For the ten years ending June 30, 2008, and for several trailing ten-year periods prior, Kenyon's endowment was a top decile performer in the annual survey published by the National Association of College and University Business Officers. The Investment Committee of the Board of Trustees continually reviews investment policy and asset allocation, making adjustments as opportunities in the market present themselves.

While the College's investment policy is focused (it includes target allocations and ranges for different classes of assets), it is also quite flexible. Two features of the policy, somewhat uncommon for college endowments, allow for the additional flexibility. First, asset allocation targets are very wide and include 0 percent. Second, we have an allocation to what we call "opportunistic" investments. The presence of this special asset class allows us the ability to invest in strategies that don't fit neatly in a traditional asset class. The College's flexible policy made possible key reallocations during the volatile 2007-09 period.

### The Cost of a Kenyon Education

Although our small endowment is a relative asset in the current economic environment, Kenyon is much more dependent than well-endowed colleges on the comprehensive fees paid by students and their families. As Figure 2.4 shows, approximately 75 percent of our operating budget is funded by those fees. Note, however, that when measured by comprehensive fees—including tuition, room and

**Figure 2.6: 2009-10 Comprehensive Fee Comparisons**

SCHOOL	COMPREHENSIVE FEES	DOLLAR VARIATION FROM KENYON	RANKING OF ADMISSIONS OVERLAPS
Vassar	\$51,470	\$3,230	7
Bates	51,300	3,060	13
Connecticut	51,115	2,875	29
Colgate	50,940	2,700	25
Bowdoin	50,900	2,660	6
Oberlin	50,484	2,244	1
Middlebury	50,400	2,160	2
Carleton	50,205	1,965	5
Dickinson	50,194	1,954	16
Williams	49,880	1,640	18
Hamilton	49,860	1,620	10
Kenyon	48,240	-	-
Macalester	46,942	(1,298)	8
Colorado	45,720	(1,540)	27
Denison	45,720	(2,520)	9
Grinnell	45,012	(3,228)	11
Wooster	43,900	(4,340)	17

board, the health and counseling fee, and student activity fee—the cost of a Kenyon education for the last decade has remained comparable to that of peer institutions (see Figure 2.6). In 2010, the Finance Division did a study that looked at **fee increase tolerances** (DOC) in relation to our comparison group. That study showed that we would have to alter our tuition increases drastically (in either direction) to affect our place in this ranking.

**Gifts**

As Figure 2.4 shows, 5.1 percent of our budgeted revenue comes from gifts. The goal of the current “We Are Kenyon” campaign is not only to raise funds but also to build a more robust culture of giving that will serve the College in the future. Three initiatives are important: a multi-year reunion giving program, which has dramatically increased gifts from reunion classes; the “Fifty Under Fifty” program, which has enlisted the support and energies of younger alumni; and a revitalized planned giving program, an area in which Kenyon has not been as active as it should be.

**Expenses**

The College’s track record of forty consecutive balanced budgets (the only streak at Kenyon that exceeds men’s swimming’s thirty-one consecutive NCAA Division III championships) is not only impressive but critical to our future. The College is heavily dependent upon student fees to operate, and that is not expected to change. For example, if we wished to increase expenditures by \$10 million (about 10 percent of the current budget) financed entirely by endowment income, we would need an increase in endowment of \$210 million, an amount more than 1.4 times its current value. The College is realistic when it comes to financial resources. To maintain our competitive position will require ongoing strategic allocation of resources, and budgets must balance. We have little room for error. Senior management, the faculty, and administrators all have a clear understanding of the importance of balancing the budget. Budget managers oversee their budgets with great care. As Figure 2.7 illustrates, our largest expenditures are financial aid and salaries.

**2009-10 and 2010-11 Operating Budgets**

In preparing the budgets for 2009-10 and 2010-11, Senior Staff worked with two principal objectives in mind: protecting our core mission of teaching and learning, and protecting our people. While other colleges were laying off staff members, reducing salaries, or requiring employees to take “furloughs” to reduce expenses, we wanted to preserve the jobs of Kenyon’s employees. Because our budget is driven by the fees students pay, the primary measure of our financial health in the current economy is families’ ability to afford a Kenyon education. This is not something we can easily predict. Consequently, for 2009-10 and 2010-11, the trustees adopted budgets which intentionally maximized the contingency funds available to meet a downturn or shortfall—for example, a need to offer more financial aid. On the revenue side, these budgets contained the lowest comprehensive fee increase in thirty years (3 percent for 2009-10 and 4.5 percent 2010-11). On the expenditure side, the 2009-10 budget maintained all staff salaries at their current level, but did not increase them. The only exception was that it included a wage increase of 5 percent to honor the terms of a collective bargaining agreement negotiated in 2007, along with merit raises for nineteen faculty members. Because faculty members

are eligible for merit increases only at specific intervals during their careers, we tried not to penalize the cohort whose eligibility happened to fall in 2009-10. For 2010-11, the administrative and faculty salary pools were increased by 2.5 percent, with an additional 1 percent added to the faculty pool for those faculty members who are up for review. The College's intent for 2010-11 is to maintain the purchasing power of its employees' salaries. In each year, the College

maintained its current contribution to employee health care, which covers 73-84 percent of health care costs, depending upon the staff member's choice of plan and salary level (with the College paying the highest percentage for employees with the lowest income). The projected rise in costs—which are entirely outside our control—will be borne equally by the College and the insured employee.

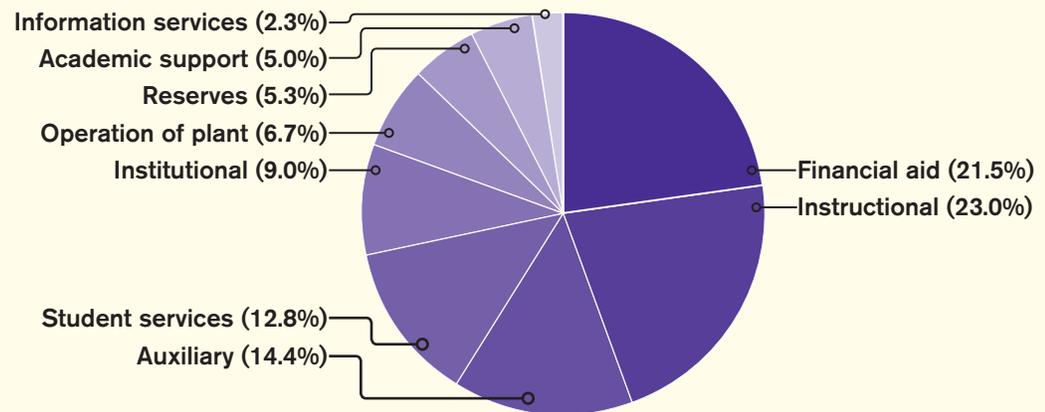
Kenyon carefully tracks health care costs and, because these expenses are just under 5 percent of the overall annual budget, much effort is given to planning and cost containment. The actual amount budgeted for 2010-11 is \$5,015,000 for the College portion of the health insurance program, which represents 4.9 percent of the 2010-11 operating budget. An additional \$517,000 is budgeted for post-retirement health. Since Kenyon is self-funded for health and dental insurance, we carefully monitor enrollment, claims, and fixed expenses for service vendors (EBMC to process claims on our behalf; Stop-Loss insurance to protect against individual claims in excess of \$175,000, etc.) This information, along with health care expense trends for our industry and location, provides data to the five-year budget model for planning purposes. Vendors and discount networks (Medical Mutual) are reviewed on an annual basis, and we request competitive bids for these contracts when appropriate (usually every two years).

One of our largest budget items is financial aid: 21.5 percent of the total budget. As we have shown above, the Admissions and Financial Aid Division plans carefully, modeling expenses on a student-by-student basis, but the uncertainty in yield means that there is a substantial risk of volatility from year to year. We have been faced in the last two years with situations in which families' circumstances have changed drastically in a very short time due to job loss, poor investment performance, and erosion of home equity. This has been a factor in financial aid packaging both for prospective students and for our current students. We have been able to address financial aid budget shortfalls by providing a large contingency in fiscal year 2010. For fiscal year 2011, the financial aid budget was increased. It is likely that this situation will continue to challenge us for the foreseeable future.

### *Facilities*

The College currently owns 1,192 acres of land and 128 buildings, with 1,432,844 gross square feet under roof. Over the past decade, Kenyon has invested heavily in new facilities for the sciences, music, the visual arts, and athletics and recreation, while striving to sustain the architectural integrity and historic look of the campus. While most, if not all, of our new buildings have been and will continue to be financed with new gifts, the challenge will be to phase the cost of operation for new facilities into the budget, such that other needs for operating dollars are still met. Our use of surplus funds to help phase in operating costs has worked well in the past and will likely be our plan to deal with this in the future.

*Figure 2.7: Percent of Budget Allotted by Category*



## Maintenance

In the course of processes such as credit rating reviews, Kenyon boldly proclaims, “We have no deferred maintenance.” This statement might be qualified as follows: We conscientiously take care of the infrastructure of the campus. All mechanical systems on campus are functioning in accordance with design engineering specifications. Any repairs that are needed are done as soon as the problem is diagnosed. If a system fails and its useful life has expired, it is replaced. All gutters and downspouts are also functional. We concede that there are some floor coverings that may be past their life that are still in use, and there may be cosmetic care such as fresh paint that is past due.

While Kenyon has allocated sufficient resources to maintain the physical plant and avoid all but minor deferred maintenance issues, the College will be greatly challenged to maintain this condition going forward. Most of north campus was developed in the late 1960s to accommodate the admission of women. These facilities have never been upgraded in any meaningful way, and the time for such work is upon us. Given that credit markets are closed to us, that such projects have little appeal to donors, and that other needs compete for operating dollars, we will have to be very creative to keep these facilities in use and in a minimally satisfactory condition.

Moreover, while deferred maintenance is not an issue, various constituencies across the campus continue to express a great deal of frustration with maintenance services that are slow, costly, and often inefficient. In 2000, the Reaccreditation Self-Study Steering committee wrote that it had “heard more complaints about maintenance and minor repair services than about the work of any other department except computing services” (114). While LBIS has effectively dealt with many of the complaints about computer services noted in the 2000 self study, as of 2010 complaints about the services provided by the Maintenance Department continue. As part of the self-study for reaccreditation in 2010, the task force commissioned a **report on concerns about maintenance** (DOC), which was sent to the chief business officer. We should note that the issues this report details are not about maintenance personnel, who are described as “individually cheerful and wonderful to work with”; rather, the report details problems (noted by constituencies across the campus) with the system by which work orders are collected, tracked, processed, resolved, and billed—a system described as too complex and lacking in transparency. Maintenance services are described as slow and costly. The Office of Housing and Residential Life collected **data** (DOC) about the number of open work orders for residence halls and the time to resolution for 2007, 2008, and 2009; in each year, the average time to resolution was longer than a month for routine maintenance, and a substantial number were still open at the end of the year. There are complaints about the complexity of the work-order system, its failure to coordinate duplicate requests or multiple requests that require projects to be completed in a specific order, and the lack of a mechanism to allow users to keep track of work orders and to know when work has been completed. Finally, the current system does not provide accurate estimates of cost to users, leading to frustration when bills exceed budget expectations, particularly for large annual events like Commencement or Opening Convocation. There is no way to track cost differences (beyond the bottom line cost) for annual projects or events (such as Commencement), or estimate costs for future projects.

## Land Management

In locating Kenyon College on a wooded hilltop in Knox County, Ohio, the College’s founder, Philander Chase, envisioned a serene rural environment that would “promote serious thought and good conduct.” For more than 180 years, the College and those who have found their way to it have valued this setting. Starting in the late 1980s and accelerating through the 1990s, housing and commercial development not far from Kenyon began to threaten our rural surroundings, as farms and forests gave way to subdivisions and big-box stores. The threat of unchecked development led to the formation of a land trust, the Philander Chase Corporation (PCC), in early 2000, following a recommendation made in a study commissioned by the Kenyon board entitled “Rural Vision: A Plan to

Preserve and Maintain the Open Spaces, Scenic Views, and Characteristic Landscapes Surrounding Kenyon College and the Village of Gambier.” PCC is a separately incorporated 501(c)(3) nonprofit entity with a fifteen-member board of directors. The president of the College is an ex-officio member. The PCC seeks to engage Kenyon and interested local partners in the surrounding community in an effort to preserve the beauty and rural character of Gambier and the lands around it.

The goals, objectives, and initiatives of the PCC serve the goals of Kenyon by engaging the community, enhancing the College’s reputation, broadening academic horizons for students and faculty, and providing leadership, direction, and supervision in preserving the environment. But in serving the College, the PCC also serves the non-college residents of Gambier, local farmers, and other residents of College Township, as well as the residents of other townships and, indeed, all of Knox County. The PCC is not solely a College agent; it is part of a lively and growing alliance. Working with Kenyon’s Brown Family Environmental Center, the PCC board developed a land management plan for all College and Philander Chase property outside of the village. Discussions with the local farming community led to a modified hunting plan that recognizes the community’s need for animal control and the College’s desire for a safe environment for students and staff. Altogether, both in partnership with others and alone, the PCC has protected more than three thousand acres of land surrounding Gambier in perpetuity. The PCC’s success, and the experience it has gained during its first years of operation, gives its directors great confidence that with continued support from the College, it can and will continue to make great strides toward its goal: the permanent preservation of the open spaces, scenic views, and rural landscapes surrounding Kenyon College and the Village of Gambier.

**KENYON COLLEGE USES ITS HUMAN RESOURCES EFFECTIVELY, INTENTIONALLY DEVELOPING ITS HUMAN RESOURCES TO MEET FUTURE CHANGES.**

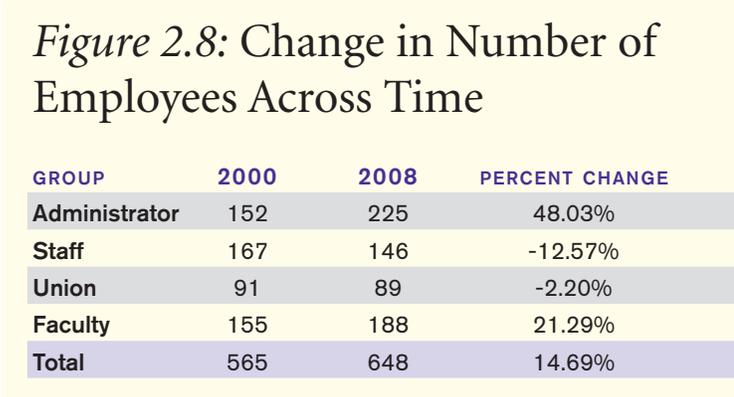
*Growth in Number of Employees*

This section analyzes the growth over the last decade in faculty and staff, a growth that parallels growth in enrollment, illustrating the ways in which Kenyon College uses its human resources to meet current and future needs.

*Hiring and Growth in Faculty*

Despite increases in student enrollment over the last decade, the **student-faculty ratio** (DOC) has steadily decreased from 11.2:1 in 2000 to 9.5:1 in 2009, primarily due to an accompanying increase in the size of the faculty. Five factors significantly influenced this growth:

1. In 2000 we added a **quantitative reasoning requirement** and a **second-language proficiency requirement**. Four positions were added in languages (three in modern languages and one in classics) to help staff the language requirement.
2. In 2001-02, to improve the quality of teaching at Kenyon by providing more time for class preparation and scholarship, the faculty **teaching load was reduced** from six courses a year to five courses a year. Seven faculty positions were added in anticipation of that change.
3. Across the decade, **six tenure-track positions were added** to the budget as “sabbatical replacement” positions. In large departments there is someone on sabbatical every year who is



typically replaced by a visiting faculty member. With the addition of these positions, eight departments now do not replace one member on sabbatical, cutting down on the need for visiting positions.

4. **Five positions were added** through initial grant support. Two were added through grants from the Howard Hughes Medical Institute (HHMI), one through a grant from the Luce Foundation, and two from a grant from the Mellon Foundation.

5. Much of the growth in faculty has occurred in **part-time hiring**. While full-time positions increased by 15 percent, the number of part-time positions increased 56.52 percent over the decade. Much of this growth represents offers of continuing, part-time employment to faculty partners. During this period, a review procedure was developed for part-time limited appointments, providing a mechanism for evaluating and renewing these appointments. When part-time faculty members complete a successful review, they are offered a five-year contract (see procedures for reviewing **Part Time Limited Appointments** <sup>10</sup>.)

**ON THE WEB**

<sup>10</sup> [www.kenyon.edu/x17828.xml#x18760](http://www.kenyon.edu/x17828.xml#x18760)

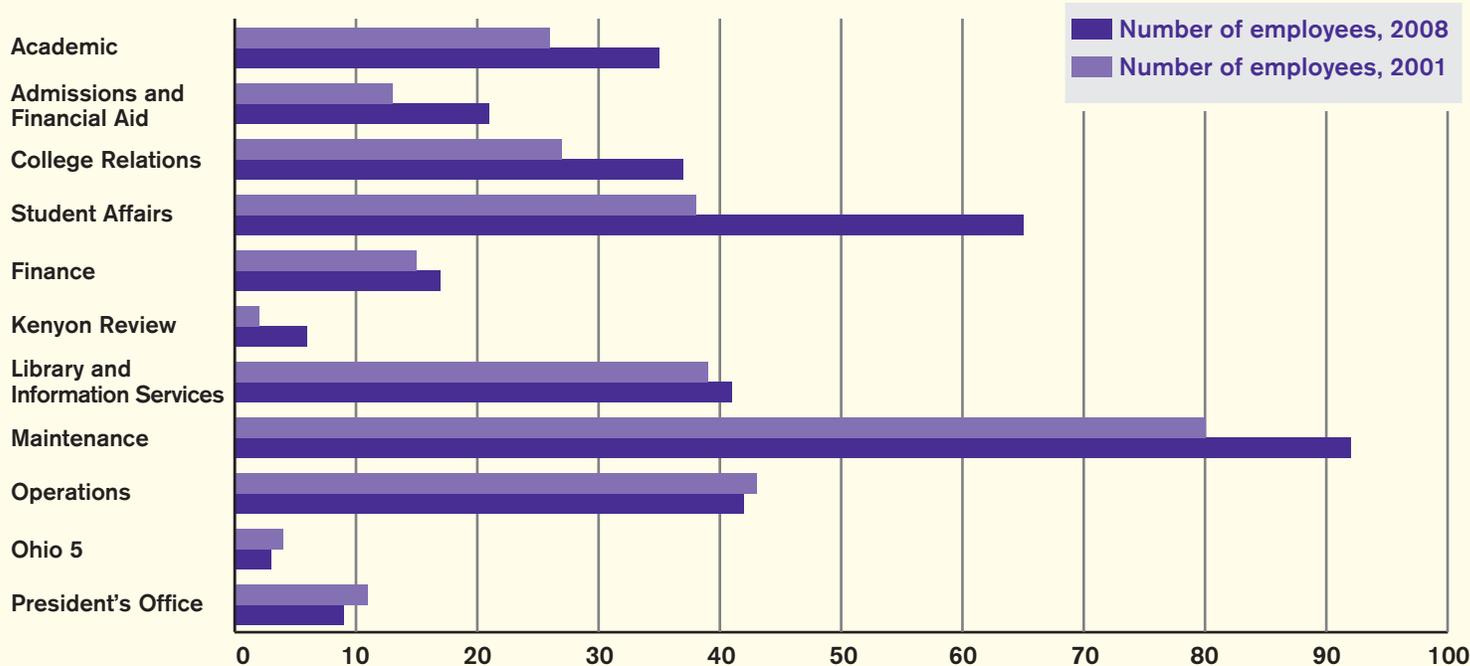
<sup>11</sup> [www.kenyon.edu/x11974.xml](http://www.kenyon.edu/x11974.xml)

Over the last decade, expansion of the faculty has provided opportunities to define faculty lines to address changing curricular needs. Having completed this growth phase, we can expect to face greater challenges in addressing such needs, which may require us to re-examine our assumptions about the reallocation of faculty positions upon resignation or retirement. The faculty subcommittee on Resource Allocation and Assessment (RAAS) has made a start by developing guidelines and a procedure through which such considerations might be addressed (see **RAAS Procedures for FTE Allocation** <sup>11</sup>.)

*Hiring and Growth in Staff and Administration*

Change in the growth of all employee groups between 2000 and 2008 is shown in Figure 2.8. Across all employee groups there was a 14.69 percent increase in positions. The most growth occurred in the administration, with a 48.03 percent increase. Some of this growth resulted from converting staff

*Figure 2.9: Number of Non-Faculty Employees (by Division)*



positions to administrative positions; there was an accompanying 12.57 percent decrease in staff positions. The number of union positions remained about the same.

The increase in staff has not been equally distributed across the divisions of the College, as Figure 2.9 demonstrates. The most growth has occurred in the Student Affairs Division, largely because of an effort to have all varsity athletic teams coached by a dedicated head coach. The exceptions occur in sports with both women and men participants; there is one head coach each for women’s and men’s cross-country, women’s and men’s swimming, and women’s and men’s tennis. All head coaches have another significant responsibility in the department, such as assistant coach of another sport, an administrative position, or a facilities or game management position.

All new positions that are permanent additions to the College need to be approved by Senior Staff. The vice president of the division brings the position request to other Senior Staff members during the process of developing the budget for the next year. Vice presidents of the various divisions can hire temporary staff without Senior Staff approval, if their budget allows.

### Compensation

In the last ten years, the average percent increase in compensation per year across all employee categories was 3.76 percent. All categories of employees who are non-union workers have tended to get a cost-of-living increase each year, except for 2009-10. In addition, faculty up for review are eligible for merit increase. In some years there have been special efforts directed at increasing faculty salaries as described below. The union groups negotiate separate salary increases. Figure 2.10 shows the increases across time by employee group.

*Figure 2.10: Average Percent Salary Increase, 1999-2009*

<b>Faculty</b>	4.12%
<b>Administrative</b>	3.42%
<b>Staff</b>	3.54%
<b>Trades</b>	4.59%
<b>Custodial, Grounds</b>	4.16%

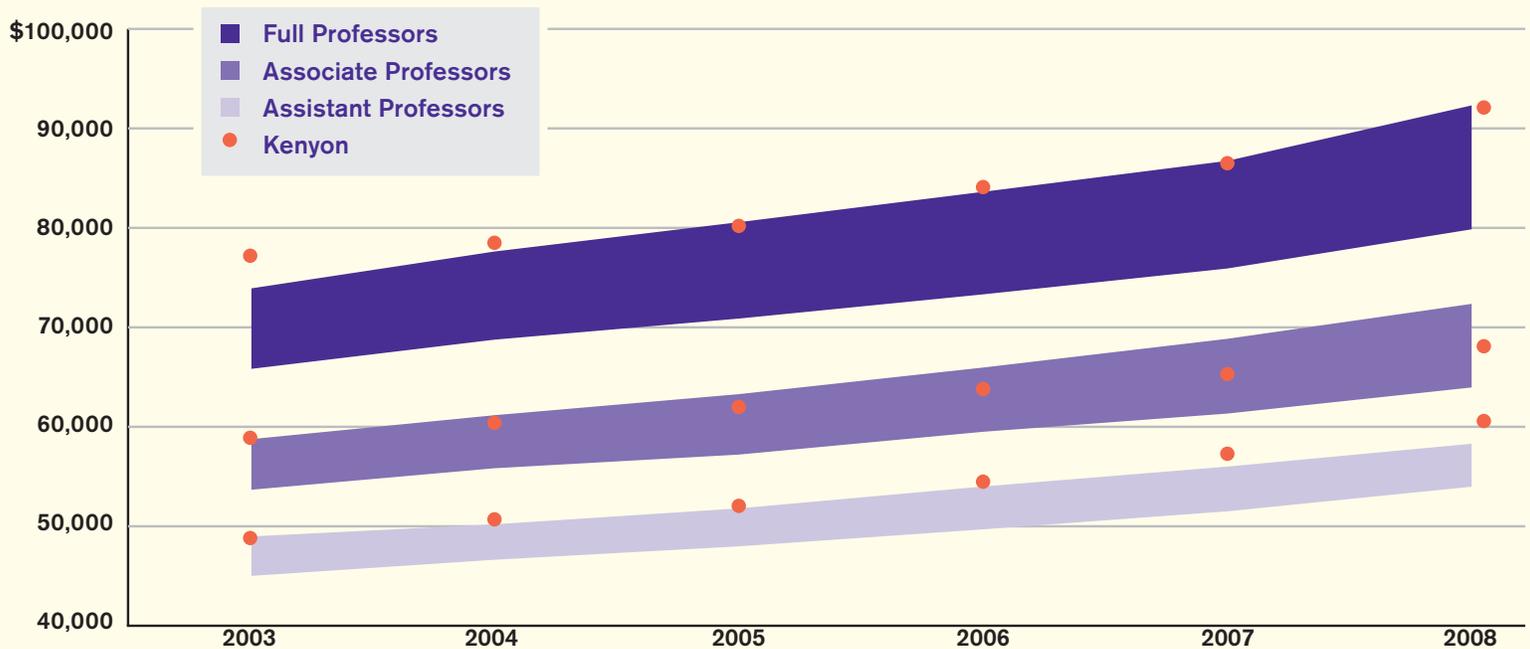
### Faculty Salaries Compared to the AAUP

The academic administration views Kenyon’s faculty salaries from a national perspective. It has been a goal of the College for faculty salaries to be in the top quintile of the salaries of all four-year colleges as published by the American Association of University Professors (AAUP). Up until 2003-04, our average salary for each rank of faculty was in the top quintile group. However, by 2004-05 only full professors’ salaries made it into that group, and by 2005-06 we had dropped out in all categories. Special efforts were made to increase salaries in 2008-09. However, because of the 2008 recession, only faculty up for review received any salary increase for 2009-10, so progress towards that goal has slowed. Figure 2.11 shows the average salary by rank across years, compared to the value that defines the second quintile for the AAUP. At each meeting of the Curriculum and Faculty Committee of the Board of Trustees for the past seven years, the trustees have received an update on where faculty salaries stand in comparison with the AAUP top quintile for faculty salaries by rank at other baccalaureate-granting institutions. Since 2003, the goal expressed by the Board of Trustees has been to bring faculty salaries back into the AAUP top quintile. That remains the goal, reaffirmed at the board’s February 2010 meeting. Developing a multi-year plan to achieve this goal will be a top priority for the Academic Division administration over the coming year; funding such a plan will require discipline and focus at the Senior Staff level, as well as careful budget management and cost-containment in other lines throughout the College budget.

### Faculty Satisfaction with Compensation

The **faculty HERI survey** [\(DOC\)](#) administered in 2008 indicated that 57 percent of the faculty were “satisfied” or “very satisfied” with their salary, which was significantly higher than the percent of the faculty at all schools who took the survey (46.4 percent indicated satisfaction). A smaller percentage of the faculty were satisfied with their health benefits, with 42.3 percent of Kenyon faculty indicating satisfaction, compared to 59 percent of the faculty at all colleges.

**Figure 2.11: Average Professor Salaries, 2003-2008**  
(AAUP second quintile bands)



### Support Staff Salaries

In 2003-04, in response to widespread staff dissatisfaction, catalyzed by support staff’s efforts to unionize, consultants were asked to study the salaries of Kenyon support staff. The results of the study, by Powers and Straker (DOC), indicated that support staff salaries compared favorably to those of other liberal arts colleges and to the salaries of comparable positions published by the Ohio Chamber of Commerce survey. In addition, Kenyon support staff were generally paid better than those who work for the nearby Mount Vernon Nazarene University. However, the consultants recommended a more transparent classification of jobs and higher minimum salary levels associated with the new ranks that were created. This resulted in nineteen people having their positions upgraded with one-time salary increases, leading to a total budget increase of \$51,740. (Although quite a few support staff already earned more than the maximum recommended in the new ranking system, it was suggested that maximum values should not be enforced so that nobody’s salary would decrease as a result of the review.) Another change in the system of pay instituted after this review involved raises. The College replaced “merit” raises, which had been unevenly administered across different divisions, with a system embracing two facets: a market increase, and an increase associated with progression in rank. It is hoped that this new system will prevent compression of salaries.

### Administrators’ Salaries

Administrative salaries are monitored on a yearly basis by the director of human resources, who evaluates our competitiveness with external markets and examines internal equity as well. She obtains comparative salary data from CUPA-HR (College and University Professional Association for Human Resources), which surveys more than 1,300 colleges and universities and provides salaries by specific position. (There are always a few positions for which it is hard to match Kenyon’s job description with that provided by CUPA-HR, but we do our best to obtain comparative data for as many positions as possible.) Kenyon subscribes to a “data-on-demand” feature that allows us to drill down to specific comparison groups. We normally use the GLCA/ACM schools as our comparison group. When salary spreadsheets are given to each division head in preparation for the annual salary increase process, the

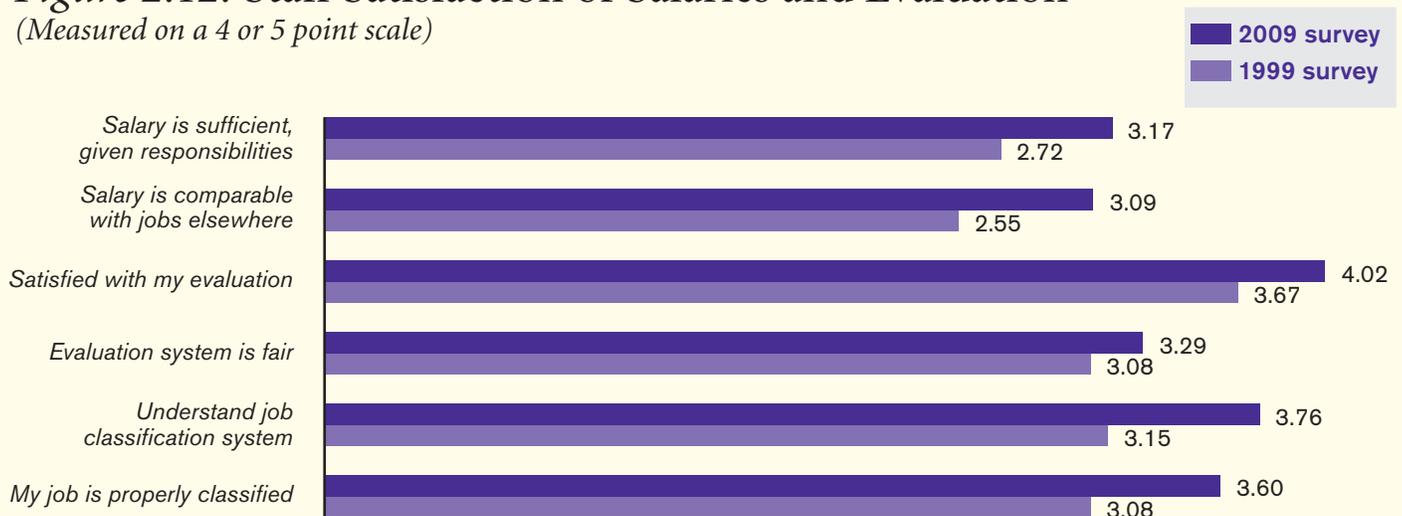
comparative salary from the GLCA/ACM group is listed for each Kenyon administrative position. The division heads can see in a glance if our salaries are competitive with those of our chosen peer group, and they normally confer with the director of human resources to determine if any administrative adjustments need to be made. In addition, the director of equal opportunity annually reviews administrative salaries for internal equity and will make recommendations for adjustments if needed.

Powers and Straker conducted a review of administrative salaries using comparisons similar to those described above, and made a few recommendations for adjustments. The company stated: “Most Kenyon administrative salaries compare well with those of the top fifty liberal arts colleges. Some, however, do not, and require further review. We also made a comparison with GLCA and ACM colleges. Not surprisingly Kenyon positions compare somewhat more favorably with this group of colleges. Salaries, however, that are low compared to the top fifty colleges are also generally low compared to the GLCA and ACM colleges. Those salaries that do not compare favorably with the top fifty colleges or with GLCA and ACM colleges might compare well with colleges clearly comparable to Kenyon in terms of number of faculty and staff or endowment . . .” These particular salaries were examined on an individual basis and adjustments made when warranted.

### Coaches’ Salaries

Finally, Powers and Straker conducted a specific analysis of coaches’ salaries. The firm concluded that, with some exceptions, “Kenyon head coaches’ salaries are generally lower than those of the colleges surveyed, if NESCAC colleges are included in the comparison. If the comparison is limited to non-NESCAC colleges, and years as head coach are factored into the comparison, however, Kenyon’s head coaches’ salaries are competitive, especially with some modest adjustments.” Adjustments were made to various salaries and a more transparent system of salary administration was instituted as the result of some concerns among coaches that the system might be biased on the basis of gender or type of sport. Powers and Straker found no evidence that salary differences were the result of gender discrimination. Regarding the few salaries that were higher than those in the comparison group, the firm found that differences were due to the longevity of the coaches or to market forces (e.g., at many institutions, football coaches are paid a higher salary than other coaches). The Athletic Department believes that Kenyon coaches’ salaries should be compared to those of NESCAC colleges, and sometimes to Division I and Division II colleges, because we compete with these colleges for hiring. We have not been successful in hiring coaches with much head-coaching experience in recent years, perhaps because of our comparatively lower starting salaries.

**Figure 2.12: Staff Satisfaction of Salaries and Evaluation**  
(Measured on a 4 or 5 point scale)



### **Staff and Administrator Satisfaction with Salaries and Job Classification**

The administration and staff survey that was administered in 1999 [DOC](#) and again in 2009 [DOC](#) shows significant increases across time in employee satisfaction with salaries and job classification (see Figure 2.12).

### ***Other Compensation***

Kenyon contributes 9.5 percent of the employee's salary to a TIAA/CREF retirement fund. Employees contribute an additional 5 percent of their salary. The College is self-insured for health coverage and offers a "low" and "high" health insurance plan, with options for a single person, a single person plus one, or a family. The percent of the employee's health insurance premium that Kenyon covers varies from 73 percent for the highest-paid employees to 84 percent for the lowest paid. The College also offers, and pays half of the cost of, dental insurance. The College contributed \$860 in 2009-10 and will contribute \$955 in 2010-11 to each employee's Emeriti post-retirement health savings account, which can be used to purchase a national insurance product that will supplement Medicare during retirement. Finally, the College provides total disability and life insurance plans at no cost to the employee. Eligible dependents include legal spouse, same or opposite-sex domestic partner (as defined), and unmarried dependent children. Kenyon has extended benefits to eligible domestic partners of employees since 1999.

### **Parental Leaves**

In 2005, the Faculty Affairs Committee reviewed the College's parental leave policy, finding that Kenyon's policy lagged behind those at peer institutions and was not well suited to faculty members' work schedules or the ability of the College to find a replacement during a faculty member's absence. In the same year, as a result of the review, the College introduced a new parental leave policy that covers full-time faculty who have experienced the birth or adoption of a child in either the academic year or the calendar year that the benefit would be used. The benefit can be split between two parents if they are both full-time faculty members at the College. The policy allows for a faculty member to choose from one of three options for a leave. Each leave is based on a semester schedule, and assumes that the faculty member has a five-course teaching load. The three options are:

1. Reduction to a three-course load for the academic year at full pay.
2. Reduction to a two-course load for the academic year at three-quarters pay.
3. A year off from teaching for one-third pay.

The policy is described in [section 5.3.1](#) [12](#) of the Faculty Handbook. A total of nineteen faculty members have taken advantage of the policy since then: five in 2005-06, six in 2006-07, four in 2007-08, and four in 2009-10.

### **Gambier Child Care Center**

In response to employee concerns about child care, the College renovated an existing building in the village to create a child care center for Kenyon employees' children. The center opened in November of 2007. The College contracts with a local nonprofit (Knox County Head Start) to provide child care to the campus community. Though no subsidies are paid to employees who use the center, the College provided about \$1 million dollars to build the center and to help manage the rates for service. Kenyon does not charge the contract provider rent, and does charge for utilities, custodial services, trash removal, snow removal, or grounds-care. The partnership with Head Start has expanded child care opportunities not only for Kenyon employees but for the greater community. The center was also the first in the county to receive the State of Ohio One Star Step Up to Quality award in 2009.

#### **ON THE WEB**

[12 www.kenyon.edu/x18653.xml#x18846](http://www.kenyon.edu/x18653.xml#x18846)

## 2c. Kenyon’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that informs strategies for continuous improvement.

Kenyon’s administrative structures provide an array of processes for evaluating programs, personnel, and facilities and for assessing student learning and satisfaction where appropriate. We will deal more fully with the assessment of student learning in academic programs in Chapter 3. This section will explore processes for evaluation and assessment of programs in other divisions. These include ongoing long-term assessments as well as processes recently introduced and short-term projects that serve a specific purpose. Some evaluative activities are directed centrally (this chapter has already discussed the directive to balance the budget and the target goals for numbers of entering students). More indicative of our institutional culture, however, are evaluation activities that emerge as a result of local, indigenous initiatives. These activities are directed and coordinated at the local level. We offer some examples below.

### EVALUATION PROCESSES AT KENYON PROVIDE EVIDENCE THAT ITS PERFORMANCE MEETS ITS STATED EXPECTATIONS FOR INSTITUTIONAL EFFECTIVENESS.

#### *Student Affairs*

In an effort to offer high quality programs and services that lead to enhanced educational experiences outside of the classroom, the Division of Student Affairs routinely assesses programs, services, and learning outcomes. Specifically, assessment is used to identify and clarify student needs, the quality of programs and services, fiscal management objectives, and overall goals and objectives of the division (see division mission statement). Chapter 3 identifies several examples of changes made in student affairs that were the direct result of these assessments.

Figure 2.13 illustrates the range of instruments currently used by various departments within the Student Affairs Division to assess student satisfaction. Different offices have used a variety of methods, relying primarily on surveys. Both national surveys—such as the CIRP First Year Survey, the College Senior Survey (CSS), and NSSE—and a number of internally devised surveys have been used. Until now, however, there has been little coordination among the various departments. As a result, the administrators charged with analyzing the data and making recommendations can be overburdened, while students experience “burnout” from completing them.

The arrival of a new dean of students in 2009 provided the impetus for designing and implementing a new and more coordinated **Assessment Plan** [\(DOC\)](#) for the division. The plan was completed in early 2010 and calls for a rolling review of each program in the Student Affairs Division. The plan provides a means of evaluating how well departments and programs are achieving their mission-central goals, as well as an opportunity for focused reflection and study that supports ongoing department development and improvement. The four-step process will include (1) a self-study prepared by the department or program; (2) a review of the self-study by an on-campus team (consisting of people inside and outside the division) who will make recommendations based on their reading of the self-study; (3) an external review by outside consultants who will review the self-study and the recommendations, conduct an on-site visit, and make appropriate recommendations of their own; and (4) an action plan based on the self-study and on the recommendations from the campus review team and external consultant(s).

Figure 2.12: Student Affairs Assessments



### Athletics, Fitness, and Recreation

Although the Department of Athletics, Fitness, and Recreation is part of the Student Affairs Division, we examine its assessment practices separately because of its size, the external assessment requirements it must meet, and the amount of assessment data that it generates. This department encompasses the following areas: varsity athletics (twenty-two sports), recreation and fitness, physical education, and facility management. (See Kenyon Athletics for the athletics mission statement.)

The Athletics, Fitness, and Recreation Department uses a variety of measures to evaluate the effectiveness of its programs. External measures include the Department of Education's **Equity in Athletics disclosure report** <sup>(13)</sup> and the NCAA's Equity in Athletics report, both designed to assess gender equity in funding, facilities, and resources; a comprehensive self-study and evaluation of intercollegiate athletics programs every five years using the NCAA's Institutional Self-Study Guide (ISSG; 2007 self-study is on file); and participation in the **College Sports Project** <sup>(14)</sup> (CSP), an initiative of the Andrew W. Mellon Foundation, which is collecting data to enable participating colleges and universities to quantify student athletes' academic outcomes.

Several internal instruments are used to assess the program operation and the student experience. The **Student Athlete Experience Surveys** <sup>(DOC)</sup>, completed for each sport at the conclusion of each season, provide feedback on program success, quality of coaching, standard of facilities, athletic training, administrative support, athletic/academic balance, community involvement, and program climate. Response rate increased dramatically in 2008-09, when the program began administering surveys by team in computer labs. Results are reviewed by the director of athletics, fitness, and recreation; the assistant athletic director; and the senior women's administrator. The surveys provide a quantitative method of evaluating specific program areas. These are combined with coaches' self evaluations (an adapted version of our standard Office of Human Resources form) and the end-of-year report from each program to assess the direction of programs, taking into account past performance and future goals.

Direct varsity program success is measured in NCAA post-season appearances, North Coast Athletic Conference (NCAC) performance, the NCAC all-sports standings, and the NCAA Director Cup standings. To track the academic performance of teams and individuals, the department obtains data, including final grades, from Campus Reports. Using the NCAA financial aid audit criteria, the

#### ON THE WEB

- <sup>(13)</sup> [ope.ed.gov/athletics/Index.aspx](http://ope.ed.gov/athletics/Index.aspx)
- <sup>(14)</sup> [www.collegesportsproject.org/data\\_center.html](http://www.collegesportsproject.org/data_center.html)

department analyzes financial aid data, comparing awards for student athletes with awards for the rest of the student body.

### *Library and Information Services*

Library and Information Services (LBIS) uses a rolling assessment plan to evaluate the effectiveness of the services it offers. Annually across the division, departments (see [organizational chart \(DOC\)](#)) set priorities and evaluate progress toward stated goals.

Each year at an August retreat, members of the division develop an extensive and ambitious set of goals for the upcoming academic year. They begin by reviewing the previous years' goals and the progress made on each. In setting the new goals, they draw on feedback from various surveys, including the [Merged Information Services Organizations survey \(MISO\) \(15\)](#), HERI, NSSE, user statistics, and task reports from administrative liaison meetings.

During the year, LBIS goals are achieved through a series of both large and small projects. Many of the goals carry over from year to year. One example of what a project might look like involves the goal of finding ideas for library space reorganization. Library use by students is up 15 percent, but space is limited and the library can be a noisy place to study. There is not enough seating to accommodate every student who wants to use the library. The lighting is not always good, and there aren't nearly enough plugs for laptops. To get a better sense of what kinds of spaces students prefer, in 2008 LBIS designed a survey which they administered to students on campus (see [survey results \(DOC\)](#)). The results, including written feedback as well as Likert scale responses, have helped to guide the reorganization of space in the library.

The annual report written at the end of the year summarizes progress on the year's goals and begins the process of articulating goals for the new year during the annual summer retreat. LBIS's goals tend to be specific and task oriented; as a result, its assessments tend to be useful for planning resources and services.

## **PERIODIC REVIEWS OF ACADEMIC AND ADMINISTRATIVE SUBUNITS CONTRIBUTE TO IMPROVEMENT OF THE ORGANIZATION.**

### *Focused External Evaluations*

Academic departments and programs undergo periodic external reviews to evaluate the quality of their curricula and majors offered, as well as enrollment patterns, staffing, ambitions for the future, and adequacy of resources. We will address these more fully in Chapter 3. External reviews have been more sporadic in other areas of the institution. It has not been financially feasible to set up a mandated system of regular external reviews for all non-academic and co-curricular programs. Such external evaluations have tended to take place in response to particular issues, questions, or situations. Some examples of external reviews of non-academic areas that have taken place over the last decade include:

### **Buildings and Grounds (DOC)**

As we noted above, in the 2000 Reaccreditation Self-Study, maintenance was singled out as a focus of campuswide dissatisfaction. In 2004, the College retained Support Service Group, LLC to assess the operations of the Maintenance Department. Maintenance, skilled trades, custodial services, and groundskeeping were included in the assessment. The report offered several recommendations in the form of an operations improvement plan that included suggestions on systems, training, communications, recommended performance metrics, and a number of other projects; a suggested table of organization for the staffing of the Kenyon Athletic Center; and a performance metrics summary. However, the review seemed to have little effect on operations in this division, and many complaints remain (see above, "Maintenance"). Perhaps the problem lay with the review's methodology, as

ON THE WEB

15 [www.misosurvey.org](http://www.misosurvey.org)

the consultants appear to have interviewed only eighteen individuals to learn about maintenance operations, reporting high levels of satisfaction from those individuals despite the documentation of widespread dissatisfaction in the 2000 reaccreditation self-study.

### **Health and Counseling Center** (DOC)

In response to space shortages and a high demand for services in the Health and Counseling Center, in April 2006 consultants from the American College Health Association (ACHA) conducted a general review of the center, evaluating the current facility, the allocation of resources, health education and prevention programs, and staffing and provision of services. The student health service sees between forty and sixty-five students per day. In 2004-05, prior to the consultants' review, the counseling center saw 400 students. (The number rose to 513 in 2008-09.) The consultants' strongest recommendation was to provide a new facility for the Health and Counseling Center. Other recommendations dealt with near-term accommodations, staffing, health promotion and prevention services, athletic training, quality and effectiveness, and student health insurance. Since the review, plans for a new Health and Counseling Center reached a design phase but were placed on hold during the economic downturn of 2008-09.

The Health and Counseling Center witnessed major changes in 2008-09, including the retirement of its director, the College physician, who had worked at Kenyon for twenty-eight years. He was replaced by a certified nurse practitioner, who serves as director of health services (and who does not oversee the counseling center, as her predecessor had). A collaborating physician oversees the health services operations and works two afternoons per week seeing students. In response to a campuswide **Health Center Survey** (DOC) conducted by the Student Life Committee in December 2008, the new director and staff are aggressively addressing student concerns in order to improve services. In the summer of 2009, an additional full-time nurse practitioner was added to the staff to meet the needs of this busy practice.

The director of counseling services now reports directly to the dean of students. Staffing remains the same as at the time of the review. The College was unable to convert a part-time counselor position to full-time, though funding was made available to hire a psychiatrist beginning in the fall of 2008. He is employed four hours every two weeks. Although the consultants recommended capping the number of therapy sessions for students because of high volume, counseling services does not believe this recommendation is in the best interests of the students, because there is not a thriving therapist community in Mount Vernon to help handle the increased volume.

### **Career Development Center (now Career Development Office)** (DOC)

In 2007, in response to a perception that the Career Development Center (CDC) was reactive rather than proactive, that students were not making the best use of the services it offered, and that the time was right on campus to focus more attention on the careers of Kenyon students, the dean of students initiated an external review of the (then) CDC. The reviewers wrote a long and thoughtful report offering detailed recommendations on image, staffing, programming, communications, technology, and collaboration with faculty, staff, and alumni(ae). They also recommended that the CDC assess its work through regular online student satisfaction surveys, focus groups, and program evaluations. In 2009, as part of its annual report, the CDC wrote an **extensive response** (DOC) (pp.4-7) to the report, outlining changes made in the office and those in progress. By 2009, the CDC had changed its name to the Career Development Office (CDO), moved to a higher-traffic location in Gund Commons that brought it closer physically to student affairs offices, and rewrote job descriptions based on the consultants' recommendations. In addition, several data-gathering projects are in process, including student surveys and strategic planning. A new director of the CDO arrives in the fall of 2010, providing additional impetus for new directions. However, it will be important for the College to incorporate the new leadership into larger conversations about how the goals and mission of the college relate to students' postgraduate careers.

### **Brown Family Environmental Center** DOC

In September 2008, the Brown Family Environmental Center (BFEC) was the subject of an external review whose purpose was to revisit the BFEC's 2001 strategic plan, and to examine the outcomes of staff reorganization and new hires. The BFEC self-study targeted specific questions for which the staff wanted the consultants to provide recommendations. Noting that BFEC programs cover four overlapping areas—research, education (college, K-12, and public), conservation, and recreation—the consultants commented on a range of issues, including the center's mission statement, land use, integration with other curricular and co-curricular activities, advisory board membership and duties, agriculture, role in the College's sustainability efforts, and staffing. Perhaps the most emphatic recommendation emerging from this review arose from the observation that the current level of productivity is unsustainable, so the consultants recommended more systematic planning that would lead to a clearer focus for the BFEC. The review recommended holding a retreat to review the mission statement and develop a focused strategic plan that includes land, facilities, programs, and staffing. Furthermore, it recommended that the BFEC evaluate programs, identifying those which go farthest toward the mission while making best use of resources; expand the existing land use plan with more detail; seek more interactions with other college field stations and environmental centers; and implement the staff's suggestion to create a stakeholders group which would include neighbors. Finally, the consultants noted that current staff have unusual combinations of skills and recommended that the College give high priority to staff retention. In response to the review, the staff conducted a two-day retreat in May 2009, facilitated by the College's ombudsperson. At that retreat, the staff set short-term goals to update the land use plan (which explicitly deals with issues of habitat restoration and agriculture), to establish a programming plan, and to replace the moribund BFEC advisory board with an annual "stakeholders meeting." By June 2010, the land use plan was completed and work was progressing on a comprehensive plan for programming. We discuss the BFEC more fully in Chapter 5.

### **Office of International Education (Center for Global Engagement)** DOC

The Office of International Education underwent an external review in 2002, after which a number of changes were made in staffing, staff responsibilities, and operations. In addition, the consultants made several suggestions designed to enhance student learning before, during, and after off-campus study (OCS) experiences. The most important outcome of this review was the creation of an assistant director position with professional expertise in OCS, whose primary duty would be to advise students planning to study abroad. In 2008, as a means of assessing the effects of these changes and to plan future improvements, the office conducted a new self-study. The self-study articulated a need to align the office's mission more closely with the College's academic mission, demonstrating how international education aligns with the College's mission and goals for student learning. In addition, the self-study pointed to the need to develop procedures for approving and reviewing OCS programs, safety guidelines for Kenyon programs, and support for international faculty and students, as well as the need to identify a space for a proposed international house. This last recommendation was achieved when the newly named Center for Global Engagement moved into the Hoehn-Saric House on the north end of campus.

### **Food Service** DOC

Kenyon College changed food service contractors in 2006 after a lengthy relationship with Aramark. During its first two and one half years on campus, the new contractor, AVI Foodsystems, was asked to change dining halls due to major renovations of the College's main dining facility. Additionally, the company was tasked with expanding Food for Thought, the College's local-foods initiative, though specific guidelines and resources were not identified to do this. During the same time period, AVI had extensive turnover in the management of their operation, and the College experienced turnover in the Operations

Division, which oversees the food service contract. Together with the other issues noted above, the lack of consistent management, in both AVI and the College, created an environment of instability.

In March 2008, with new management in place at both the College and AVI, an outside consultant was brought in to do an operational evaluation. This evaluation highlighted several critical areas of concern: incorrect use of facilities, the need for a cohesive management team, the need for increased training for staff, the need for increased college oversight, and the need for specific objectives and resources for the Food for Thought program. To address these concerns, the College brought the consultant back in June to work with AVI on implementing new operational procedures. Additionally, AVI reorganized its management team, rewrote job descriptions for all jobs, and retrained all staff on new duties. AVI spent the summer of 2009 changing the way that the facility operates. No longer is the staff trying to provide a traditional straight-line food-service operation in a facility designed to offer freshly prepared multi-option food choices. For its part, the College has committed the resources necessary to formalize and expand the Food for Thought program (see Chapter 5). It also has begun weekly operational meetings with the AVI management to address on-going operational issues, plus weekly meetings involving the residential life staff who deal with students on dining issues. In addition AVI regularly attends the student government Housing and Dining Committee meetings to address student concerns.

## *2d. All levels of planning at Kenyon align with our mission, enhancing our capacity to fulfill that mission.*

In the previous pages, we have shown that Kenyon engages in coordinated planning processes that center on our mission. We have shown how planning links with budgeting. We have demonstrated that as planning is implemented, we frequently need to adjust goals because of changing environments. Finally, we have demonstrated that planning processes involve internal constituents and, where appropriate, external constituents. To conclude, we turn to two issues that speak to our ability to coordinate planning and implementation at all levels, as well as to the challenges we face in planning: planning for emergencies and institutional research.

### *Emergency Planning and Response*

One of our claims in this chapter is that maintaining flexibility in planning enables us to act swiftly and decisively in rapidly changing situations, and to revise goals when necessary because of changing environments. It makes sense, then, to review our record of action when events overtake us.

The College's emergency response team and procedures were tested by a series of e-mail bomb threats to colleges which swept the nation in the fall of 2007. The College's response to threats it received was successful. Protocols for dealing with law enforcement and emergency management officials proved to be effective. The bomb threat highlighted a need for more campus communications options, however, and as a result the College invested in an emergency contact system based on text messaging and voice mail. Recognizing that no single communications method is 100 percent effective, the emergency response team continues to examine alternatives, including an emergency public address system.

Kenyon's management of the H1N1 influenza epidemic in 2009-10 exemplifies the College's response to unexpected and challenging situations. The measures taken to minimize the spread of a highly contagious illness, to care for those affected by the disease either directly or indirectly, and to maintain all the normal operations of the College were marked by collaboration, transparency, and flexibility. Framed within an already established mechanism for emergency preparedness, Kenyon's emergency management team mobilized well in advance of any reported flu-like illness on campus. Having rehearsed the College's plan for reacting to a pandemic, College officials carefully monitored the outbreak of the disease elsewhere, became familiar with "best practices" in response to the influ-

enza, especially within collegiate settings, and ensured that lines of communication—both on and off campus—were reliable and robust. In addition to regular meetings of the H1N1 response team, key staff also met with counterparts from another local college (Mount Vernon Nazarene University) to review protocols and to develop reciprocal assistance plans. Staff of the College health center were in constant contact with the local county Health Department as well as the Ohio Department of Health, both to monitor the local outbreak and spread of the disease, and to coordinate campus initiatives with regional efforts, especially in connection with flu vaccination measures. The campus incidence of H1N1 was quite moderate during September and most of October. In late October and early November, however, reported flu-like illness increased dramatically (fifty cases a day) and the capacity of the Health Center was severely taxed. In response, protocols were adjusted and responsibilities disseminated more widely among campus employees so as to permit health center staff to focus more narrowly upon direct service to ill students. The spike in student illness abated as quickly as it came, and within two to three weeks reports of H1N1 illness returned to the low levels seen early during fall semester. The Web-form developed for illness reporting by students was highly successful and could become a model for managing more routine communication about student illness and related class absences.

The section above on the 2009-10 operating budget outlines the College's swift response in the fall of 2008 to the emerging global economic and financial crisis (see also [President Nugent's letter 16](#) to parents and alumni in the November 18, *Kenyon News Digest*.) The College's history of fiscal discipline enabled us to avoid the kind of drastic cutbacks required by many other institutions of higher learning during the 2008-09 academic year. At its fall 2008 meeting, the Board of Trustees reaffirmed that the College's primary commitment is to Kenyon students, faculty, and staff members; the trustees set aside a contingency fund to cover increased needs for financial aid or other emergencies that may arise, and called for a budget planning process that would scrutinize spending while sustaining our commitment to making access to a Kenyon education possible for the broadest range of able students. Over the year, the College was able to achieve these goals.

### *Institutional Research Capacities*

While our strategic priorities keep our planning focused on the College's mission, our planning can only be as good as the data that informs it. In 2000, the reaccreditation visit team noted that the College's ability to plan effectively is hampered by a decentralized model of institutional research not likely to "maximize either efficiency of institutional research or its use in decision-making and planning." Since 2000, Kenyon has made improvements in our capacity to carry out institutional research. A new position, special assistant to the president and provost, was created, in part to help coordinate institutional research materials. In 2004, a longtime administrator in the Library and Information Services Division was appointed to the position of director of institutional research, and the division defined a mission statement for institutional research: to collect, organize, analyze, interpret, and disseminate institutional data and intelligence for the purpose of decision-making, policy formation, planning, and assessment of programs and activities. The director's responsibilities included data collection and organization (primarily the Common Data Set and IPEDS [Integrated Post Education Data Sharing System]), responses to external survey requests, and internal surveys and assessment. This last function has proven to be more difficult to organize.

Staffing changes have disrupted our progress in improving institutional research. In 2006, after the director announced his decision to retire, institutional research responsibilities were added to the job of another LBIS administrator. Two years later, that administrator became the interim vice president for the division, and while he retained his role as director of institutional research, many of the tasks were reassigned. Despite these disruptions, progress continued. In 2008-09, LBIS created a comprehensive database that will store questions and answers gleaned from all of the external surveys we complete. This information will be available publicly on the Kenyon Web site. This will make it

#### ON THE WEB

16 [www.kenyon.edu/x44815.xml](http://www.kenyon.edu/x44815.xml)

easier for the College to respond to the many surveys we are asked to complete, but, more importantly, it will also make information available to our constituencies.

While there have been significant improvements in the College's capacity to gather and organize institutional research, getting access to information and institutional memory are still a problem because that information is so widely dispersed across campus and not always coordinated. In the fall of 2009, LBIS began a search for a full-time director of institutional research, one of whose tasks will be to coordinate the work of various data specialists across campus.

## Evaluative Summary for Criterion Two

This chapter demonstrates that Kenyon College meets Criterion Two of the Higher Learning Commission's criteria for reaccreditation: "The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities." This chapter has described the complex and dynamic ways in which Kenyon goes about planning. Planning processes at Kenyon center on the mission documents that define vision, values, goals, and strategic priorities. Our planning takes into account our awareness of the complex relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the College and its students exist.

### STRENGTHS

- Kenyon's string of **forty years of balanced budgets** have enabled the College, despite its modest endowment, to offer academic programs that rival those of highly selective liberal arts colleges with much greater resources.
- **Success in fundraising efforts**, especially over the last two campaigns, has significantly improved the College's financial position, allowing us to support and enhance the quality of the learning experience for students through new facilities, increased financial aid, endowed professorships, and new programs.
- Kenyon has shown impressive foresight in its **dedication to preserving the rural environment** envisioned by Philander Chase, and has been creative in developing solutions that involve the surrounding Knox County community.
- The **flexibility of our planning processes** has served us well during times of rapid institutional change, as well as during emergency situations. Kenyon's modest use of endowment income in its budget was especially beneficial during the economic downturn, allowing us to avoid the kinds of drastic budget cuts other institutions were forced to make.
- The College has engaged in systematic and careful planning to **manage rising health care costs**.

### CHALLENGES

- From its Collegiate Gothic buildings and elegant grounds to its liberal arts curriculum, Kenyon prides itself on its traditions. Tradition is a part of our mission that informs our vision, values, goals, and even strategic priorities. Equally strong, however, is a desire to innovate. **Keeping Kenyon current** while retaining the traditional aspects of the institution will continue to challenge us in the next decade, since these two goals can conflict. It is a challenge to support interdisciplinarity and internationalization in a curriculum administered through traditional disciplines and initially designed around the Western tradition. It can be difficult to create

spaces—classrooms, laboratories, study spaces, residence halls—that accommodate twenty-first-century living and learning while maintaining the historic and pastoral look of the College.

- Institutional research over the last decade has focused primarily on responding to external requests (demands) for data. We have not invested in conceptualizing what data we need to be collecting for our own purposes. **Effective institutional research** requires the ability to gather, combine, and analyze information from various offices. This would require gathering together currently scattered data on students' academic performance and extracurricular activities, alumni's postgraduate activities, the faculty's professional activities, assessment reports, statistical information on College compensation of personnel, and historical budget and expenditure reports.
- Implementation of planning always runs up against **limited resources**, restricting our ability to innovate; good ideas often must be scaled down as we weigh trade-offs.
- Allowing enrollment to exceed target levels to raise additional funds for projects (e.g., renovating/building residence halls) can have **hidden costs** in overcrowding and congestion in residence and dining halls. The president has reconvened a new group to reconsider the ideal size of the College.
- Financial aid's share of the budget is likely to continue to grow, and the College will need to **develop effective cost containment strategies**.

## RECOMMENDATIONS

- Recognizing that annual budgeting is a complex process that requires some time investment to learn, the College should continue not only to keep the community informed about the process, but also to **engage community members in the process**. More specifically, the faculty and academic administration should together specify more fully and regularize RAAS's role in advising Senior Staff on the budget, to make the faculty voice more effective and less sporadic. Alternatively, it might transfer that responsibility to the Executive Committee (with members of RAAS continuing to hold seats on that committee) to encourage more collaboration with other divisions of the College on the budget, and freeing up time for RAAS to concentrate on the specific relationships between assessment and allocation.
- The College needs more **shared understanding of available data sources** and more collaboration among those tasked with managing data. In 2010, the College will be hiring a director of institutional research, who should immediately convene a committee of data managers to coordinate and prioritize the gathering and sharing of institutional information, and to develop better shared understanding of the need for data to inform decision-making. The director of institutional research should create a regular schedule of national surveys (NSSE, HERI, HEDS), beginning with the 2010 HERI Alumni Survey. The faculty, Career Development Office, and director of institutional research should work with the College Relations Division and the Office of Alumni and Parent Programs to collect more information about our alumni that we might use in articulating the post-baccalaureate value of a Kenyon education.
- The College would benefit from a more systematic attempt to **understand the post-baccalaureate lives and careers** of our alumni. The institution as a whole, including the academic division, needs to begin developing philosophies and strategies to help our students understand the relevance of a liberal arts education for their lives.
- The Maintenance Department should adopt a **more effective means to submit and track work orders** (perhaps modeled after the LBIS Helpline system) that groups orders by project, allows for accurate estimation of both time to completion and cost, and tracks the department's performance in these areas.



### 3. Student Learning and Effective Teaching

**Criterion Three:**

Kenyon provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

*“Kenyon has prized those processes of education which shape students by engaging them simultaneously with the claims of different philosophies, of contrasting modes, of many liberal arts.”*

*—Kenyon College Mission Statement*

As our mission statement suggests, learning and teaching are at the center of everything that we do at Kenyon. This chapter demonstrates Kenyon College’s capacity to fulfill its educational mission through an investigation of student learning and teaching effectiveness. It examines our procedures for assessing student learning in the academic program, the institutional support for effective teaching, the learning environments the College creates, and finally, the resources that support learning and teaching. We pay particular attention to the ways in which assessments are used to direct resources for the improvement of teaching and ultimately of student learning.

3a. Kenyon’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

### KENYON CLEARLY IDENTIFIES ITS LEARNING GOALS AT THE COURSE, PROGRAM, AND INSTITUTIONAL LEVELS.

Kenyon’s academic program is described in the *Kenyon College Catalog* (see **The Academic Program at Kenyon** ① and **The College Curriculum** ②); see also Chapter 1 of this self-study). According to the mission statement: “Kenyon seeks to develop capacities, skills, and talents which time has shown to be most valuable: to be able to speak and write clearly so as to advance thoughts and arguments cogently; to be able to discriminate between the essential and the trivial; to arrive at well-informed value judgments; to be able to work independently and with others; to be able to comprehend our culture as well as other cultures.”

Assessment at Kenyon begins with the College’s articulation of its **goals** ③ for student learning, which include both general liberal arts education goals and goals for the major. These goals were first articulated in the **1995 assessment plan** (DOC) forwarded to the Higher Learning Commission (p. 28) and further refined in the 1999 General Education Assessment Plan. Their centrality to the teaching we do has been continually ratified by the faculty over the last decade through the assessment process. Those goals are listed along with the College’s mission statement in our course catalog and on our Web site. They are also included in the assessment reports filled out for individual courses and by every department.

The high level of agreement among the faculty on general education learning goals was demonstrated in the **study** (DOC) designed by the 2000 Reaccreditation Steering Committee to identify the goals that Kenyon faculty emphasize in 517 different courses. Unsurprisingly, the most frequently cited goals were goals that stressed learning the content of the discipline, cultivating the skills used in the discipline, and understanding the perspective of the discipline. But the survey also showed how our stated general-education outcomes shape the entire curriculum. Faculty stressed general education goals as frequently in advanced courses and seminars as they did in introductory courses, suggesting that general education is not confined to students’ first two years but runs vertically through the curriculum. Students’ ability to think critically and to synthesize and integrate information and ideas appeared as a goal in more than 75 percent of the courses, while writing was stressed in two-thirds. Students’ abilities to draw logical inferences, and to think and solve problems creatively, were also emphasized in a majority of courses. Close to one-half of all courses stressed close textual analysis, speaking skills, and research skills. Goals stressed in about 40 percent of the classes included “understanding a society” and collaborative experiences or skills. The expansion of multicultural curricula throughout the 1990s was reflected in the finding that about 38 percent of courses emphasized multicultural themes.

In general, the congruence between Kenyon’s mission statement and the goals emphasized by faculty throughout the curriculum was striking. The 2000 Self-Study Steering Committee felt, however, that some results were less encouraging. Only about 30 percent of Kenyon courses emphasized quantitative reasoning, and only about 30 percent emphasized “values or ethical choices.” Several other goals appear in only 10 to 20 percent of courses: study of texts in a foreign language, artistic creativity, and laboratory and studio experiences. We would argue, however, that this is an expected result because these goals would be appropriate only to a limited number of courses in the curriculum.

A decade later, the learning goals that faculty articulate have not changed greatly. Drawing upon departmental Web sites, the self-study task force looked at the goals set out in departmental mission statements available in 2008 (N=24) and examined the goals listed by faculty who filled out the

#### ON THE WEB

- ① [www.kenyon.edu/x11755.xml](http://www.kenyon.edu/x11755.xml)
- ② [www.kenyon.edu/x11754.xml](http://www.kenyon.edu/x11754.xml)
- ③ [www.kenyon.edu/x11758.xml#11736](http://www.kenyon.edu/x11758.xml#11736)

individual faculty reports for the General Education Assessment Report for 2007-08 (N=29). These samples differ from the 1999 survey in that they collected information from many fewer individuals and, rather than offering a set of goals from which individuals could choose, we abstracted goals articulated by departments and individual faculty. The results, however, correspond remarkably well with the 2000 findings.

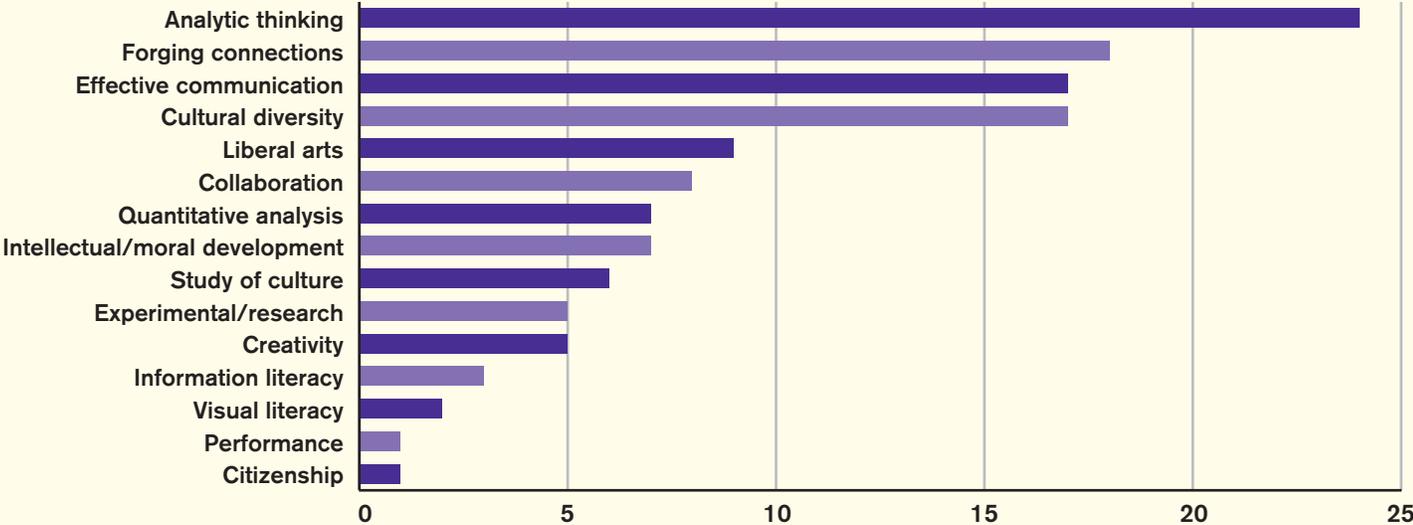
In examining departmental mission statements, we discerned fifteen different goals articulated by departments. Figure 3.1 shows the frequency with which these goals are mentioned in departmental mission statements. The four most frequently mentioned goals in this sample are analytic thinking, forging connections, effective communication, and cultural diversity. Goals that were less frequently cited were quantitative analysis, performance, and experimental research.

Data from the individual GEAR reports for 2007-08 (N=29), were mapped against the College’s General Education goals:

Number of courses	Goal
28	Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.
14	Students learn to acquire information from a variety of sources and evaluate its quality.
26	Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
17	Students learn to understand a wide diversity of cultures.
10	Students learn to assess arguments.
13	Students learn quantitative skills and how to analyze data.
7	Students learn to work creatively.
7	Students learn to work collaboratively. <i>(While this is not a goal listed in the mission statement, we report its outcome because it has appeared on the GEAR form for the last ten years.)</i>

Finally, the syllabi from 298 courses were examined in a [study DOC](#) to see how faculty conveyed their learning goals to students; 38.93 percent of the syllabi explicitly listed course goals. In 62.42 percent, course goals were not explicit but could be inferred from the syllabus. Only 10.74 percent did

Figure 3.1: Goals from Departmental Mission Statements



**Figure 3.2: Student Perception of Learning Goals**  
(From NSSE, 2008)

LEARNING GOAL	KENYON SENIORS	NSSE COMPARISON
Thinking critically and analytically	3.68	3.36
Writing clearly and effectively	3.68	3.11
Acquiring a broad general education	3.67	3.29
Learning effectively on your own	3.32	3.05
Speaking clearly and effectively	3.30	3.00
Working effectively with others	3.08	3.17
Analyzing quantitative problems	2.90	3.08
Using computing and information technology	2.72	3.22
Solving complex real-world problems	2.63	2.78
Acquiring job or work-related knowledge, skills	2.29	3.07

not have any information about learning goals in the syllabus. The most commonly emphasized goal was “communication,” with 66.44 percent of course syllabi indicating that this was important for the course. This category was quite broad and likely incorporated aspects of other goals such as critical thinking. Communication was followed by working in collaboration (21.48 percent), data analysis (20.81 percent), use of technology (19.46 percent), critical thinking (13.42 percent), examining diverse perspectives (9.06 percent), and creativity (4.36 percent).

Responses by seniors to the **2008 NSSE**

**survey** **DOC** provide information about students’ perception of how much Kenyon has contributed to their development toward these learning goals. Kenyon scored better than the comparison group for goals like thinking critically and analytically, writing clearly and effectively, acquiring a broad general education, learning independently, and speaking clearly and effectively. We performed less well on goals like working effectively with others, analyzing quantitative problems, solving real-world problems, acquiring work-related knowledge or skills, and using computer and information technology. These results correlate with the faculty’s articulation of goals: that is, seniors believed they achieved the goals that faculty articulated most frequently; they were less confident that they had achieved those articulated less frequently.

Data from the 2009 parent survey also suggest that parents feel their children are acquiring many of these skills through their Kenyon education. On a scale where 1 = strong disagreement and 5 = strong agreement, parents strongly agreed that their children had advanced overall in their academics (M agreement = 4.60), followed by their communication skills (M = 4.49), maturity and responsibility (M = 4.46), and ethical values (M = 4.31).

Our list of general education learning goals, however, is by no means exhaustive or immutable, even as a description of a liberal arts education. The assessment process should routinely send us back to re-examine our learning goals. In 2009, the faculty and Board of Trustees ratified a revision of the second goal, which used to read, “Students learn to use information technology and make sense of the information they find.” The revision—“Students learn to acquire and assess the quality of information from a variety of sources”—more specifically articulates our aspirations, something we discovered through the process of assessing the goal. Reaccreditation affords an opportunity to revisit the mission statement and learning goals, so as to refine them and create a closer alignment between the curriculum and our goals.

## THE HISTORY OF ASSESSMENT AT KENYON

Kenyon has a tradition, which predates the assessment movement by decades, of using the **Senior Exercise** **4**, required of all majors, to assess student learning in their major programs, as well as their mastery of the College’s general education goals. Set by each department, the Senior Exercise consists of a major piece of work (exam, research paper, exhibition, performance) that must be completed by every major (see **CPC Report on Senior Exercise** **5** for a complete list of departments’ Senior Exercises). The purposes of the Senior Exercise are to promote coherence within the student’s major program and to offer each student the opportunity to articulate that coherence for himself or herself. Although each department’s Senior Exercise is determined by the learning goals of the department, the College’s goals for the Senior Exercise are tied to the goals articulated in the mission statement (see the *Kenyon College Catalog*).

### ON THE WEB

**4** [www.kenyon.edu/x11754.xml#x11784](http://www.kenyon.edu/x11754.xml#x11784)

**5** [www.kenyon.edu/x37337.xml](http://www.kenyon.edu/x37337.xml)

The Senior Exercise is the centerpiece of departmental assessments of student performance. In the past, analysis of student performance on the Senior Exercise often led to changes in course offerings and occasionally to changes in the requirements for the major. However, these assessments were usually articulated within the department and were not usually tracked institutionally. Before 1995, the College had no formal plan beyond the Senior Exercise for systematically assessing student learning and making public the results. The process of developing formal assessment procedures and of bringing the results of those procedures to bear on important decisions has had a complicated twenty-year history, not because Kenyon's faculty do not care about student learning; in fact, quite the opposite is true. Rather Kenyon faculty and administrators have needed convincing that the form of outcome assessment can lead to meaningful improvements in teaching and learning.

Kenyon's first assessment program dates back to 1995, when, in response to internal concerns and the North Central Association's requirement, it filed "**The Outcome Assessment Plan for the Assessment of Student Academic Achievement (DOC)**." This ambitious plan outlined procedures for assessing student outcomes both in the major and in the College's general education program, calling on departments to develop mission statements, learning goals, and Departmental Outcomes Assessment Plans (DOAPs). It also asked that the College develop student portfolios to assess learning in general education and to create an outcome assessment coordinator position. The plan included bringing the results of outcomes assessment into resource allocation planning.

This plan's major success was that it articulated a set of general education goals—learning outcomes that the faculty determined should be met by all students graduating from Kenyon (see p. 28). It also succeeded in obtaining assessment plans from departments that included departmental mission statements, learning goals, and assessment procedures to evaluate student learning in the major—plans that built upon the Senior Exercise. The plans, however, were not always feasible because faculty did not always understand what was being asked of them. As the 2000 Self-Study noted: ". . . several of the Department Outcome Assessment Plans are too ambitious to be practical, others focus on highly subjective judgments or on student opinion, and still others seek to describe and track program activities rather than outcomes. To date, department chairs have been given very little direction in how to create and implement effective Department Outcome Assessment Plans and have received no feedback on the plans they have submitted. The Steering Committee believes that some of the plans could be simplified and re-focused on more rigorous assessments of student achievement" (p. 69).

Furthermore, the plan to assess general education outcomes through portfolios proved unworkable. It had not been well integrated into the College's curriculum; it did not reflect the ways in which students meet general education learning goals through their classes at Kenyon. General education has been integrated into our curriculum, which reflects a belief that all important general education skills and knowledge are promoted through the disciplines; students develop their powers of thinking, communicating, and creativity in taking courses across the curriculum.

The 2000 Self-Study Steering Committee felt that it would be more productive to draft a new assessment plan than continue to flounder with the old, and in 1999 the committee proposed a new assessment plan for general education (see **Plan for the Assessment of General Education Outcomes (DOC)**). The new plan "reflects the immersion of general education objectives in all of Kenyon's educational programs, while building upon our existing modes of assessment" (p. 3). With some minor changes, this general education assessment plan has been implemented annually for the last decade, while departments have continued in parallel to develop assessment procedures for their majors.

## ASSESSMENT OF STUDENT LEARNING INCLUDES MULTIPLE DIRECT AND INDIRECT MEASURES.

### *General Education Assessment Plan*

The 1999 General Education Assessment Plan calls for assessments of student learning outcomes to be made at the course level, the program level, and the collegiate level. At the course level, individual faculty members (anywhere from three to five faculty per department, depending on size) prepare a **short report** (DOC) that:

1. **Identifies** general education goals for the course;
2. **Describes** one particular test or assignment;
3. **Outlines** the criteria used to grade the test or assignment (key traits);
4. **Lists** the grades earned by students on the test or assignment; and
5. **Reflects** on the success or failure of students to achieve specified goals.

Departments were advised to make every effort to include a range of courses in those selected for individual reports, including introductory courses, upper level courses serving the major, and courses serving interdisciplinary concentrations.

At the departmental level, the individual course reports are collected, and at the end of the year each department holds an assessment meeting. The departmental discussions consider ways to make use of the information provided by the reports. At the meeting, the department appoints someone to take notes on the presentations of the course reports and ensuing discussions. Departments propose specific actions based on what they have learned from the class-level assessments. Each department submits a written report detailing the results of this discussion (see **General Education Assessment Report** (DOC)), which is included in the department's annual report.

At the institutional level, General Education Assessment Reports are collected by one of the associate provosts, who is designated as the assessment coordinator. The 1999 plan called for the College to create a standing College Assessment Committee, although the plan argued that it need not be a new standing committee. The decision was made to delegate the task of assessment to the Resource Allocation Subcommittee, which was renamed the Resource Allocation and Assessment Subcommittee (RAAS). The argument was that this subcommittee of Executive Committee had divisional representation (one member from each College division) and already advised the provost on resource allocation. Since one purpose of assessment is to make informed decisions about resources, it made sense to link assessment to resource allocation. The subcommittee's charge is to "use the conclusions drawn from the assessment process to guide discussions and decisions regarding future changes to the College's curriculum, staffing, budgets, and long-term strategic plans" (1999 Plan for the Assessment of General Education Outcomes, p. 6). Each year, after considering the **General Education Assessment Reports** (DOC) from each department, RAAS writes a summary report which is included in the FacPac and discussed at a faculty meeting. RAAS may then take one or more of several actions: it can delegate issues that arise from departmental assessment back to the departments, to another College committee (Curricular Policy Committee or Committee on Academic Standings, for instance), or to another College division, e.g. Library and Information Services, for action.

In addition, the 1999 General Education Assessment Plan called for the use of a nationally normed standardized exam to supplement the information gleaned from departmental and course level assessments. In 1999, all Kenyon sophomores were required to take "The Academic Profile, Short Form," administered by the Educational Testing Service (ETS). Since sophomores were not allowed to register for classes until they had taken the test, participation was virtually 100 percent. However, the information was not particularly useful (see discussion in 2000 Self-Study, p. 60). Our students' scores were so high compared to other colleges and universities participating that the results provided little

information. Testing was discontinued the following year. While some departments find standardized exams quite useful as part of their departmental assessment, there is currently no requirement that standardized testing be included in the assessment process.

### *Challenges*

We are beginning to learn what kinds of assessment work for us and what kinds do not. However, some obstacles to effective assessment persist. While many departments find the annual assessment meetings the most helpful part of the assessment process, providing an opportunity for a sustained departmental discussion of curriculum and pedagogy, some faculty and administrators at Kenyon still lack the training to provide the evidence necessary for collegiate use of assessment data. Some departments would like more help in finding sustainable assessment instruments that reflect the pedagogical values of their disciplines. However, there is little support in the form of training, and little incentive in the form of time or remuneration to learn new assessment techniques. Faculty and administrators often lack the time to do good assessment; it can easily be lost in the press of other teaching and administrative duties. The associate provost designated as assessment coordinator has many other duties that compete for his or her time, so that extensive feedback to departments on their assessment work is difficult to manage. If faculty do not receive feedback on assessment activities, it is much harder to convince them that the assessment information can be useful. Finally, there is a steep learning curve for new members of RAAS as they try to manage both assessment and advising on the budget.

Despite the problems noted above, the participation of Kenyon faculty in the Teagle grant on **Creative and Critical Thinking** (DOC) (see below) suggests that, when faculty are given incentives (in this case stipends) and training to do assessment, they find it useful. Survey data collected as part of this grant suggest that projects which create incentives for learning about assessment procedures can be effective in changing attitudes, moving individuals away from the belief that assessment is an administrative responsibility towards discussions of how it can enhance effective teaching and student learning. Faculty surveys done as part of the Teagle grant show consistent improvements in the attitudes of participating faculty toward assessment.

### *Results of General Education Assessment 2000-2009*

Over the last decade, in reviewing General Education Assessment Reports (GEARs) from departments, RAAS has written uniformly thoughtful responses that make sense of the often quite disparate information sent by individual departments. The task force reviewed RAAS reports on GEARs from 2002 to 2009. Our findings are summarized in Figure 3.3, which shows areas of concern singled out for comment in those reports.

RAAS has made several **recommendations** (DOC) based on their evaluations of the GEARs. In response to departmental comments on the quality of student writing, RAAS asked the Curricular Policy Committee and Executive Committee to put writing on their agenda for discussion and action (2002). RAAS also called for a college-wide initiative to improve student writing (2006). In their 2008 GEARs, the departments of art history, classics, and political science all mentioned the possibility of creating their own departmental writing handbook for students, while Classics and History felt that the College ought to offer all students voluntary workshops in grammar and writing. These suggestions recognize a problem inherent in the teaching of writing articulated by the Religious Studies Department: “We should continue to examine ways that writing and research skills might be developed in the first-year experience across the board so that we don’t have to ‘reinvent the wheel’ in upper-level courses.” In order to determine which specific writing and research skills the College most urgently needed to address and whether those skills were most effectively addressed at the course, program, or institutional level, in 2009 RAAS called for a college-wide assessment of student writing, using a **rubric** (DOC) based on Primary Trait Analysis. The committee reasoned that a more detailed

Figure 3.3: Summary of Major Findings of GEARS, 2002-2009

	2002	2003	2004	2005	2006	2007	2008	2009
Writing	●	●			●	●		●
Communication	●		●				●	
Critical Thinking	●				●		●	●
Assess arguments	●		●					
Quantative skills		●				●	●	
Collaboration		●						●
Information literacy		●			●	●	●	●
Creativity		●			●			
Formulate ideas				●				
Plagairism				●				
Integration/Retention							●	●
Department							●	●

analysis of student writing would move the discussion of writing instruction forward, and perhaps lead to productive discussion of pedagogical innovations that might improve the teaching of student writing across the College (see below, “Focused Assessments”).

In the last two years, concerns about students’ information literacy has more insistently shown up in departmental GEARS. In 2007, RAAS sent this finding to LBIS for action. Again, to get a clearer picture of the extent of the problem, LBIS decided to administer, to students entering in the 2008 cohort, the **Research Practices Survey (DOC)** administered by HEDS. The survey, which contains both direct and indirect measures of students’ attitudes, practices, and skills, was administered in the fall and again late in spring semester. Over time, we expect that this survey will provide us with detailed information enabling faculty and LBIS liaisons to collaborate on teaching research skills more effectively.

Over the last two years, RAAS has seen increased discussion among departments about students’ ability to retain, synthesize, and integrate course material. Several departments in the sciences, as well as the Department of Music and the Dance and Drama Department, identified deficiencies in these abilities in their 2007 GEARS. The Physics Department put it best: “Students seem to see the program as a series of almost disconnected classes, whereas the faculty see a very tight, coherent program where later classes clearly build from earlier classes.” Undoubtedly this finding reflects the different lenses of the expert and the neophyte. None of the departments that raised the issue were able to identify a specific strategy to address it, although the Music Department has since re-instituted a written comprehensive exam as a portion of the Senior Exercise, to good effect. This might be a topic for a more systematic institution-wide discussion and assessment to identify the source of the problem and propose solutions.

Individually, departments have made changes in curriculum, in pedagogical practice, and in specific assignments designed to address some of the findings in their own GEARS. Many departments note that their annual meetings to discuss GEARS are the most important payoff of the process. Given departmental autonomy at Kenyon, these discussions are the place where effective curricular and pedagogical changes are most likely to happen. An overview of 2008 GEARS yields the following examples.

- The **Dance and Drama Department** recommended adding a new College learning goal in visual literacy. Rapid advances in electronic and digital communication suggest that the ability to understand and critique visual images is becoming increasingly important across the disciplines, making visual literacy an important component of effective communication. In addition, the department reduced its introductory course from a year-long to a semester course, incorporating models of collaborative work.
- The **Art History Department** tied a request for a new position to outcome assessment, pointing to the difficulty of teaching writing in large, over-enrolled classes.
- The **Biology Department** recommended a new learning goal in “synthesizing and interpreting information across disciplines” and discussed group size and composition as a key aspect of effective group work. The biology faculty concluded that students need to be explicitly shown what constitutes creative, novel thinking in the sciences. They also discussed the importance of giving students multiple chances to do creative work because they benefit both from practice and feedback.
- The **Economics Department** concluded that student performance improves with a fair amount of structure in assignments—for example, having the students update a figure or chart that appears in the text, or having the students fill out a graphic organizer or roundtable worksheet to document collaborative interaction.
- The **Chemistry Department** made the argument that the Math and Science Skills Center needed to be brought into the budget when its HHMI funding ran out, as it was an important resource for students who are either, (i) looking to improve their performance in introductory science courses or (ii) struggling to understand a required QR course.
- The **History Department** has launched a new team-taught, comparative first-year seminar on the contemporary world (1945-1990), which will emphasize analysis of primary sources and writing, two skills the history faculty have targeted for improvement.
- Faculty in the **Political Science Department** requested more support from the College in the logistics of proctoring exams for students with documented disabilities.
- The **Philosophy Department** plans to address perceived deficits in students’ speaking skills by encouraging more oral presentations in regularly scheduled courses, although class size might limit the extent to which this can be accomplished.
- The **Modern Languages and Literatures Department** seeks to establish a standard of performance for non-majors based on the analysis of comparative data from the placement tests taken by the students of French, German, and Spanish in the end of the introductory intensive courses.
- The **Psychology Department** is hoping to find ways to offer more seminars and perhaps a capstone course. In addition, the department wants to encourage more students to participate actively in research.
- The **Sociology Department** determined that students needed to engage in small research projects earlier in the curriculum to increase their comfort with data analysis, and has begun to implement this recommendation in lower-level classes. The faculty also expressed a need to develop better instruments for assessing their learning goals.
- The **Studio Art Department** examined time management. Students too frequently think they can wait until just a day or two before an assignment is due to pull the work together. The faculty discussed suggestions for encouraging students to begin projects earlier.

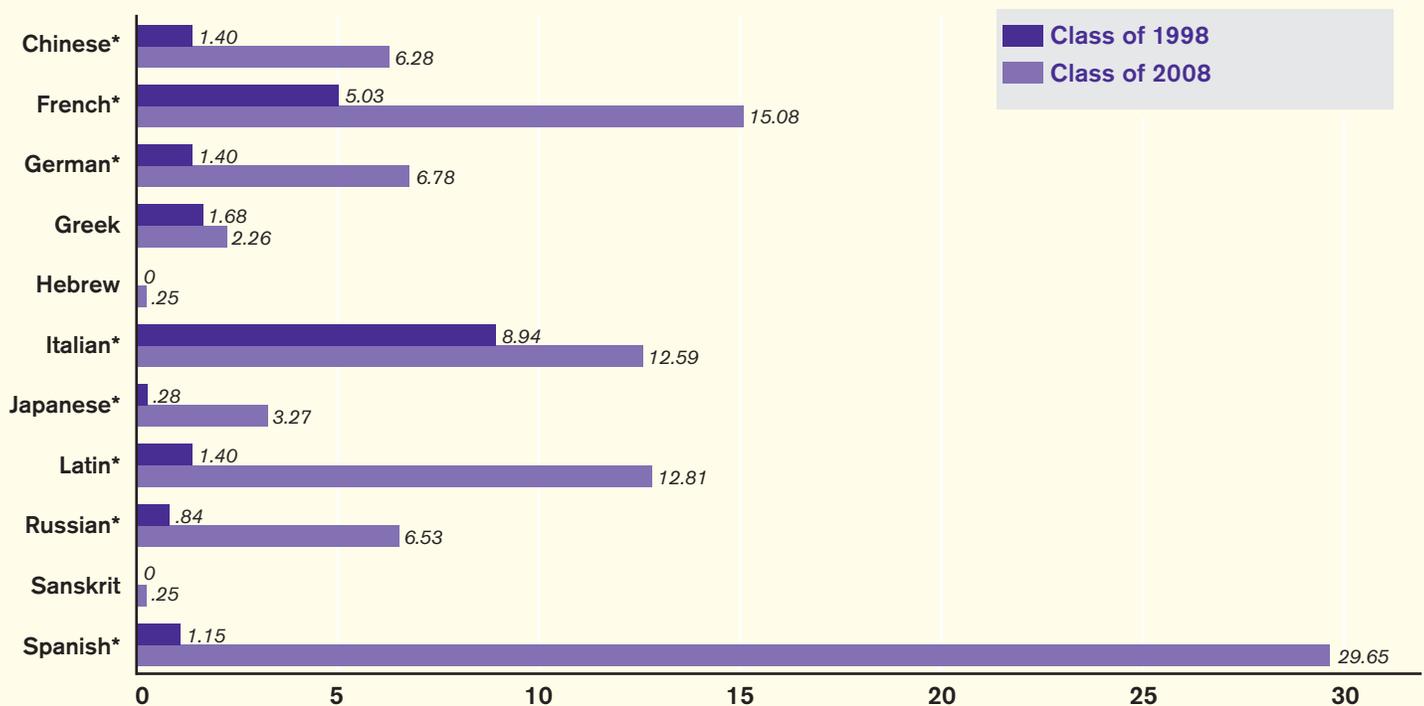
Finally, RAAS has issued several recommendations to departments over the years designed to improve the quality of their GEARs. In 2006, RAAS devoted a large part of its agenda to discussions about the effectiveness of our assessment efforts both in general education and in the major programs. The committee noted that more college-wide assessment would alleviate some of the disciplinary isolation that can result from departmental autonomy, allowing us to share across disciplinary divisions common interests and concerns about student performance (writing, research skills, integration, and retention), as well as creative pedagogical practices. In 2006, as part of their discussion, RAAS members reviewed Kenyon assessment reports alongside the assessment materials from other Ohio Five colleges (see below). Kenyon, they argued, was in a position to contribute significantly to the consortial conversation on assessment. They noted, however, that the quality of learning goals and of assessments of those goals varies dramatically among Kenyon departments, with some offering exemplary data and others providing very little information. They made three recommendations:

1. Create an appropriate form designed to **collect detailed information** so that, especially as regards general education, more effective connections can be made between departments and disciplines.
2. Create or discover a convenient and efficient way for the information produced by assessment to be **more productively shared** within and between departments.
3. Ultimately arrive at a level of assessment practice that would **anticipate the assessment standards** of the NCA with comprehensiveness and clarity.

In 2008, to encourage this kind of interdepartmental sharing, RAAS identified in a letter to department chairs some best practices that departments had developed over the years in response to their assessment findings.

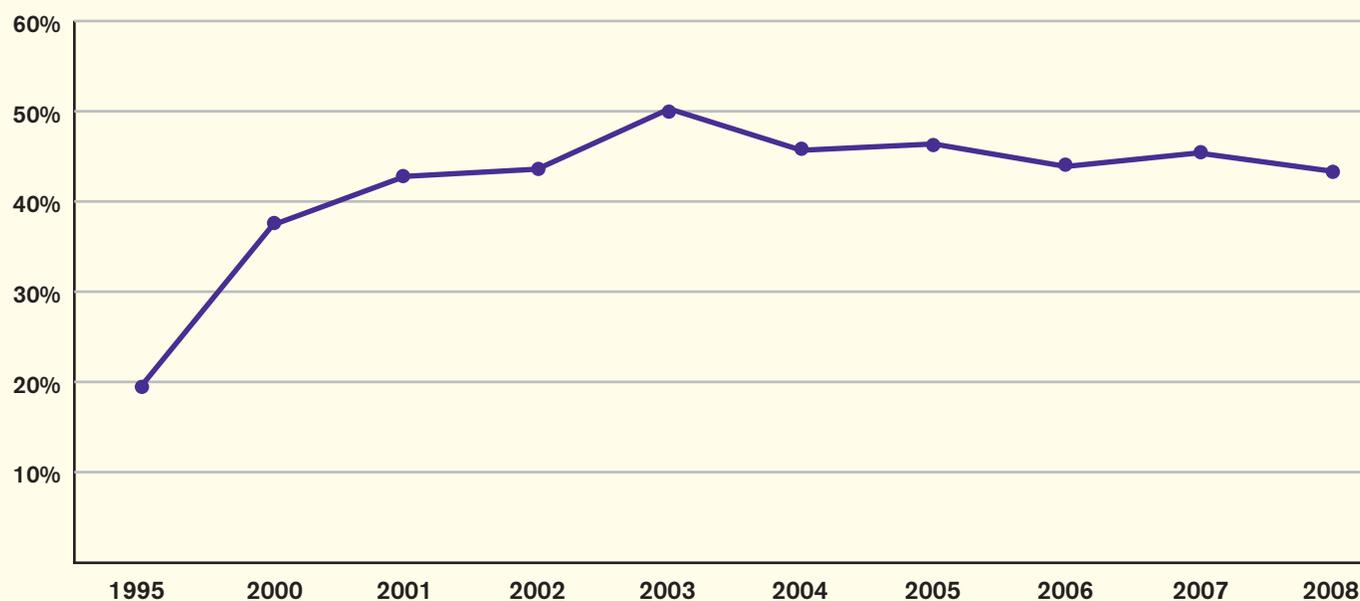
These findings reinforce the Task Force's belief, stated above, that while the faculty is committed to improving both curriculum and teaching effectiveness, they need more guidance, training, and support in their assessment efforts than they currently receive. As our experience with the Teagle grant

Figure 3.4: Percentage of Students Taking Various Language Courses



\* Indicates statistically significant change across time.

*Figure 3.5: Percentage of Entering Cohort Completing 200 Level or Higher Language Classes*



suggests, some incentives, whether in the form of time or faculty development funding, could move the process forward considerably.

### *Focused Assessments*

In 2005, the College undertook a review of both the language proficiency and quantitative reasoning requirements established in 2000. In order to follow up on more general statements that have appeared in GEARs over the last decade, the College has attempted other focused assessments designed to provide more detailed information on student achievement of the College’s learning goals.

### **2005 Review of Language Proficiency Requirement**

See “**Study of the Impact of the Adoption of the Second Language Proficiency Requirement, August 2005** [DOC](#)” for the fifth-year review of the language proficiency requirement.

The faculty adopted the **second-language proficiency requirement** ⑥ in 2000; the Class of 2005 was the first class to graduate under this requirement. To fulfill the language requirement, most students will enroll in an intensive language course that allows them to gain, in one year, the linguistic competence and cultural literacy normally acquired after one and a half to two years of non-intensive study. In the intensive courses, daily classes with professors are supplemented by daily sessions led by apprentice teachers (ATs). (See **Kenyon Intensive Language Method**, ⑦) Students receive .75 units of credit per semester for these courses, instead of the usual .5. Figure 3.4 shows changes in enrollments in language courses as a result of the language requirement. The percentage of students taking most languages increased dramatically as a result of the second language requirement.

Professors in the Modern Languages and Literatures Department who taught introductory courses administered an exit survey in selected classes; a total of 134 students filled out this survey. Thirty-two percent of the respondents said they took the course primarily to fulfill the requirement. Students in French and Spanish were more likely to say they were taking the course primarily to satisfy the language requirement than students in other languages, particularly Chinese and Japanese. Across the entire group of students, 16 percent indicated that they did not intend to study the language fur-

#### ON THE WEB

⑥ [www.kenyon.edu/x11770#x42545](http://www.kenyon.edu/x11770#x42545)

⑦ [www.kenyon.edu/x14311.xml](http://www.kenyon.edu/x14311.xml)

ther after the introductory course; students who took the course primarily to satisfy the requirement were less likely to indicate further study than students who took the course for other reasons. However, even in the group of students who took a language course to satisfy the requirement, more than half of the students intended to study the language further. Figure 3.5 shows the percentage of students over the last decade who completed language classes at the 200 level and beyond, suggesting that the language requirement may be encouraging students to undertake further language study.

### 2005 Review of Quantitative Reasoning Requirement

See “[Review of the Quantitative Reasoning Requirement, September 2005](#) [DOC](#)” for a fifth-year review of the Quantitative Reasoning Requirement.

When the Curricular Review Committee queried Kenyon academic departments and programs about educational goals for our graduates, the most common response was that students should either have facility with quantitative reasoning or have taken a course in mathematics (92 percent of respondents). In spite of this perception of importance among the faculty, 30 to 35 percent of our graduates prior to 2000 avoided all courses with substantial exposure to quantitative reasoning. This impaired students’ ability to use quantitative information; in the [Academic Profile](#) [DOC](#) (published by ETS and given in 1999), Kenyon students at the end of their sophomore year were much less proficient in using mathematical data than in reading and critical thinking skills (20 percent were in the lowest proficiency categories for quantitative skills, compared to 9 percent for reading and critical [verbal] thinking).

To satisfy the quantitative reasoning requirement passed in 2000, each student must earn a minimum of .5 Kenyon unit of credit in a course designated as meeting the requirement. These courses are marked “QR” in the course catalog (see a [list of QR courses from 2007-2010](#) [8](#)). Advanced Placement courses may not satisfy this requirement. Transfer courses that are equivalent to Kenyon QR courses will satisfy the requirement.

Learning outcomes of the QR requirement include the following. Depending upon the course, students will learn:

- To **use** statistical methods to analyze and interpret data.
- To **make** inferences and decisions based on quantitative data—for example, by developing and testing hypotheses.
- To **assess** quantitative information critically—for example, by reading and critiquing journal articles with quantitative information and analysis.
- To **design** experiments, and learn and apply data-collection methods—for example, by developing data in laboratory exercises.
- To **use** mathematical reasoning and the axiomatic method—for example, by using systems of symbolic logic.
- To **develop and use** mathematical models—for example, to predict the behavior of physical, economic, or biological systems.
- To **learn and apply** the basic ideas of probability, chance, and uncertainty.
- To **understand** and apply concepts in algorithms and computer programming.
- To **communicate** quantitative information and mathematical ideas—for example, by constructing and interpreting graphical displays.

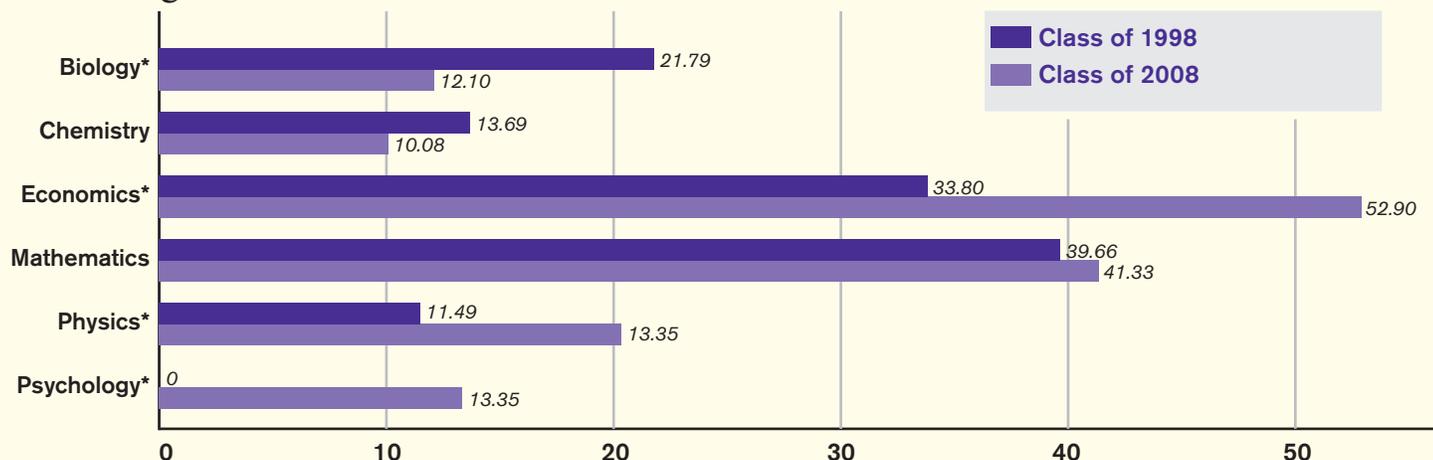
A given QR course probably will not include all of these abilities, but every QR course will engage students in at least some of them. In courses identified with the QR tag, the use of quantitative reasoning must be a major and continuing theme (as determined by CPC). Figure 3.6 shows changes in enrollments in departments that teach QR courses as a result of the QR requirement.

Chairs of departments that teach QR courses were [surveyed](#) [DOC](#) in the 2004-05 school year.

#### ON THE WEB

[8 registrar.kenyon.edu/qr.htm](http://registrar.kenyon.edu/qr.htm)

**Figure 3.6: Percentage of Students Taking Courses in Departments Teaching QR Courses**



\* Indicates statistically significant change across time.

All departments mentioned positive outcomes of the requirement. Some mentioned that they were glad to have the opportunity to increase the exposure of liberal arts students to QR courses. The negative outcomes most frequently mentioned involved issues of student variability and larger than ideal class size. Most departments, however, were coping well with increased enrollments, although introductory laboratory courses seemed stressed in a couple of departments. When asked for solutions to negative outcomes, chairs mentioned the math center as a valuable resource that should be extended to more QR courses. Tutoring budgets were increased in several departments. One chair commented that we should do extensive advertising of QR courses in multiple places so that students see that there are a range of courses that can satisfy the requirement.

Chairs indicated that some new courses were created specifically for the QR requirement. New courses included Chemistry 108 “Solar Energy,” Math 105 “Surprises at Infinity,” Math 108 “Modeling Biological Growth and Form,” Physics 104 “Einstein,” and Physics 109 “Origins.” Since the 2005 assessment, the Mathematics Department has developed two other new courses aimed at students wishing to fulfill the quantitative reasoning requirement: Math 102 “Case Studies in Quantitative Reasoning” and Math 106 “Statistics in Sports.”

The Mathematics Department, however, has since raised concerns about the increase in the number of students who are underprepared for any of the mathematics courses it offers, as well as the level of mathematics support for underprepared students.

The 2005 reviews of the language proficiency and quantitative reasoning requirements focused more on course-enrollment trends and staffing than student learning. If we want to know whether our goals for these requirements are being met, the next step is some kind of direct assessment of student learning resulting from these requirements. Now that we have had the language proficiency and quantitative reasoning requirements for a decade, it is time to look more closely at how well they are accomplishing the goals we set for them. Both reviews raise important questions about student learning. Faculty from biology, economics, chemistry, math, and physics, together with the dean for academic advising and support, met to discuss the QR requirement in fall of 2009. That group recognized that (1) we need better information about the basic high school math skills of students entering QR courses (there was much concern about losing that information if SAT math scores were no longer required), and (2) if some students do lack minimum preparation, we need College resources to help them prepare to be successful in a college-level QR course. These questions provide opportunities for future focused assessments.

### Writing Assessment Results 2009

In the spring of 2009 RAAS decided to examine the quality of our students' writing more closely. The committee chose a **writing rubric** (DOC) and offered departments the incentive of substituting this focused assessment for their annual General Education Assessment Reports (GEARs). Instead of filling out GEARs, a department would agree to use the writing rubric on one assignment in at least three classes (two lower level and one upper level), and report the results to the assessment coordinator. Ten departments participated in the trial: biology, chemistry, classics, dance and drama, English, history, mathematics, political science, psychology, and sociology. Four departments used their Senior Exercise as part of the assessment (chemistry, English, history, and psychology). Participating departments represent all four divisions of the College and so offer a glimpse of how writing is used across the curriculum at Kenyon.

The writing rubric was used to score assignments from 604 papers (32 in fine arts, 227 in the humanities, 179 in the natural sciences, and 166 in the social sciences). For the analyses, students were divided into groups of introductory (students in 100-level courses), intermediate (200- or 300-level courses), or advanced (400-level courses or the Senior Exercise). See the **results summary** (DOC) for more detail. There were statistically significant differences ( $p < .05$ ) found between the three groups on nine of the thirteen skills that were assessed. Generally, the advanced group performed better than the introductory group; however, students generally performed each skill adequately. In Figure 3.7, the mean scores of introductory and advanced courses are shown, where 1 = unacceptable, 2 = marginal, 3 = competent, 4 = good, and 5 = exemplary. An asterisk indicates that there was a statistically significant difference between the three groups' performance of that skill. The three groups did not perform differently on the skills of "integration of sources," "grammatical norms," "diction," and "development of ideas."

Another way to look at the writing rubric data is to note the percentage of students who scored a 1 or a 2, indicating unacceptable or marginal performance. In the introductory group, 59 percent of the papers received no marginal scores, and 13 percent received at least one error; in the intermediate group, 63.7 percent received no marginal scores, and 13.7 percent received one; and in the advanced group 68.1 percent received none and 8.4 percent made one. (See **Writing Rubric Errors Summary** (DOC).)

Figure 3.7: Writing Rubric Results, 2009

	INTRODUCTORY			ADVANCED		
	NUMBER	MEAN	STANDARD DEVIATION	NUMBER	MEAN	STANDARD DEVIATION
Documentation of sources	256	3.56	1	131	3.76	0.93
Introduction	256	3.57	1.02	131	3.75	0.96
Choice of sources	255	3.47	1.07	131	3.76	1.02*
Sentence clarity	258	3.5	1.02	131	4.01	0.89*
Integration of sources	258	3.53	0.98	131	3.86	1.01*
Development of paragraphs	246	3.42	1.04	131	3.79	1.07*
Grammatical norms	253	3.79	0.95	128	3.82	1.03
Diction	253	3.58	0.95	131	3.81	0.95
Voice	238	3.55	0.93	129	3.79	0.86
Conclusion	256	3.61	0.93	131	3.89	0.89*
Use of evidence	125	3.54	1.07	124	3.91	1.06*
Approach to subject matter	123	3.79	1.02	124	3.88	0.96
Development of ideas	146	3.74	1.06	124	4.33	0.82*

Most students in all groups showed at least competent performance across all of the writing skills, but the data suggest that students might not improve much for skills that involve putting thinking together with writing (integration and development). These skills might need further attention from Kenyon faculty. Our curriculum reflects the faculty's belief that students learn how to write throughout their course of study as they apply the skill to particular tasks. Therefore, these results suggest that we can more effectively address the teaching of writing at the level of the department, program, and individual course.

The purpose of the writing assessment was to generate a more focused discussion within the faculty of our students' writing skills and how we teach writing. This conversation began with a **report to the faculty** (DOC) and a discussion at the September 2009 faculty meeting. A follow-up discussion was held in October at a Common Hour forum attended by about twenty-five members of the faculty and staff. While many faculty had reservations about the assessment, citing questions about the variability and reliability of the scores, since instructors rated their own papers, RAAS decided to repeat and refine the writing rubric in 2009-10. Again, departments had the option of assessing writing or doing the annual GEAR report.

More importantly, however, groups within the faculty have begun to respond to the assessment with ideas for improving the teaching of writing at the course level. One interdisciplinary group put together a successful proposal for a **TTT grant** (DOC) (Teachers Teaching Teachers) that included a summer seminar to discuss the teaching of writing across the College, a fall 2010 visit from an expert in the teaching of writing, and a series of cross-departmental teaching collaborations that will support pedagogical development throughout the 2010-11 academic year. Discussion of the writing assessment results have also been held in both the Curricular Policy Committee (CPC) and RAAS. CPC discussed the various ways in which we deliver writing courses, asking how we might better label those courses both for students and for postgraduate programs and potential employees. The College does not keep track of which courses in our curriculum are "writing intentional"—i.e., which deliberately teach writing. It may be a good time to inaugurate such a procedure so that students would be able to track their own progress in writing skills, while the College could better track teaching and learning in that area. RAAS discussed changes departments reported that they were making in assigning writing, especially a trend toward more "incremental writing" assignments that involve interim deadlines (for annotated bibliographies, outlines, and drafts) prior to a final paper. There was even a student editorial in the College newspaper, the *Collegian*, about writing at Kenyon ("**Teach Us to Write** 9"). In preparation for the 2010 retreat on the curriculum, several faculty members raised questions about the teaching of writing, and these will certainly find their way into retreat discussions and subsequent recommendations (see Chapter 2 for discussion of this retreat). We believe that the 2009 writing assessment had the desired effect of initiating productive conversations about the teaching of writing.

### Research Practices Survey (HEDS): 2008-10

In response to observations in the departmental GEARS expressing concern about students' ability to locate and evaluate information, LBIS decided to assess first-year students' research capabilities using the **HEDS Research Practices Survey** (DOC). The Research Practices Survey, developed by and for liberal arts institutions, assesses undergraduate students' experiences, attitudes, and skills in conducting academic research. Kenyon administered it to first-year students in October 2008, getting ninety-one responses (19.8 percent of the class), and again in April 2009, getting ninety-one responses again (forty-two students took the survey both times). In the fall administration, students were asked to reflect on their experiences doing research in high school; in the spring, they were asked to reflect on their experiences at Kenyon. Clearly, the results were limited by the low response rate, but they were still useful insofar as they suggested directions for future inquiry.

#### ON THE WEB

9 [www.kenyoncollegian.com/media/storage/paper821/news/2010/02/18/Opinion/Teach.Us.To.Write-3875378.shtml#4](http://www.kenyoncollegian.com/media/storage/paper821/news/2010/02/18/Opinion/Teach.Us.To.Write-3875378.shtml#4)

Some noteworthy results, focusing on the April 2009 responses:

#### Experiences and Attitudes

- Respondents reported receiving **less instruction on using library and Internet resources** than they did in high school, or than students in other participating institutions.
- Respondents appear to do **fewer assignments requiring a bibliography** of three or more sources than they did in high school.
- After a year, respondents reported **less use of print sources**; they reported greater use of the online catalogue, online databases, and Google Scholar, and lower (but still widespread) use of other popular online sources.
- Most respondents do most of their work on a research project **as the deadline nears**.
- Only about half of the respondents were **required to use a specific citation format** in their first year at Kenyon (down from 89 percent in high school).
- Respondents were more likely to **consult with instructors** on research assignments; rarely did they consult librarians.
- The percentage of respondents who consulted instructors **declined** from 60 percent in high school to 49 percent after a year at Kenyon.
- Respondents were **least confident** about their ability to “organize (research) materials into a logical structure” and “develop a main argument” (this finding is similar to findings in the writing assessment).
- Respondents were **more confident** about using Internet search engines than library catalogues, electronic indexes, or print indexes.

#### Knowledge

- The majority of respondents **did not choose the right answer** on two questions about basic database searching skills: boolean searches and truncation.
- The majority of respondents **understood what citations are and when they are required** (85 percent got it right in the fall; 78 percent in the spring).
- Respondents showed a **basic ability to read citations**.
- Most respondents **correctly identified** the difference between primary and secondary sources.
- Most respondents **could not identify** the term “peer review.”
- Respondents **generally did well** when asked to determine from a list of sources which was “least appropriate” for a paper, tending to describe the reasons for their choice as “whether the source is likely to be scholarly (62 percent, up 10 points from the fall).” The most likely to be rejected was a Web page (66 percent).

The results bear out, in a preliminary way, complaints about student research practices noted in the GEARS over the last few years, but they identify specific areas of focus for both faculty and librarians. They tell us where students may genuinely not understand something (boolean searching, truncation) and where they may just be casual in application (plagiarism, using inappropriate Internet sources). They should encourage faculty to look at how they structure research assignments, and they should generate discussion about productive collaborations between LBIS liaisons and the faculty in teaching research skills. However, we note some caveats: some of the drops registered by the survey may be normal for the transition from high school to the first year of college. Our students were likely to have completed senior projects in high school that involved research, while for some of our introductory courses the pedagogical focus may appropriately be on developing other skills (writing short papers, solving problems, developing critical thinking and analysis). It is for the faculty in each program to determine the appropriate point to introduce research skills. For these reasons, LBIS has decided to do the post-test during the junior year, before students begin their Senior Exercise, in

which research skills are essential.

LBIS repeated this survey with the 2009 first-year cohort, this time offering it during the weeks leading up to Orientation and during Orientation, to increase the response rate. The 2009 survey results are consistent with the findings of the 2008 fall survey, even though the response rate was much higher, 41 percent (N=196). The post-test will be given in spring of 2011.

### **Creativity and Critical Thinking Assessments**

Between 2006 and 2009, Kenyon participated in a three-year grant, “Creative and Critical Thinking: Assessing the Foundations of a Liberal Arts Education,” funded by the Teagle Foundation and designed to develop tools to assess creativity and critical thinking. In year one of the grant, groups of faculty across four colleges in the **Five Colleges of Ohio** (DOC) Consortium (including six faculty members from Kenyon) met to develop and pilot rubrics for both creativity and critical thinking. In year two of the grant, the investigators taught other faculty (including sixteen Kenyon faculty members who had not previously participated) to develop and use rubrics. At the end of the year, both the rubrics they created and the data they collected were analyzed. At the end of year two, participants created a generic rubric designed to measure creative and critical thinking in students. In the third year of the grant, faculty across all disciplines (including ten faculty members at Kenyon) measured student performance using the generic rubric in thirty classes (N = 444 students) across three of the participating colleges. Concurrent with the work of developing rubrics, investigators also developed and administered a survey on creative and critical thinking attitudes and experiences, and conducted focus groups with students and faculty to understand more fully student and faculty perceptions and experiences of creative and critical thinking on our campus (see below, Learning Environment). In all, twenty-six Kenyon faculty members participated in designing and testing rubrics, with many more students and faculty participating in surveys and focus groups.

For the third and final year of the Ohio Five Teagle Project, faculty at three of the participating colleges tested, in thirty-one classes (N = 444 students), the **“generic” rubric** (DOC) that was created at the completion of year two of the grant. Participating faculty were asked to choose an assignment that they felt promoted creative and critical thinking and to measure student performance using the generic rubric. Faculty could select which skills they would measure, and they could use either a cross-sectional design comparing less experienced students with more experienced students, or a longitudinal design examining student performance on an assignment given multiple times in a course. Sixteen faculty members collected data using a longitudinal design (one collected from more than one class), and eight collected data using a cross-sectional design (two collected data from more than one course). For the longitudinal design, data were collected from 242 students in 17 courses. In the cross-sectional set of data there were 18 classes represented, and a total of 266 students.

In the longitudinal data measuring change in student performance across a semester, students improved their work in the areas of completeness, elegance, domain and disciplinary knowledge, and engagement; and the most change occurred among students in interdisciplinary courses. In the cross-sectional data comparing less expert students to more expert, the most reliable differences were that expert students were better at analyzing, using logic, domain and disciplinary knowledge, and explaining. There was no significant difference between the groups’ performance on abstract thinking, generating ideas (fluency), generating ideas (flexibility), elegance, divergence, novelty of work, and evidence of risk taking (see **Year Three Final Report** (DOC) for explanation of terms). The results suggest that it is easiest to document change by assessing the same group of students over time. There was more evidence of change in critical thinking skills than in creative thinking skills, suggesting that the assignments emphasized critical thinking more than creativity.

Throughout the grant period, participants learned much about the kinds of assignments and pedagogy that promote creative and critical thinking, and this information has been shared with

faculty throughout the process of the grant. Two faculty workshops on the topic of “active learning” have focused on strategies to promote creative thinking.

### *Assessment of the Major*

Kenyon students organize their academic work around the central core of a major, as administered by a department or program. The 1995 Outcome Assessment Plan acknowledged the centrality of the major to a student’s course of study by calling upon departments and programs to create assessment plans that evaluate the outcomes of students participating in their courses both as majors and non-majors. Departments and programs at Kenyon have wide latitude to design their own assessments. At the time of the 2000 reaccreditation visit, every department and program that offered a major was required to file a Departmental Outcome Assessment Plan (DOAP) and conduct annual assessments of student learning both for majors and non-majors, reporting the results both to an associate provost and to the Resource Allocation and Assessment Subcommittee (RAAS) of the Executive Committee. Concentrations (interdisciplinary programs similar to minors) that do not offer a major have not been required to participate in assessment. This is largely a practical decision. Programs that offer only a concentration do not generally have their own FTE and, since their courses are largely drawn from courses offered in departments, those courses are already presumably being assessed within their home departments. Concentrations do, however, have periodic external reviews to evaluate their curricula.

In preparation for the 2010 self-study, the Task Force requested that all departments and programs review their existing assessment plan, ensuring that they are complete and that they included:

- A mission statement
- Measurable learning goals expressed in terms of student outcomes
- Direct and indirect measures
- Feedback mechanisms

A complete **collection** **(DOC)** of all departmental assessment plans is available both electronically and on paper in the resource room.

Annually, every department and program that offers a major must file with the Associate Provost’s Office a Departmental Outcome Assessment Report (**DOAR** **(DOC)**) that summarizes the department’s assessment activities for the year. However, in 2002 RAAS, the committee tasked with evaluating and reporting on assessment, decided that the committee would review only one quarter of those reports in any given year. Each year, RAAS examines four years of DOARs for one academic division, rotating over the course of four years through all departments and programs. This change was designed to focus RAAS’s discussions on disciplines with similar curricula and pedagogy, while encouraging departments to take a long-range view of their progress (to look at trends over several years rather than responding prematurely to annual fluctuations). RAAS reports to the faculty their evaluations of divisional DOARs in the FacPac. The committee began in 2003 with the Natural Sciences Division, noting the high quality of the division’s efforts to identify, clarify, and evaluate departmental goals, and to adjust assessment instruments to address those goals. “All departments,” RAAS reported, “took a ‘long view’ of assessment, tracking multiple-year statistics or trends, and not overreacting to the most recent snapshot of their students’ performances.” In 2004, RAAS looked at the DOARs of the Social Sciences Division. Its report noted that the DOARs of the departments in this division lacked clarity in two areas: departments sometimes did not provide the link between learning goals and the instruments used to measure whether or not the goals were achieved, and they often did not link student performance on assessment instruments to the conclusions they reached in their meetings. RAAS exhorted departments to make changes on the basis of trends that develop over several years rather than responding to annual fluctuations that might be anomalous. In 2005, RAAS examined the Fine Arts Division DOARs. Once again the committee concluded that departments were having difficulty linking their judgments and conclu-

sions to the actual performance of students on instruments identified in their assessment plans. RAAS noted that departments often identified problems or successes without mentioning what measurement supported the conclusion. To address these difficulties, RAAS recommended changes to the reporting form. In 2007, RAAS again reviewed the DOARs for the Social Sciences Division, along with the DOARs for the International Studies Program and the Women's and Gender Studies Program, noting revisions to the curricula of these programs that resulted from assessment.

In their 2006 evaluation of assessment, RAAS noted that, for most departments, the Senior Exercise is the primary assessment instrument. However, many departments do not describe how the Senior Exercise is being used for assessment purposes. The determination that students have failed, passed, or passed with distinction the Senior Exercise is not adequate to categorize students' performance, since it obscures the specific knowledge or skills that contributed to the evaluation. RAAS believed at the time that the Senior Exercise could yield more detailed analysis of student learning and urged all departments to clarify the particular features or traits being assessed in the Senior Exercise. They encouraged departments to experiment with rubrics that would distinguish levels of performance on specific learning objectives. Some examples of rubrics used to analyze Senior Exercises can be found on the [assessment Web site](#) <sup>10</sup>.

Departmental Outcome Assessment Reports frequently express a high level of satisfaction with students' overall performance in their majors. While the DOARs work well as the primary mechanism for assessing student learning in the major, often resulting in real and significant changes throughout the College, such reports are most compelling when those accomplishments are correlated with learning goals and accompanied by evidence of this accomplishment.



### Special Assessment Studies Undertaken by Departments

Several departments have, from time to time, used their departmental assessments to answer questions that were particularly important or interesting to them. These focused assessments offer a good model for an ongoing, rolling model of assessment that is sustainable because it grows out of the department's own articulated interests and needs. Below we offer a snapshot of particularly noteworthy or productive projects undertaken by departments as part of their annual assessment.

The Biology Department was interested in the reliability of its assessment measures (Educational Testing Service [ETS] exam and Senior Exercise rubric), so the department looked at how well each instrument correlated with major GPA. A preliminary analysis of the 2005-06 data showed that scores on the standardized ETS exam are better correlated with major GPA ( $R^2 = 0.33$ ) than with the average numerical Senior Exercise score ( $R^2 = 0.23$ ). When the department compared each of the Senior Exercise subcategories to major GPA, it discovered that the written skill measure had by far the highest correlation with major GPA ( $R^2 = 0.61$ ), although it was not highly correlated with ETS score ( $R^2 = 0.19$ ). Regression analysis in 2007-08 further revealed that the ETS exam and the Senior Exercise yield different kinds of information. The ETS score is well correlated with assessment of content comprehension in the Senior Exercise, but is poorly correlated with critical analysis skills. This is consistent with the format of the ETS exam, which tests for content knowledge. An interesting finding is that major GPA is highly correlated with writing skill. It seems that writing skill is by far the best predictor of GPA. This analysis suggested that the department's different assessment measures were reporting different and useful information.

In 2005-06, the Chemistry Department took a step away from the standard GEAR/DOAR report to address broader aspects of department assessment. The chemistry faculty wanted to explore problems they perceived in their Departmental Outcomes Assessment Plan (DOAP). They wrote an official mission statement, developed Primary Trait Analysis for some assessments, developed a plan to record and archive results, and created mechanisms for implementing the ideas that emerge from assessments. During the next year, the department worked on assessing its Chemistry Readiness Test.

The assessment showed there was little correlation between first-year students' background (score on basic chemistry and math questions, math SAT score, and AP chemistry) and their performance in their first chemistry courses, suggesting that success in introductory chemistry was less a function of prerequisite knowledge than it was of study skills and motivation.

By 2008-09, the Economics Department had some serious reservations about its use of the ETS standardized test. Faculty members in the department have for several years been disappointed with the comparison group using the Major Field Test and do not feel that they are learning very much from the national percentiles. In 2009, the department eliminated the Field Test as part of the Senior Exercise. On the other hand, the Modern Languages and Literatures (MLL) Department has expanded the use of standardized tests to evaluate the performance of its majors.

In 2006-07, the Music Department undertook a major overhaul of its jury system, because faculty members were dissatisfied with solo performances by students in the December 2006 juries. The department offered lessons at primarily three skill levels, but only for the Level I lessons were there limits on the amount of credit that could be earned at that level. A statistical look at how students were progressing through the skill levels suggested that a disproportionate number were "parked" at Level II, sometimes for as long as five or six semesters. It was apparent that students' performance skills were not improving as they should have. The music faculty redesigned the jury evaluation sheets to assess progress in student development of individual skills. They wrote new guidelines to define the expectations for each level and to unify expectations across study areas (piano, voice, guitar, etc.). The jury system was expanded to include four skill levels, and the department limited the amount of credit that could be earned at both Level I and Level II. Level IV achievement became a requirement before students could be approved for recitals. The faculty applied these new guidelines in the April 2007 juries. Since then, the department has been generally pleased with the new system. Students, their instructors, and department faculty alike have a better sense of expectations, and it is easier to determine when they are and are not being met.

### **Curricular and Pedagogical Changes Made by Departments as a Result of Assessment**

Departmental assessments have resulted in significant curricular and pedagogical changes. Many, if not most departments and programs, including anthropology, biology, music, history, women's and gender studies, English, mathematics, physics, and dance and drama have made revisions either to the Senior Exercise or to the instructions and expectations given to students about the Senior Exercise.

- The Sociology Department launched a **Senior Exercise "boot camp,"** a required three-hour "basic training" workshop for rising seniors (and rising juniors who will be abroad), to be held during the spring semester. The program includes information on formulating questions, a presentation of a successful Senior Exercise by a graduating senior, small group discussions with three to four students and a faculty member to discuss their ideas, and a panel of seniors giving advice and answering questions about the Senior Exercise process. The goal is to provide students with clearer guidelines and expectations about Senior Exercises and to get students thinking about their ideas during the spring of their junior year rather than waiting until the fall of their senior year.
- Based on departmental assessments, the Music Department has added a **written comprehensive exam** to the previously established components of the Senior Exercise, to ensure that students are retaining what they have learned from earlier coursework.

Most departments have reported that changes they have made improved student performance in the Senior Exercise. Other departments and programs—including chemistry, English, psychology, sociology, women's and gender studies, and modern languages and literatures—have either developed new rubrics for the Senior Exercise or revised older ones.

Curricular changes that have emerged from assessment include both new courses and new requirements.

- The Anthropology Department added ANTH 465 “History of Anthropological Thought” as a **senior seminar for majors**, after concluding that students did not have a sufficient background in theory to understand their assumptions and what questions they should ask in research.
- The English Department has for several years been working on **expanding its students’ understanding** of the range of approaches to literary study, attempting to integrate theory into its curriculum earlier and more often, and adding a specific requirement for at least one class in areas designated as “Approaches to Literary Study.”
- The Modern Languages and Literatures (MLL) Department has made changes in the **second-language requirement for majors** and is working on adding a senior seminar as well as a course on methodologies for research in MLL. A reworking of the area studies major by MLL in 2005-06 and 2009 sought to help majors gain greater understanding of area studies secondary fields through an adequate cross-cultural and interdisciplinary exposure.
- The History Department notes that the addition of a **Senior Research Conference** has fostered a greater degree of “professionalism” in interactions with peers and instructors, as well as self-confidence and esteem, even in weaker students. Faculty members discussed more integrative approaches to teaching different sections of core courses like “Practice and Theory” and the Senior Seminar, which they believe will be aided by a more consistent presentation (in syllabi and in class) of the learning goals of these classes.

Pedagogical changes have been made in several other departments as a result of assessment activities.

- The Chemistry Department used **assessment results** to specify “core content and skills” for its two-semester Introductory Chemistry Lab sequence. The department also developed a plan to teach writing more systematically and to emphasize certain aspects of scientific communication at particular levels of the curriculum.
- The Economics Department noted that the **addition of the quantitative requirement** that majors must fulfill, in either the econometrics or empirical methods course, has resulted in improvements in students’ ability to use and interpret economic data.
- The History Department is working with LBIS to **design a series of required library workshops** to be offered at the beginning of each semester. One will address basic research strategies and search engines; another will focus on how to identify and evaluate material on the Web.
- The Mathematics Department has been **stressing writing skills** at all levels. To improve students’ skills of reading mathematical literature critically, the department experimented with requiring a three- to four-sentence précis for each of the major proofs in an assigned reading. Faculty members have also been reviewing textbooks in their courses.
- The Physics Department began **targeting work on writing in its laboratories** throughout all four years, which seems to have led to improvements in students’ skills. Student presentation skills overall have improved following the addition of oral presentations in the Advanced Laboratory class (PHYS 480-481).
- The Political Science Department made changes to its Junior Honors Seminar to place **greater emphasis on research design and research skills**, to boost the number and preparedness of honors candidates. Faculty members believe this can serve as a model for other seminars in the department. Their exit surveys of seniors revealed a desire on the part of students for more

integration of theory and practice and more geographic diversity in the department's offerings (e.g., Asia, Africa, and the Middle East), as well as an enthusiasm for the option of taking the senior exam on computers.

### Some Concerns Raised by Departmental Assessments

The Sociology Department noted that students studying abroad (about 50 percent of majors) are missing important core courses prior to their Senior Exercise. It further noted that some students shy away from empirical work because they feel that the Collaborative Institutional Training Initiative (CITI) and Institutional Review Board process for human subjects is too onerous. The Dance and Drama Department expressed a concern that students do not read broadly, suggesting that breadth might be articulated as a College general education goal. Several departments—including economics, political science, music, and mathematics—expressed concerns about students' abilities to synthesize information, theory and practice, or theory and data. The Music Department noted that a "small percentage of students drift through the program without demonstrating the synthesis we want our students to have." Integration and synthesis are learning goals we believe merit attention at the collegiate level.

### Periodic External Evaluations

In 1993 the faculty enacted a mandatory system of regular external reviews. The purpose of these reviews is to promote excellence in fulfilling the instructional mission of the College. Evaluators are asked to scrutinize the fidelity of departmental work to the department's and the College's mission, and to review the shape of the department's curriculum, the design of the major, enrollment patterns, staffing plans, ambitions for the future, adequacy of resources, and adequacy of other institutional support. Periodic external review provides an external validation that the methods, curriculum, pedagogy, and assessment of the department are current with the best practices in the field. It provides an opportunity for departments to seek advice from experts in the field. For each review, the Provost's Office invites an evaluation team consisting of two academic scholars trained in the relevant discipline, at least one of whom is affiliated with a liberal arts college. The department writes a self-study prior to the visit by the external evaluators. After the evaluators submit their report, the department is invited to write a response to that report. **Guidelines and a schedule of reviews** <sup>11</sup> may be found on the Web site of the Provost's Office.

In general, external evaluators have been very positive about the quality of departmental programs and faculty. But they have also offered productive insights about curricular and pedagogical issues that departments have thoughtfully considered and used in planning changes. Some examples:

- **Anthropology's review** **DOC** precipitated a four-year curricular overhaul that will examine two issues: the progression of courses from introductory to upper levels, and the inclusion of methods courses that prepare students for more advanced work in the field.
- After **Biology's 2007-08 review** **DOC**, the department redesigned the three-semester introductory sequence, reducing it to two sequential courses, to encourage synthesis and integration, organizing the courses around the themes of energy (BIOL 115) and information (BIOL 116). The department adjusted its major requirements accordingly, balancing the decrease in major requirements by adding a sixth upper-level course, and requiring that majors take at least one 300-level (literature based) course to graduate.
- **Chemistry's 2006-07 review** **DOC** focused on ways to strengthen the department's student research culture, including recommendations to expand the existing summer faculty-sponsored research programs. On the recommendation of the reviewers, the department also created a three-year graduation plan to allow students more flexibility to start the major late or to travel abroad.

#### ON THE WEB

<sup>11</sup> [www.kenyon.edu/x12015.xml](http://www.kenyon.edu/x12015.xml)

- **Sociology's 2008-09 review** (DOC) praised the department's curriculum but recommended that faculty pay some attention to the relative lack of sequencing within the major, suggesting they offer greater depth in fewer areas to prevent students from being spread too thin. The department's contributions to interdisciplinary studies, while beneficial both to individuals and the department, ran the risk of pulling faculty out of the department's own curriculum.
- In response to **its 2007-08 review** (DOC), the Music Department made changes in course offerings to create a better balance between introductory music courses and upper-level offerings. In addition, the review resulted in a discussion of the applied music program, in particular the cost of private instruction and compensation to adjunct music teachers.
- While the Economics Department did not agree with its **2006-07 reviewers** (DOC) about the need to create its own introductory statistics class, the faculty did agree to reduce the amount of overlap between MATH 106 "Elements of Statistics" and ECON 205 "Empirical Economics" as currently constructed, and to spend more time in ECON 205 on linear regression. They also added an intermediate theory course prerequisite to some electives and seminars. While desiring to increase the amount of mathematical analysis in intermediate courses, the department stopped short of requiring calculus of its majors in the belief it would negatively affect enrollments.

### 3b. Kenyon values and supports effective teaching.

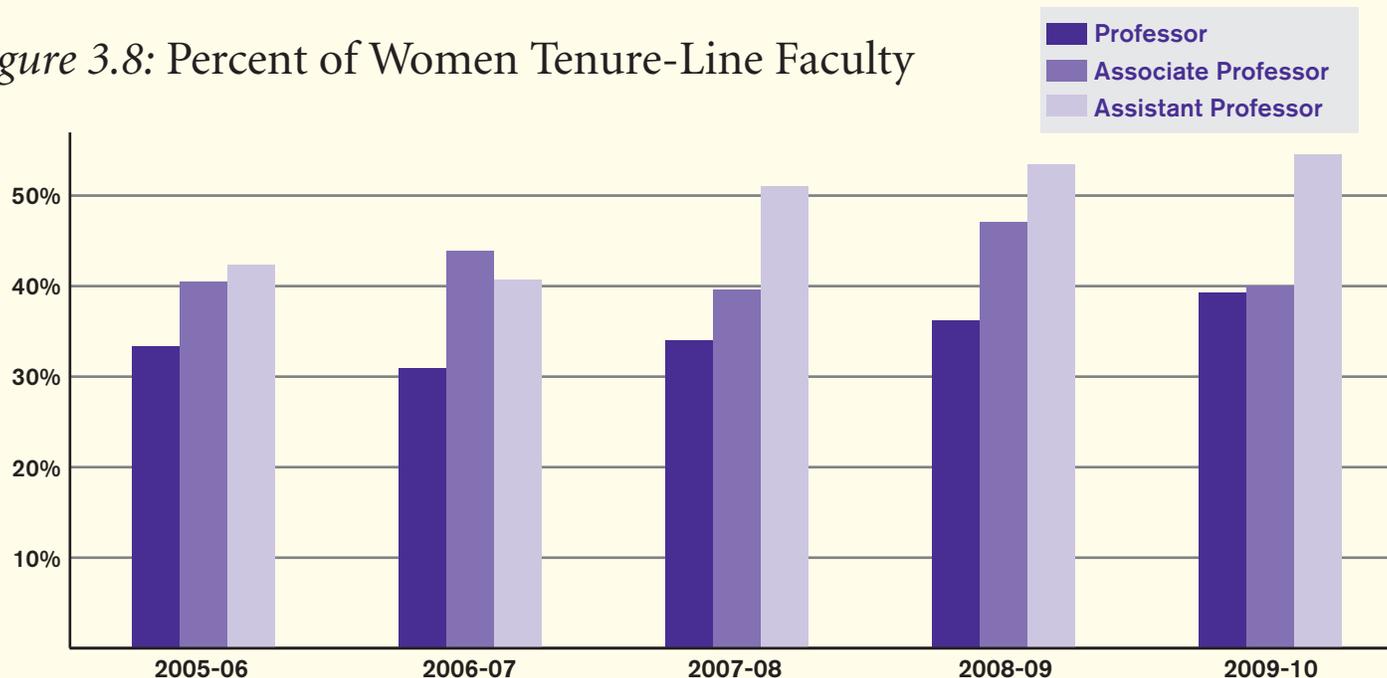
#### QUALIFIED FACULTY DETERMINE KENYON'S CURRICULAR CONTENT AND STRATEGIES FOR INSTRUCTION

Faculty at Kenyon are well qualified in their areas of specialty. In 2009, 98 percent of **full-time faculty** (DOC) and 91 percent of all faculty held a doctorate or other terminal degree. Kenyon faculty hold doctorates from more than sixty different institutions of higher learning. The number of faculty holding terminal degrees has remained constant over the last two decades, with only minor fluctuations. The 2000 self-study reported the percentage of full-time faculty with terminal degrees as 96 percent, while the 1990 self-study reported 98 percent (2000 Self-Study, p. 30). Our faculty members understand and are committed to a liberal arts model of education. Fifty percent of the faculty received their bachelors' degrees from small liberal arts colleges similar to Kenyon (faculty database). From the **2008 HERI survey results** (DOC), we know that 93 percent of faculty agree that it is an important goal for undergraduate education to "instill a basic appreciation of the liberal arts."

Our hiring and review processes are designed to recruit and retain qualified faculty who are dedicated to and excel in teaching. Every candidate who interviews for any position (tenure-track, visiting, and postdoctoral) meets with students and is required to do a teaching demonstration as part of the interview process. Students provide formal feedback to the search committees on their interactions with candidates. Often these take the form of surveys completed by students attending the teaching demonstration. In addition, search committees include a voting member from outside the department who represents collegiate interests in the hire. Finally, candidates meet with members of the community outside the department who have no evaluative input into the search so that the candidate can talk frankly with them about community life. All of these practices are designed to assure the best fit between individual faculty hires and the College. They are designed to ensure that the faculty we hire will be tenurable.

Figures 3.8-3.10 focus on faculty demographics. The numbers of women on the faculty have grown slowly over the last decade. In 2000, women represented 40 percent of the faculty; in 2010 they make up 45 percent. Figure 3.8 shows the distribution of full-time women faculty by rank for the last five years. The number of women at all levels decreased during the middle of the decade; as we sought

Figure 3.8: Percent of Women Tenure-Line Faculty



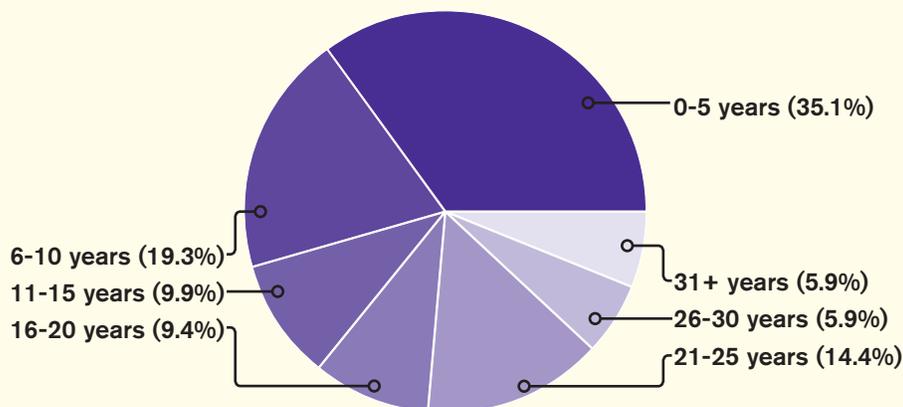
to increase the diversity of our faculty, we seemed to be less vigilant about gender equity. This is most clearly seen in fluctuations at the associate professor level. In 2006-07, for the first time ever, the percentage of associate professors was higher than the percentage of assistant professors. Since 2007, we have made corrections that have resulted in increases in the number of women at the assistant professor rank, which should over the next decade trickle up to other ranks.

The question of support for mid- and late-career development has been a collegiate issue for the last decade—not surprisingly, since, as Figure 3.10 illustrates, 44 percent of our faculty are over fifty. In 2003, the Associate Provosts’ Office administered a survey to tenured faculty about issues specific to mid- and late-career development. One of the most important findings was that faculty members nearing retirement felt that they needed help in planning this new stage of life. Their concerns went well beyond questions about managing financial resources (although this issue certainly arose). These faculty members imagined a gradual, years-long slowing down rather than a sudden end, wondered about continued contact with the College in various capacities, and wished for discussions with retired colleagues about what lay ahead in personal terms. Items of particular interest to mid- and late-career faculty were time and money to carry out scholarship, including release time to pursue research,

research funds or grant supplements, year leaves, and sabbaticals at full pay.

A GLCA Academic Leadership and Innovation Institute (**GLCA-GALI (DOC)**) grant in the fall of 2007 funded a series of campus discussions about aging in academe, designed to produce innovative ideas for making age transitions in careers and to provide more productive interactions between junior and senior faculty in the academic context. Workshops were held in March 2008 and October 2009. Those attending evinced the most interest in the following areas: (1) evolving lifetime ca-

Figure 3.9: Faculty Years of Service, 2009-10



reers in teaching and professions through intra- and interdisciplinary opportunities; (2) diversifying paths to full retirement in the final professional decade; (3) making use of resources in our larger community and sharing knowledge across age groups. A follow-up GLCA New Directions Initiative (GLCA-NDI) workshop is in the planning stages; it will elaborate mechanisms for growth and learning in mid- to late-career faculty and staff.

Over the last decade, our faculty has steadily and deliberately become more diverse and more international, the result of initiatives described more fully in Chapter 1.

Ninety-four percent of our faculty is tenure-line. We rely very little on visiting and adjunct appointments—mostly, they serve as sabbatical replacements and cover occasional staffing shortfalls. We treat visiting faculty well. We try to give visitors multiple-year appointments by bundling sabbaticals. Visiting faculty enjoy most of the privileges of tenured and tenure-track faculty: they are eligible for Individual Faculty Development Accounts (IFDAs), faculty development monies, and College housing; we buy materials in the library for them; they receive offices, computers, competitive salaries, a benefits package, and relocation funds. Thirty-one percent of our current tenure-line faculty began as visitors and had their positions converted to tenure track.

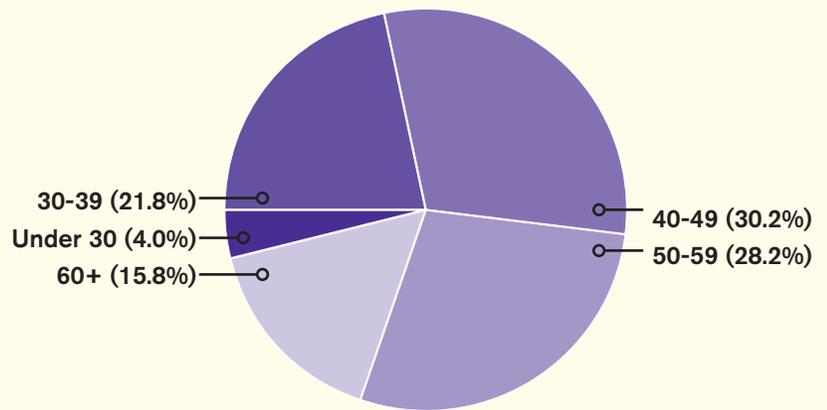
The *Kenyon College Catalog* clearly states that Kenyon faculty set the policies and regulations governing the College curriculum. That oversight is realized primarily through the ongoing work of two faculty committees: the Curricular Policy Committee (CPC), which oversees the College curriculum and approves new programs and courses, as well as changes to existing programs and courses; and the Committee on Academic Standards (CAS), which oversees the College’s various academic regulations and policies. In addition, major changes to academic programs and regulations, such as the creation of a new major or concentration or of a new regulation, like the Withdraw Late option, must come before the entire faculty at a regular faculty meeting for discussion and vote. Departments and programs exercise control over their own curricula and majors, subject to approval by CPC. Similarly, individuals generally determine the content and instructional strategies for their own courses, although all new permanent additions to the curriculum must be approved by CPC.

### KENYON EVALUATES TEACHING AND RECOGNIZES EFFECTIVE TEACHING

For most of the last decade, the criteria for evaluating Kenyon faculty have remained relatively unchanged. Teaching excellence is the sine qua non for retention and advancement at the College, supplemented by ongoing engagement in scholarly or artistic work and in meaningful participation in the life of the College and its community. Our review process rewards teaching excellence by weighing the assessment of teaching at roughly 60 percent, while scholarly and creative work is weighted at 30 percent, and service to the community at 10 percent. While the criteria for evaluation have changed little over the last decade, in 2003-04, the Faculty Affairs Committee undertook a re-evaluation and overhaul of the **procedures** [DOC](#) for faculty review.

As part of its review process, the College evaluates teaching at the course level, at the departmental level, and at the institutional level. Faculty members’ teaching is regularly reviewed by students, by their departmental and non-departmental colleagues, by the Tenure and Promotion Committee (TPC), and by the provost. In the course of a career, a faculty member is mentored in his or her first two years, undergoes a pre-tenure review in the third year, and receives a tenure and promotion review in the sixth. Tenured faculty members have a faculty performance review (FPR) every seven years,

Figure 3.10: Faculty Age Range, 2009-10



and they are eligible to undergo a review for promotion to professor at some point between their seventh and twelfth year in rank. The procedures for evaluation of teaching in all reviews are parallel. All reviews except FPRs are handled by TPC, which makes recommendations to the provost and the president. Tenure and promotion are conferred by the Board of Trustees.

### *Student Evaluation of Teaching*

At the course level, faculty instruction is evaluated by a standard form. In 1999, the faculty adopted a standard course evaluation form that would be required of all faculty and summarized for use in all faculty reviews. This evaluation system went into effect in 2000-01. The **current form** (DOC) includes nine broad statements. There is currently no provision for student comments; results are presented in a scatter sheet. Instructors are free to supplement the College form with their own forms, but these instruments do not become part of the faculty member's official dossier and are not considered in formal reviews. To provide for narrative evaluation from students, letters evaluating teaching are solicited from a prescribed number of students for every review. Figure 3.11 shows the number of letters solicited for each review and the number required to complete the dossier. A portion of the letter writers are selected by the member under review; the rest are chosen randomly from past and current students by an associate provost. An **electronic form** (12) is provided for these letters.

The 1999 legislation on course evaluation called for a review of the course evaluation system in three years. This review was done as part of the 2003-04 Faculty Affairs Committee (FAC) evaluation of the review system. After its review, FAC concluded that, while course evaluation forms were useful as summative reviews, helpful in identifying trends in a faculty member's teaching over time, faculty and students alike complained that they offered little formative feedback in the way of narrative comments. The committee recommended moving to an online course evaluation system that included both scaled and narrative questions (see **FacPac March, 2004** (DOC)). The new online course evaluation system would replace the randomly chosen student letters (half of the total requested) that had been used to evaluate teaching, but some student letters were retained for the purposes of soliciting longitudinal feedback that is not easily obtained from single course evaluations (multiple courses, advising, mentoring, honors, etc.).

After two years of using this system, FAC re-evaluated it, concerned about low participation rates by students, the random order in which discursive comments were reported, the uncivil nature of some student commentary, and problems with evaluating team-taught courses. (In the 2005 HERI survey, only 26.9 percent of the respondents agreed that the recently refined system of course evaluation was adequate). As a result, FAC proposed that the College return to the old system of student letters supplemented by non-narrative course evaluations, and the motion passed in the faculty meeting. However, some faculty members and students continue to feel that the new system was never really given a fair chance and that solutions might have been found to the difficulties encountered in the first years. There is still support among the faculty and student body for narrative feedback in student evaluation, especially since neither faculty under review nor their departments are allowed to see

or respond to the student letters. All members of TPC for 2007-08, 2008-09, and 2009-10 agreed that narrative course evaluation was lacking. The outgoing chair of TPC has asked FAC to take up the question of narrative student evaluations once more. One of the associate provosts has begun researching online evaluation products.

### *Mentoring and Peer Evaluation of Teaching*

Legislation passed by the faculty in 2004 replaced the summative First Reappointment Review (which formerly happened in the faculty member's second year) with a two-year mentoring program that is

#### ON THE WEB

(12) [forms.kenyon.edu/stufacreview](http://forms.kenyon.edu/stufacreview)

*Figure 3.11: Student Letters for Faculty Review*

REVIEW	LETTERS SOLICITED	LETTERS REQUIRED
Pretenure	10	8
Tenure	10	5
FPR	20	8
Professor	10	5

entirely formative. The new faculty mentoring program brings together recently hired faculty (including visiting faculty) with more experienced colleagues who provide advice not only about teaching but also other aspects of college life. The mentoring committee, chosen by the new faculty member by November of his or her first year, is normally composed of the department chair, a tenured member of the department, and at least one other member of the faculty, usually not a member of the same department or program. The mentoring group is responsible for providing regular feedback to the new faculty member in all three areas of evaluation: teaching, scholarship, and citizenship. At the end of each year, the committee meets with the faculty member to provide feedback and sends a letter to the provost describing this meeting. Nothing said at the meeting or included in the letter to the provost becomes part of the faculty member's pre-tenure review dossier. The formative relationship encourages the mentoring committee to be as frank as possible. Providing a mentoring committee rather than a single mentor gives new faculty access to advice from several perspectives and offers a greater chance that at least some mentoring will continue beyond the first two years. In addition, the new faculty orientation and a monthly lunch table for new faculty, led by the McCoy Chair, provide ongoing support during the first year of teaching, and often beyond.

Observation of colleagues' teaching has long been a part of the review process. For each review, the faculty member's teaching is observed by individuals within the department and at least one individual from another department. Evaluations of teaching are collected in letters written by designated individual faculty members, as well as in a departmental letter written and signed by all tenure-line members of the department. The evidentiary basis for the departmental evaluation of teaching includes course evaluation and department colleagues' observations. Both individual letters and the departmental letters become part of the member's official dossier, which is the primary evidence TPC draws upon to make its recommendations.

The Tenure and Promotion Committee continues to enjoy the confidence of the faculty. Most express gratitude for the care and thought with which the committee handles its work. The committee has handled up to twenty-six cases in the course of a year's deliberations. In fact, one accomplishment of the 2003-04 revision of evaluation procedures was to spread the committee's work out over the whole year by readjusting deadlines. Currently, the committee meets twice weekly for most of the year, and a great deal of additional time is required to read dossiers and write letters. Despite the intensive nature of the work, most faculty members who serve on TPC find the work extremely rewarding.

### *Tenure and Promotion Rates*

Between 1995 and 2009, there were eighty-nine pre-tenure reviews, seventy-two tenure reviews, and forty-nine reviews for promotion. The academic year 2007-08 stands out as the most anomalous, with ten pre-tenure and fourteen tenure reviews. Percentages of successful reviews are high across these years (95.88 percent). Before the Tenure and Promotion Committee was instituted, specifically in the years 1986-1995, the rate of successful pre-tenure review was 96.61 percent, for tenure reviews the rate was 94.23 percent, and for promotion it was 97.87 percent (96.20 percent across these three reviews). Since the TPC has been operating, specifically from 1995-2009, the rate of success for the pre-tenure review was 93.33 percent, for tenure 97.22 percent, and for promotion 91.84 percent (94.31 percent across all reviews). (See [Tenure and Pre-tenure Review Chart \(DOC\)](#).) These very high percentages of successful reviews might suggest that the review process fails to ensure that high standards are met. However, our experience has taught us that the College's standards, especially for teaching, are high. The process of reviews is thorough and effective. Negative reviews are traumatic for the department involved, for the faculty, and for the community. For that reason, we hire very carefully, looking quite intentionally for strong teachers and, through both formal and informal mentoring, help those faculty members improve their teaching. On occasion, individuals have been counseled to resign rather than wait for a negative review.

### *Faculty Attitudes toward Review*

While the HERI faculty survey, administered both in 2005 [DOC](#) and 2008 [DOC](#), does not ask specific questions about the review process or the Tenure and Promotion Committee, results suggest that the faculty is generally satisfied with the current system of faculty reviews. In the 2008 survey, 91.2 percent of respondents agreed that the criteria for advancement and promotion are clear (up considerably from 2005, when only 80.2 percent agreed); 93.9 percent agreed that their department values their teaching (97.2 percent in 2005); 62.3 percent of respondents felt that faculty are rewarded for being good teachers. Significantly, however, women who are full professors were the group least likely to believe that faculty are rewarded for being good teachers ( $M = 2.21$  on 4-point scale), while male full professors were the most likely to believe the same ( $M = 2.76$ ). And while 79.8 percent of the faculty believe that their department does a good job of mentoring new faculty, associate and full professors are more likely to agree with this statement ( $M = 3.07$  and  $M = 3.45$  respectively), while assistant professors are least likely to agree ( $M = 2.91$ ). Respondents cite the review and promotion process as a source of stress more frequently than our comparison group. In 2005, 59.3 percent of the respondents described the process as stressful, compared to 44.2 percent of our peer institutions. In 2008 that number had dropped to 54.4 percent (against 44.2 percent of our peers). Not surprisingly, assistant professors are likely to find the process more stressful ( $M = 2.98$  on a 4-point scale) than associate ( $M = 2.64$ ) and full professors ( $M = 2.20$ ). A [survey DOC](#) designed to assess junior faculty's work-related quality of life by the Collective on Academic Careers in Higher Education (COACHE) showed that our untenured tenure-track faculty had more confidence in the system compared to faculty at our peer group colleges (Barnard, Davidson, Denison, Hamilton, and Macalaster). Our faculty rated more highly than our peers the clarity of the expectations for performance as a teacher, the clarity of the tenure process, and the clarity of the criteria for tenure. While they did not rank reasonableness of the expectations for performance as a teacher quite as highly as our peer institutions, they nonetheless rated it fairly high ( $M = 4.22$ ). In fact, among the items most frequently cited as the best aspects of working at Kenyon were (in order) the quality of undergraduate students (one), support for teaching (eight), tenure requirements (eight), and the tenure process (eight). These results suggest that even junior faculty who feel most stressed by the review process find it clear and effective.

### *External Constituencies*

External constituencies express high levels of satisfaction with Kenyon faculty. **Parents who were surveyed** [DOC](#) for reaccreditation rated the quality of teaching at Kenyon very high. On a 5-point scale, where a higher score indicates more agreement, parents strongly agreed that there was a high quality of teaching ( $M = 4.60$ ) and that their student had good access to instructors ( $M = 4.71$ ). In the 2007 alumni survey data, also using a 5-point scale where a higher score indicates more agreement, alumni rated the "Quality of the Faculty" with a rating of  $M = 4.62$ .

### *Teaching Prizes*

Kenyon also rewards outstanding teaching, most publicly through two major teaching awards. The first, the Trustee Teaching Award, established in 1999-2000 by the College's Board of Trustees, recognizes and rewards two members of the Kenyon faculty for exemplary teaching informed by creative scholarship. Each year one award is given to a senior tenured faculty member who has been teaching at Kenyon for at least ten years, and one to a tenured or tenure-track faculty member who is in his or her first ten years at Kenyon. The awards, which carry \$5,000 stipends, are intended to promote excellence by providing increased visibility for the College's most talented teacher-scholars (see [past recipients](#) [13](#)). In addition, in 2001, the Mrs. Giles Whiting Foundation awarded Kenyon College a grant to support outstanding teaching in the humanities (defined to accommodate all fields covered by the National Endowment for the Humanities, including those residing in departments not

#### ON THE WEB

[www.kenyon.edu/x11992.xml](http://www.kenyon.edu/x11992.xml)

traditionally included in the humanities). The purpose of the Whiting Awards is to support the research and scholarly writing of junior, tenure-track humanities faculty who have exhibited excellence in teaching. To that end, the only criterion in the selection process is teaching excellence, even though the awards are designed to support scholarship. The College awards one Whiting Teaching Fellowship recipient a full-year junior leave to pursue a scholarly project, including a \$10,000 travel and research fund, and full replacement in the department. Whiting Summer Scholarship Stipends and Whiting Research Grants offer up to \$6,000 to support the research activities of outstanding teachers (see Web site for a list of past [Whiting Award winners](#) <sup>(14)</sup>).

**ON THE WEB**

<sup>(14)</sup> [www.kenyon.edu/x12000.xml#x50664](http://www.kenyon.edu/x12000.xml#x50664)

**KENYON SUPPORTS PROFESSIONAL DEVELOPMENT DESIGNED TO FACILITATE TEACHING SUITED TO VARIED LEARNING ENVIRONMENTS.**

Although there is appropriate overlap between faculty development for teaching and for research, for the purposes of this study we will treat these funds separately, considering faculty development for research in Chapter 4. Kenyon faculty members have access to several resources designed to foster pedagogical innovation. Two grant programs available to all faculty on a competitive basis reflect the College’s commitment to creative, innovative teaching. The Teaching Initiative Grant was first established in 1993. Teaching Initiative Grants provide funds to support members of the faculty in developing new courses and for enhancing teaching methods and strategies in existing and new courses. Grant monies may be used to restructure existing courses, and to research and obtain materials for the development and implementation of new courses, including attending or organizing workshops or other events that enhance teaching. Figure 3.12, summarizing the distribution of funds from 1999-present, shows that the demand for these funds is much higher than the College can provide. Since 2004, the Faculty Affairs Committee, which awards the grants, has not been able to fund every proposal, and rarely can all proposals be funded at the level requested.

The Teachers Teaching Teachers (TTT) program was launched in 2007 with a \$600,000 grant from the Andrew W. Mellon Foundation. This three-year program provides support for teams of two or more faculty members who span different disciplines or programs and share a common objective. TTT grants are intended to expand and improve the interdisciplinary content of courses, provide opportunities for interdisciplinary teaching and learning outside of courses, or provide opportunities to refine pedagogy at Kenyon through collaboration with faculty members outside of one’s own discipline. Unfortunately, it is not clear at this time whether this funding will continue beyond the end of the three-year grant in 2010.

The McCoy-Bank One Distinguished Teaching Chair was established in 1998 with a \$1.5-million

*Figure 3.12: Teaching Initiative Grants*

YEAR	ALLOCATION	NUMBER OF APPLICANTS	REQUESTED	NUMBER OF AWARDEES	GRANTED
1999-2000	\$71,770.00		\$189,128.10		\$72,186.95
2000-2001	\$74,641.00	14	\$130,209.00	14	\$74,363.00
2001-2002	\$78,373.00	6	\$65,031.81	6	\$64,441.81
2002-2003	\$78,373.00	11	\$107,143.70	11	\$78,373.00
2003-2004	\$78,373.00	9	\$71,243.00	9	\$71,243.00
2004-2005	\$86,210.00	20	\$146,403.48	17	\$86,210.00
2005-2006	\$80,000.00	14	\$99,728.64	13	\$85,086.00
2006-2007	\$82,000.00	15	\$172,592.30	11	\$79,500.00
2007-2008	\$81,500.00	11	\$99,503.54	7	\$73,503.74
2008-2009	\$83,538.00	11	\$103,497.00	10	\$81,306.00
2009-2010	\$83,538.00	9	\$33,888.34	9	\$33,888.34

Figure 3.13: Distribution of Teachers Teaching Teachers Grant Funds

YEAR	ALLOCATION	NUMBER OF APPLICANTS	REQUESTED	NUMBER OF AWARDEES	GRANTED
2007-2008	\$110,000.00	10	\$107,807.26	10	\$107,807.26
2008-2009	\$110,000.00	8	\$107,820.00	6	\$74,484.00
2009-2010	\$110,000.00	6	\$125,439.00	5	\$91,047.00

ON THE WEB

15 [www.kenyon.edu/x11996.xml](http://www.kenyon.edu/x11996.xml)

gift from former trustee chair John B. McCoy and the Bank One Corporation, with the goals of providing a mentor for new faculty and of fostering excellence in teaching at Kenyon. It was established as a position that rotates every four years. Thus far, there have been **four incumbents** 15. The Bank One Professor participates in new faculty orientation and holds monthly lunch discussions on a variety of pedagogical topics for faculty in their first two years at the College. Each faculty member who has held the chair has put his or her own stamp on it. The current incumbent, Judy Holdener, has been quite active in sponsoring a variety of events to facilitate faculty discussion about teaching, from “CrAZY Things that Faculty Do in the Classroom” and “Students Teaching Students: A Panel-led Discussion of Collaborative Learning,” to “The Socratic Method of Teaching” and “The Design and Delivery of Effective Lectures.” These panel discussions, appealing to the variety of teaching styles at Kenyon, are an effective means of engaging faculty in discussions about pedagogical practices and might serve as a model for promoting faculty engagement with pedagogy that works on our campus. These activities do not require a large investment of time from the faculty.

More ambitious was the day-long workshop Holdener organized on “Promoting Critical Thinking and Creativity through Cooperative Learning,” led by Barbara Millis, the director of the Teaching and Learning Center at the University of Texas at San Antonio. Approximately forty faculty members attended the workshop, which took place a week after the end of classes, just before graduation. The feedback on the workshop was very positive. Faculty were most appreciative of the concrete ideas they received on how to create effective team-based learning environments in their classes. This workshop was funded by the McCoy Chair, supplemented by funds from a three-year grant awarded to the Five Colleges of Ohio Consortium by the Teagle Foundation. While the stated outcome of the grant was to develop tools to assess two fundamental and related outcomes of a liberal arts education—creativity and critical thinking—the grant was also intended to explore a better understanding of the environments and pedagogies that best promote these outcomes.

The success of these McCoy programs suggests that the faculty is willing and even eager to extend their repertoire of pedagogical practices and to participate in programs that promote teaching skills. Yet results of the HERI survey are contradictory in this regard. In 2005, 63.5 percent of the faculty said they had participated in a faculty development program. In 2008, the question was asked somewhat differently, and only 46 percent of the respondents said they had participated in a teaching enhancement workshop (compared to 62.7 percent at our peer institutions). Faculty members are more likely to have participated in development programs that relate to their disciplinary specialization than in those related to pedagogical innovation. It is unclear, however, whether Kenyon faculty are uninterested in pedagogical programs or whether they simply have less opportunity than faculty at peer institutions to participate in such programs. The success of the 2009 teaching workshop suggests that the College needs to create more opportunities for faculty to learn about and discuss innovative teaching techniques. Here is an area in which assessment might feed into faculty development, fostering lively and productive discussions about effective pedagogical practices.

Many Kenyon faculty members increase their understanding of the research on teaching and learning by publishing on the **scholarship of teaching** DOC and learning. Over their careers, Kenyon faculty collectively have published six books and forty-eight articles on the scholarship of teaching.

### 3c. Kenyon creates effective learning environments

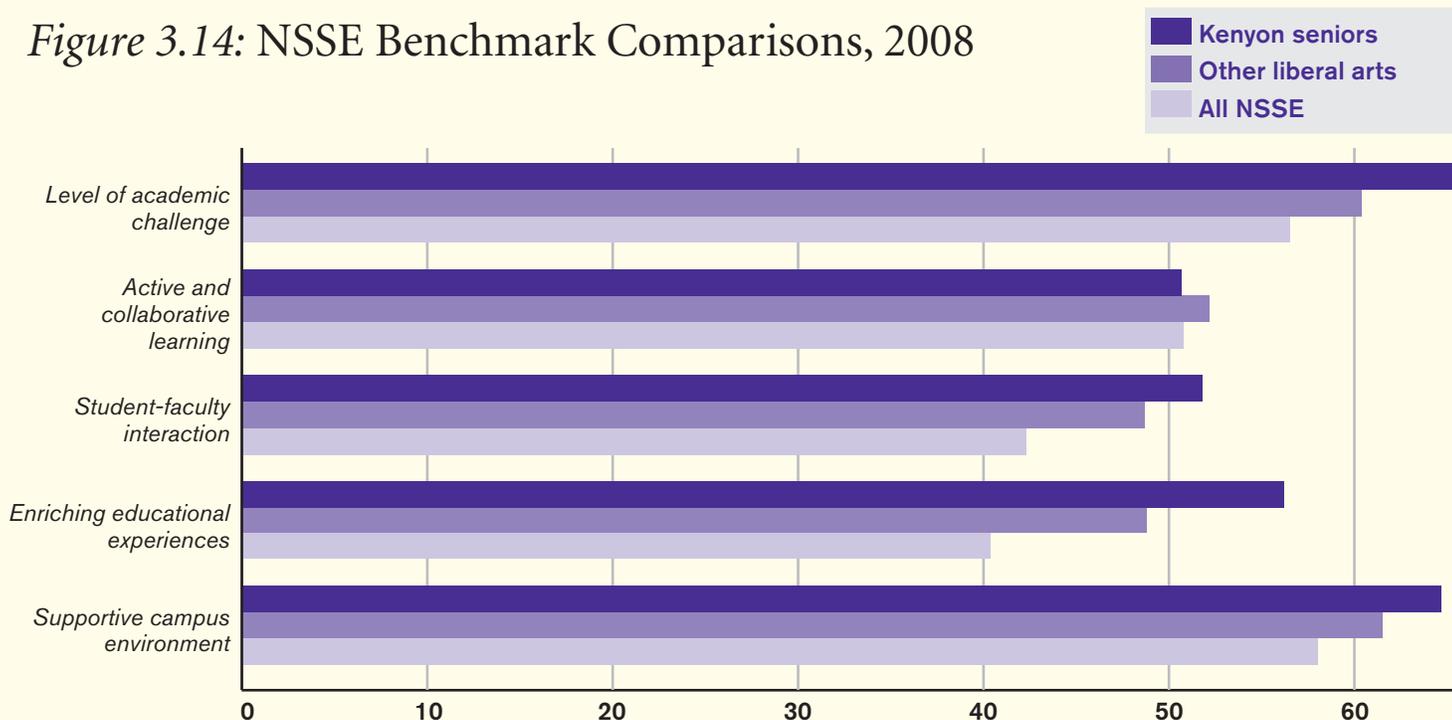
The Kenyon College mission statement affirms: “To be a residential college means more than that the College provides dormitory and dining space for its students. It argues a relationship between students and professors that goes beyond the classroom. It emphasizes that students learn and develop, intellectually and socially, from their fellows and from their own responses to corporate living.” This section documents the College’s commitment to learning both inside and outside the classroom—in residence halls, dining halls, on athletic fields, in the Knox County community, and anywhere else our students form relationships. We examine how the College provides and evaluates the environment and resources to support that learning.

#### ASSESSMENT RESULTS INFORM IMPROVEMENTS IN CURRICULUM, PEDAGOGY, INSTRUCTIONAL RESOURCES, AND STUDENT SERVICES.

We continually assess and improve the learning environment through feedback instruments ranging from classroom- and program-level assessments to institutional-level analyses (NSSE, MISO, etc.). Previous reaccreditation self-studies have guided discussions about curriculum, instructional resources, student services, facilities, and buildings, providing a mechanism to measure changes we have made at the institutional level over the last thirty years. As we have shown above, assessment results in the form of GEARs and DOARs have been used by academic departments, programs, and individual instructors to guide changes in curriculum and pedagogy.

Kenyon’s ability to create effective learning environments can be further explored using data collected from the National Survey of Student Engagement (NSSE) administered to first-year students and seniors in 2005 (DOC) and 2008 (DOC). (Kenyon administers NSSE every three years.) Results of the 2008 NSSE survey (322 randomly selected students), summarized in NSSE’s “Benchmarks of Effective Educational Practices,” illuminate student attitudes about the learning environment at Kenyon. The benchmarks represent at a glance the multidimensional nature of student engagement. Figure 3.14 shows benchmark scores for seniors in the Class of 2008 compared to seniors in other undergraduate liberal arts colleges, and to all NSSE schools for that year.

Figure 3.14: NSSE Benchmark Comparisons, 2008



The results, which are consistent with results of a 2005 administration of the survey, suggest that our students find a high level of academic challenge at Kenyon (significantly higher than both comparison groups) and a supportive campus environment that offers enriching educational experiences. While we scored somewhat better than both comparison groups on faculty-student interaction, our score was not as high as we might expect (not significantly higher than our comparison groups) and, as we pride ourselves on the quality of student-faculty interaction, this result merits further study. For the benchmark of active and collaborative learning, Kenyon scored lower than its comparison group of undergraduate liberal arts colleges. These results are consistent with the **HERI Faculty Survey** (DOC) results characterizing the faculty's preferred teaching techniques.

In the 2008 HERI survey, Kenyon faculty reported less use in their classes of "active learning" techniques that have been shown to promote "deep learning." The majority of the faculty report using the following techniques:

	<b>Kenyon</b>	<b>Comparison</b>
<b>Class discussions</b>	89.5%	71.2%
<b>Essay exams</b>	57.9%	49.3%
<b>Short answer exams</b>	56.1%	48.3%
<b>Cooperative learning (small groups)</b>	50.9%	63.4%

While we are less likely than the comparison group to rely on extensive lecturing (32.5 percent compared to 63.4 percent), or multiple choice exams (4.4 percent compared to 32.1 percent), we are also less likely to use any of the following techniques:

	<b>Kenyon</b>	<b>Comparison</b>
<b>Real Life Problems</b>	31.9%	55.1%
<b>Group Projects</b>	28.1%	36.7%
<b>Experiential Learning/Field studies</b>	23.7%	32.0%
<b>Student Developed Activities</b>	15.8%	25.6%
<b>Reflective Writing/Journals</b>	9.6%	24.6%
<b>Student Selected Topics for Course Content</b>	9.6%	24.6%

Kenyon could do better in providing faculty development opportunities related to teaching; the faculty might benefit from more discussion of the current research on active and collaborative learning. Such discussions are already being encouraged both by the work of the McCoy Professorship and via initiatives springing from the Teachers Teaching Teachers fund.

Data from senior surveys and focus groups during the second year of the Teagle grant on "Creative and Critical Thinking" further elucidate the NSSE results on learning environments. Surveys were administered to 260 first-year students, 375 senior students, and 147 faculty members across the four colleges during the 2007-08 academic year to assess perceptions and experiences with critical thinking and creativity. Kenyon results showed:

1. There seem to be **more opportunities** for critical than creative thinking in classes.
2. Class projects are **evaluated by students** as a means to engage in both critical and creative thinking.
3. Our campus environments were **rated favorably** with respect to the potential for creative thinking, although faculty cited lack of time and of reward for risk-taking as limiting creative thinking.
4. Women students reported **more experience** with both creative and critical thinking and **more positive attitudes** about creativity compared to men students.
5. When asked to write about their **most creative experiences**, 61 percent of faculty mentioned

their own research. Teaching and collaboration with students were each mentioned by 32 percent of the faculty.

6. When asked about **barriers to critical thinking** on campus, about one-third of students and faculty wrote about “student issues” including students’ lack of preparation or concerns about being evaluated negatively. Regarding barriers to creative thinking, the most common response of senior students was that class pedagogy was a barrier (40 percent of students mentioned this), while faculty most often wrote about time as a barrier (18 percent of faculty).
7. A **diverse campus environment** (in terms of class, race, sex, sexual orientation, and national origin) is perceived to facilitate both critical and creative thinking.

Other divisions of the College use assessment results to inform improvements in student services. Improvements in new student orientation have resulted from feedback received from **online surveys** (DOC) administered a week after orientation programs to students, parents, and faculty. The most important of these is still awaiting implementation. Survey responses among both students and faculty suggested that move-in is too rushed, **Orientation events** (DOC) are too crowded together, and the process is too fast-paced. The Orientation staff would like to add a half-day or full day to the schedule to give students more time for move-in as well as to spread events more evenly throughout the five-day period. Staff are currently looking for the funds to implement this change.

The **Quality of Life surveys** (DOC), conducted annually, are used by the Office of Housing and Residential Life to effect improvements in residence halls. The survey also evaluates community advisors (CAs). The survey has generated high response rates, 59.7 percent in 2008-09 and 76 percent in 2009-10. These surveys consistently show great strength in the community advisor system. Respondents overwhelmingly rated their CAs as available, approachable, and accepting; most felt that the CAs promoted an atmosphere conducive to academic achievement. The areas of greatest dissatisfaction among students involved, unsurprisingly, the absence of lounge areas/common areas in the residence halls, inadequate laundry facilities, lack of cleanliness of the residence halls, and lack of timeliness of maintenance repairs.

Often such assessments are done in response to specific questions or issues that emerge. The **Quality of Sleep Survey** (DOC), a wellness initiative conducted by the Health and Counseling Center in the spring of 2009, revealed that Kenyon students get just under seven (6.9) hours of sleep per night, with a sleep latency of twenty-two minutes. This is a bit above the national average of 6.3 hours per night on college campuses. Seventy-five percent of the respondents (N=467) reported sleep difficulties; many also reported falling asleep in class or skipping class because of inadequate sleep. During the fall of 2009, student wellness interns led an intervention in the form of a sleep campaign. Student athletes and other student groups agreed to keep sleep diaries as part of the follow-up. The data from the follow-up survey done in fall 2009 to assess the impact of the campaign have not been compiled as of this writing.

LBIS uses the Merged Information System Organization (MISO) survey, administered every three years, to evaluate satisfaction with its services. **MISO survey data** (DOC) show high levels of satisfaction among all groups (faculty, students, administration/staff) with the performance of the campus wireless system. For faculty, satisfaction was significantly higher than the national average in 2006, and improved dramatically in 2009. The 2009 faculty satisfaction score is the highest ever recorded in this category in the five-year history of the MISO survey. LBIS recognized the significant role of the Kenyon library buildings as a critical student resource for study, work, and collaboration, and, after examining the results of MISO data and data from a student survey on library space, the division has enhanced the capabilities of the building with computers, wireless networking, circulating laptops, improved lighting, more electrical outlets, a variety of furniture, and group study rooms, and has even converted space used for stacks into student study space. The traffic into the building continues

to increase every year (another metric used by the division) and **student survey data** [DOC](#) suggest students want more amenities.

### *Facilities and Space*

The physical environment at Kenyon has been radically transformed over the last two decades by a series of building projects that offer students higher quality learning experiences, better access to space and equipment, and generally more comfortable and pleasant surroundings.

- **Storer Hall**, an addition to Rosse Hall serving the Music Department, opened in 1999, providing two new recital spaces, faculty offices, a twenty-seven-seat digital classroom, a seminar room, more available practice rooms, storage space for instruments, and a green room.
- In 2001, a **new science quadrangle** opened, including three new buildings: Hayes Hall, housing mathematics and physics; Tomsich Hall, housing chemistry; and the Fischman Wing of Higley Hall, housing molecular biology. In addition to ample, comfortable lecture halls and separate laboratories for teaching and research, the buildings provide libraries, conference rooms, computer labs, and study areas. The quadrangle design recognizes the interconnections among the sciences by connecting the buildings through bridges and lounges that encourage students and faculty members from different disciplines (not only in the sciences) to gather informally. Designing a science complex that welcomes all students was an important goal in the construction.
- Psychology and neuroscience moved into the newly renovated **Samuel Mather Hall** on the east side of the quadrangle. Renovations included research/testing rooms that are sometimes used as office and research space for students conducting Summer Science and honors research.
- The Kenyon Center for Environmental Study opened in 1995; its name was changed in 1999 to The **Brown Family Environmental Center** (BFEC). Located along the banks of the Kokosing River on Laymon Road, across Route 229 at the bottom of the College hill, the center maintains a 400-acre preserve for research on the organisms and habitats of the Kokosing River Valley. Designed to facilitate faculty and student research involving ecology, aquatic biology, and animal behavior, the BFEC's laboratory borders Kenyon's wetland and experimental areas. A library provides additional resources for research, and the center sponsors a wide variety of educational and recreational programs for the entire community.
- A number of smaller construction projects have given the College several more house-like buildings that are a hallmark of the Kenyon experience: **O'Connor House**, the home of several interdisciplinary programs and the new Center for the Study of American Democracy; **Finn House** (the renovated Neff Cottage), which houses the *Kenyon Review* and includes the Cheever Room; **Lentz House**, which includes English Department faculty offices, two classroom spaces, and several lounge areas; the **Evans Seminar Room** (in Timberlake House), which opened in the spring of 2009. The new and renovated smaller buildings offer significant improvements on older houses that have been converted to academic buildings, but they also highlight some inadequacies in the converted older buildings. These often lack classrooms, meeting space, or proper storage space for data from large-scale research projects (such as the Kenyon Honduras Program, which has generated large amounts of data, currently stored in Davis House under less than optimal conditions).
- We have broken ground on a **new facility** that will include gallery space as well as facilities for the art history program (see below).

Currently the most pressing academic facility need is a new building for studio art, which would allow that program to move into a space that is both more appropriate and located closer to the

academic core on the south end of campus. The architects and studio art faculty have completed the design phase of the new studio art building and the construction will begin when funds become available. The most pressing non-academic facilities needs involve residential housing. As we showed in Chapter 2, planning for both the building and renovation of residential space has been a priority for much of the last decade. In the spring of 2010, Kenyon broke ground on the new apartment units described in Chapter 2.

The College does not center all student social and recreational facilities in one location like a traditional student union. Instead, Kenyon has sought to provide social centers at convenient locations around campus. Besides the newly renovated Peirce Hall and the Kenyon Athletic Center, there are several social facilities scattered across campus that are run by resident student managers whose responsibilities include programming, budget management, and upkeep of the facilities. These co-curricular spaces include the Crozier Center for Women, the Snowden Multicultural Center, Unity House for GLBT students (and allies), the Brown Family Environmental Center, Weaver Cottage, and Hillel House. Besides serving as the loci for programming, these spaces also accommodate (by reservation) social functions, meetings, and dinners. Non-residential co-curricular spaces managed by students include the greenhouse (under the direction of the Biology Department), the Black Box Theater, the Horn Gallery, and the Craft Center.

Students frequently complain about a lack of smaller spaces for socializing and studying. All of the new facilities built in the last twelve years have spaces that were designed specifically as study spaces. Extra study spaces have also been created in the library as a result of LBIS's space survey. Students particularly desire more late-night study spaces. Prime studying time seems to be from 10:00 p.m. until 2:00 a.m., because evening seminars run until 10:00 p.m. and many groups and organizations hold meetings beginning at that time. The library is open until 2:00 a.m. Sunday through Thursday, and LBIS continually monitors traffic in the building as a means of assessing what hours best serve students. However, many faculty members and administrators believe that students need to learn to adjust their schedules to the College's routine rather than assuming that the College will meet all of their desires, especially when those desires are not necessarily healthy choices (see sleep study).

There is a stronger argument to be made for smaller spaces for students to socialize. Shortages are due to the loss of residence-hall lounges, some of which have been converted to rooms to house students. There are several spaces that serve as social spaces (see above) but they do not lend themselves to spontaneous forms of socializing since they must be reserved, often well in advance.

Finally, faculty are also dissatisfied about the availability of meeting spaces. It is often necessary to book weeks in advance for regular lunch meetings. The report for GLCA-GALI workshops on aging creatively in academia, held in 2008-09, notes that "Kenyon College is in critical need of a dedicated and centrally located faculty and administration facility." Such a space could foster interaction and discussion among employees, facilitate academic exploration of classroom or professional innovations, allow for the discussion of the College climate for students in the absence of students, offer small study rooms and computing options for retired faculty or alumni in the area, and provide space to host interviews or for departmental or interdisciplinary receptions and retreats.



*New buildings over the last decade include the science quadrangle (above) and the under-construction art history and gallery building (rendering, below).*



## KENYON PROVIDES AN ENVIRONMENT THAT SUPPORTS ALL LEARNERS AND RESPECTS THE DIVERSITY THEY BRING.

### *Accessibility of College Buildings*

The College regularly evaluates the accessibility of all College facilities (academic, administrative, and residential). While much remains to be done, the College is making continuous, steady progress. The Office of Disability Services has increased the visibility of its advisory committee, LEARN—Linking Educational and Advising Resources and Needs—and continues to bring to the campus’s attention issues of physical handicapped accessibility and learning differences across the student population. This advisory committee is made up of students, faculty members, administrators, and support staff from many sectors of the College.

In November 2007, all College buildings were **rated** **DOC** on a five-point scale, in which one indicates that the building is inaccessible and five indicates that the building meets all ADA requirements. As of July 1, 2009, 40 percent of Kenyon’s buildings scored a one, meaning that they were inaccessible. A significant number of academic and residential facilities are not wheelchair accessible. Eighteen percent of the buildings rated at least a three, meaning that at least signage, doors, alarms, and one restroom meet ADA requirements. Renovations to the lower level of Gund Commons, which now houses the Student Affairs Division, have made that space accessible. Residence halls are among the least accessible buildings on campus, with only one scoring as high as a three and eleven scoring only a one. However, all new campus buildings rated five, signifying full compliance with all ADA requirements.

In 2002, the Accessibility Review Committee (ARC) completed an **ADA accessibility study** **DOC** that targeted specific academic, residential, administrative, and public use facilities, and included a five-year accessibility plan to prioritize the task of removing barriers to access. In 2008, the LEARN committee administered an **accessibility survey** **DOC** to assist the College in determining the next steps towards improving universal accessibility on campus. There were 314 respondents, including 161 students, 55 faculty members, and 98 staff members. While only 4 percent of respondents reported a physical disability that impacts mobility, more than 51 percent have had an injury or condition that temporarily limited mobility, and 24 percent of respondents reported that someone in their immediate family had a physical disability, suggesting that the accessibility of campus buildings is an issue that many of us might confront at some point in our lives.

The question of resurfacing Middle Path has generated much controversy, even though it was included as a recommendation in the **2000 self study** **DOC** (p. 89). In the **2008 LEARN survey** **DOC**, when respondents were asked if they would support a plan to resurface Middle Path, 21 percent responded no; 49 percent responded possibly; and 30 percent responded yes. Respondents were passionate in their feelings on this question, generating more than twenty-eight pages of comments. While 30 percent viewed Middle Path’s gravel surface as minimally “annoying” or “not very practical,” and maximally as a “nightmare” or “lawsuit waiting to happen,” an almost equal number felt that Middle Path is the “heart and soul of Kenyon.” Nearly 50 percent, however, were amenable to looking at the possibility of resurfacing Middle Path with a careful examination of alternatives, aesthetics, durability, sustainability, and cost.

The LEARN committee’s recommendations and priorities, which included improving travel routes and undertaking building modifications, reflected the need to prepare immediately for an entering student in the Class of 2013 who is a wheel chair user. Improvements were made between the end of classes and the 2009 graduation, rendering passage from Peirce Hall to the library much more accessible to any individual, of any age, with any type of mobility impairment. As of this writing, the College was planning additional work to be completed during the summer of 2010, providing accommodations for two students in the Class of 2014, one physically and one visually impaired.

### *Cultural Diversity and Internationalization of the Curriculum*

The faculty's recognition of diversity as a "fundamental value" of a Kenyon education was affirmed philosophically during the last major review of the curriculum in March 2000, when the Curricular Review Committee (CRC) included in its final report a "[Position Paper on Multicultural Education](#) (DOC)." That paper stated that "in order to prepare our students to deal effectively in ever-expanding global and culturally-diverse environments, the College encourages and supports its faculty's efforts to design curricular and co-curricular offerings which enhance the opportunities of students to engage issues of cultural difference." The CRC further exhorted the College to support these endeavors through faculty development opportunities, funding, and staffing. "Multiculturalism, at Kenyon," the paper noted, "reflects not just an 'openness' to cultural difference but a commitment to serious and respectful academic discourse about cultures." The CRC report strongly recommended that students "integrate courses into their programs of study which provide them with opportunities to engage in careful examination of a variety of cultures." Over the last decade, the College has moved forward on several fronts to internationalize the curriculum, creating opportunities for students to understand more fully the processes through which people construct, maintain, and negotiate manifold ethnic, national, gender, class, and religious identities.

Global education at Kenyon consists of several interrelated components:

#### **Language Proficiency**

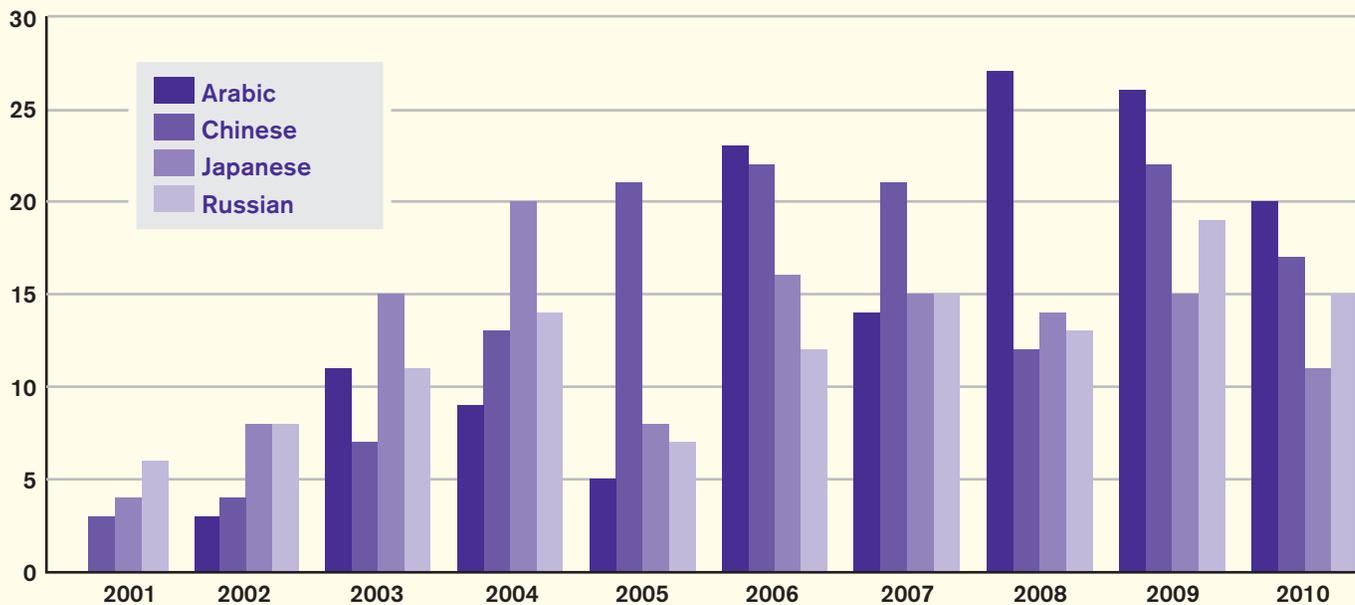
Our goals for general education specifically state that students will learn to understand a wide diversity of cultures, and to realize that goal the College requires students to demonstrate a level of proficiency in a second language equivalent to one full year of college study. The faculty believes this requirement is important because language study provides insight into other cultures and cultural differences, and because language study enables students to function in a global context. The majority of Kenyon students satisfy the College's language requirement through the offerings of the Modern Languages and Literatures (MLL) Department or the Classics Department.

In 2005, the trustees' Diversity Task Force used the growth in study of non-Western languages (Arabic, Russian, Chinese, and Japanese) as one measure of the increasing diversity of the curriculum. Of course, the language requirement increased the number of students enrolled in all language courses (see above) and thus students' cross-cultural awareness. However, growing enrollments in the non-Western languages demonstrate an explicit desire on the part of many students to move beyond the European languages they took in high school; students are more likely to take these languages out of genuine interest than to satisfy the proficiency requirement (see figure 3.15). Arabic has shown the greatest increase among the non-Western languages in enrollments, despite the fact that we do not currently have a tenure-track position in that language. Currently Arabic is taught by a faculty member we share with Denison University; in 2010-11 there will be a Mellon Postdoctoral Fellow who will supplement these offerings.

#### **International Studies**

The International Studies Program, offering one of Kenyon's more popular majors, provides a focused and interdisciplinary approach to internationalization. However, with no dedicated faculty FTE, the program draws from existing departmental courses for most of its curriculum. In 2007-08, as a result of an [external review](#) (DOC), faculty associated with the International Studies Program reconsidered the requirements for the major. They concluded that the program as originally designed no longer provided adequate guidance to students on how best to organize their academic interests. They undertook a revision that preserves key elements of the international studies major—including language study, study abroad, and a common sophomore course and senior seminar—while offering students a much more rigorous and guided course of study that ensures breadth and depth of knowledge. Under the new requirements, majors in international studies must complete one of four structured

*Figure 3.15: Student Enrollment in Non-Western Introductory Language Courses*



interdisciplinary “tracks”: development, transnationalism, the global environment, or cultural studies. Each track covers a critical approach to studying the world, brings the program’s curricular structure in line with student interests and student practice, and expands the range of important and timely subjects covered by the major. With this newly established curriculum, the College is now looking for ways to provide adequate staffing for the major.

#### Off-Campus Study (OCS)

The **2008 OIE Self-Study (DOC)** shows that approximately half of all Kenyon students participate in off-campus study (OCS) during their junior year. The number has increased 22 percent over the last five years (see Figure 3.16), perhaps reflecting the increase in the “cap” or percentage of the junior class allowed to participate in OCS. The cap was increased from 26 percent to 30 percent in 2006-07.

The Center for Global Engagement (CGE, formerly the Office of International Education [OIE]) coordinates off-campus study by advising students and evaluating and approving programs. In addition, the office provides support services to a growing number of international students who bring invaluable cross-cultural experiences to the campus (see below). The CGE attempts to make overseas study as accessible as possible to Kenyon students regardless of their situation. The College endeavors to increase accessibility through generous aid packages that fund a range of expenses, including travel, visas, books, and program costs. Scholarships are also available to help with financing. Kenyon has been particularly successful with the Gilman Scholarship, which supports Pell Grant recipients; three of four Kenyon students who applied were successful. We also received our first Boren Scholarship in 2009. In 2008-09, we accommodated our first student with a physical disability and have continued to support and provide access to off-campus study for students with disabilities.

#### Internationalizing across the Curriculum

To a great extent, Kenyon has internationalized the curriculum by incorporating internationally focused courses into various majors. The College has added tenure-track positions in many departments, including sociology, history, economics, philosophy, religious studies, music, modern languages and literatures, anthropology, and English, and frequently the new hires are professors with expertise

in regions of the world outside of North America or in ethnic diversity within the United States. These faculty members continue to shape their departments' and disciplines' curricula and thus the Kenyon curriculum as a whole. Courses are spread across the curriculum, in dance, music, and theater, as well as in history, international studies, religious studies, modern languages and literatures, and anthropology. Many departments and programs offer a framework alongside the traditional area studies model (see below), within which to understand the significance of cultural diversity. In addition, the College offers several interdisciplinary programs that contribute to diversity within the curriculum, including majors in international studies and in women's and gender studies, and concentrations in African diaspora studies and Asian studies. In 2010, we will offer a new concentration in Islamic civilization and cultures. Many departments, including anthropology, sociology, modern languages and literatures, history, and religious studies, offer organized (and often quite interdisciplinary) programs within their majors, designed to enable students to understand how cultural diversity affects the discipline.

### Area Studies

Students are able to engage in in-depth area studies work: they can learn a language, study abroad where that language is spoken, and take courses related to the region. Many students who follow this path go on to careers in development work, the foreign service, global health, international business, and other related fields. Students who focus on area studies may choose a variety of majors. History, economics, modern languages and literatures, and international studies may seem obvious, but many students complete majors in other departments as well. Perhaps the largest contingent in this group study Spanish. They may study abroad in Ecuador, Costa Rica, Mexico, Chile, and Argentina. Even Europe and the U. S. can be studied from a multicultural and international perspective. The International Studies Program and the American Studies Program are both working to integrate work on immigration into their curricula. The definitions of area studies, multiculturalism, and diversity are constantly evolving, and Kenyon's curriculum is evolving with them.

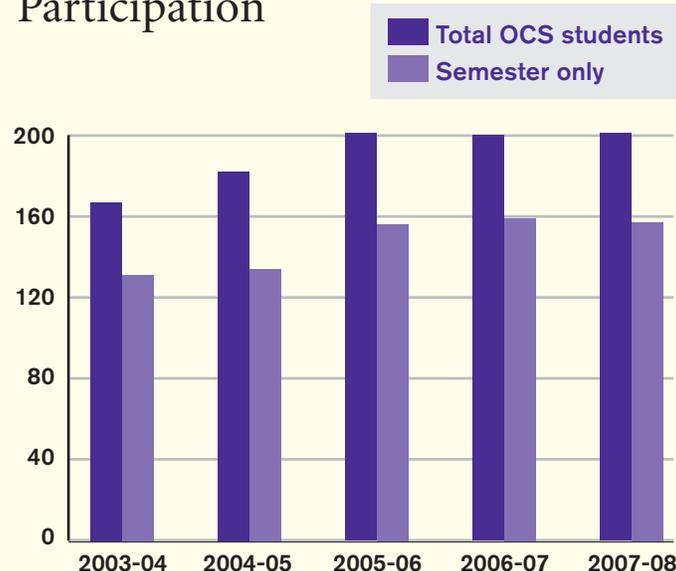
In the last six years, fifty-eight Kenyon students have received Fulbright Fellowships to teach or pursue research abroad after graduation. (Twelve students received Fulbrights in 2010.) These numbers place the College at the forefront of Fulbright producers among colleges nationwide. It is not an accident that we have increased the numbers of students who win postgraduate fellowships. The preparation of grant proposals emerges from the area studies and international experiences of student applicants and is supported by the Fellowships Committee (see below).

### Faculty Development in Multiculturalism

In addition, several Kenyon faculty have been awarded Fulbright and other awards to study and teach abroad. They include, most recently, Joseph Klesner (Ireland), P. F. Kluge (Romania), and Peter Rutkoff (Cyprus) in 2005-06; Nurten Kilic-Schubel (Kyrgyz Republic), David Rowe (Austria, Distinguished Chair), and Timothy Sullivan (Sri Lanka) in 2008-09; and Julie Brody (Egypt) and Allan Fenigstein (Czech Republic) in 2009-10. Their international experiences enhance our students' classroom learning.

A number of faculty development initiatives have advanced projects in multicultural education. Some of the incumbents of the **NEH Professorship**  have focused on multicultural projects.

*Figure 3.16: Total OCS Student Participation*



#### ON THE WEB

 [www.kenyon.edu/x11994.xml](http://www.kenyon.edu/x11994.xml)

Workshops in Asian studies and international studies have enabled faculty in these programs to come together and focus on curricular issues. The African Diaspora Studies Program (AFDS) has created outlets for both faculty and students to learn in an interdisciplinary environment through its Crossroads Program, designed to foster program cohesiveness, to create a sense of a common intellectual pursuit, and to create the opportunity for faculty and students from several disciplines to learn from one another. Crossroads sponsors an annual interdisciplinary seminar for approximately twenty faculty members who participate in AFDS. Participants plan the next year's Crossroads Seminar, a course designed for first-year students, taught by an interdisciplinary group of faculty who have interests in the field. Finally, the Crossroads Program has sponsored two student conferences to showcase student work in the field. The Women's and Gender Studies Program has held similar programs, sponsoring a GLCA conference in 2008 on transnational feminism, followed by two Teachers Teaching Teachers workshops on transnational feminisms. From this work, the Transnational Collective, modeled on the Crossroads Program, has emerged; it is designed to build academic community and foster long-term collaborative relationships across departments and programs by fostering an exchange of ideas centered on approaches to the topics of critical race theory and transnational feminisms.

### Students and the Co-curriculum

Finally, our students are pushing us to increase the number and quality of multicultural courses and the expertise of our faculty. Our students themselves are increasingly global—nearly all have passports; they have traveled and lived abroad; some come from abroad, and others hold dual citizenship. Many have already studied languages and cultures different from their own. They strive for more opportunities to learn languages we do not teach here. They are eager to increase their multicultural education with summer programs, internships, service programs, and language programs abroad, through which they advance already acquired skills or begin new language training. They also seek opportunities to incorporate off-campus experiences into their on-campus curriculum. Our international students are eager to share their experiences and perspectives, not only in the classroom but also with the local community. They have chosen to come here, knowing that there is a small international population, and want to participate in creating global awareness. Interestingly, but perhaps not surprisingly, they seem eager to enroll in classes on a range of cultures beyond their own. We might find more ways to recognize and take advantage of our students' interests.

### Challenges

The liberal arts are well suited for providing an education that emphasizes flexibility in outlook and mental agility so that our graduates are able to adjust to new environments. To the extent that our students learn to think critically, write effectively, and be open to new ideas, they are poised for a lifetime of learning and are prepared to adapt to global change. Similarly, we have found that a liberal arts education is enhanced by the diversity of perspectives students can access. Kenyon's progress so far in building a multicultural curriculum—a process that has involved many departments, interdisciplinary

Figure 3.17: HERI Data on Teaching Diversity

TEACHING ACTIVITY	KENYON FACULTY		COMPARISON GROUP FACULTY	
	2005	2008	2005	2008
<i>Include readings on racial and ethnic issues in class</i>	32.7%	23.0%	21.4%	25.5%
<i>Include readings on women and gender issues in class</i>	29.6	26.3	20.1	21.4
<i>Taught an ethnic studies course</i>	16.5	10.6	12.2	12.7
<i>Taught a women's studies course</i>	18.7	15.9	10.2	9.3
<i>Enhance students' knowledge of an appreciation for other cultures</i>	60.4	77.0	64.0	79.5
<i>Personal goal to help promote racial understanding</i>	61.3	53.5	57.9	57.4

**Figure 3.18: NSSE Data on Teaching Diversity**

TEACHING ACTIVITY	KENYON FACULTY		COMPARISON GROUP FACULTY	
	2005	2008	2005	2008
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.83%	3.04%	3.18%	2.81%
Had serious conversations with students of a different race or ethnicity than your own	3.02	2.84	2.99	2.67
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	3.33	3.05	3.10	2.71
Experienced growth in understanding people of other racial and ethnic backgrounds	2.68	2.57	2.60	2.64

programs, faculty development programs, overseas study, and the Center for Global Education—has been worthwhile and successful. But equally important is continued progress to meet all the challenges of an increasingly global, diverse, and multicultural society.

In 2005, Kenyon faculty reported assigning readings on racial and ethnic issues more frequently than the comparison group. By 2008, that number had dropped considerably and Kenyon lagged behind other participating schools in teaching about race and ethnicity, although not in teaching about gender. While the data shows the Kenyon faculty strongly endorsing diversity as a learning goal (to enhance students knowledge of and appreciation for other cultures and to promote racial understanding), faculty in 2008 reported they were less likely to include those practices that might realize these goals in their classes. Figures 3.17 and 3.18 report the results of these surveys.

**Retention, Persistence, and Graduation Rates**

To create an environment that supports diversity, the College closely tracks the retention and graduation rates of students of color, as well as of first-generation, international, and other minority students. In 2006, the Diversity Task Force (DTF) Subcommittee on Students concluded that “Kenyon [lags] behind our overlap colleges in retaining students of color,” although it also noted that the disparity was not as great as it was in recruiting (see Chapter 2). The significant disparity was between minority and majority students at Kenyon. The four-year graduation rate for the 1999 cohort of American minority students was 70 percent, compared with 83 percent of majority students (DTF Report, Student Body Subcommittee p.1). For the 2004 cohort the graduation rate of students of color had improved to 76 percent, compared to a total graduation rate of 85 percent. Despite improvement in both groups, the disparity in graduation rates remains and requires attention. Figure 3.19 shows the most recent retention figures.

Figure 3.19 shows the average four-year retention rate of the classes entering in 2003, 2004, and 2005. Across all groups and years, the four-year retention rate was 84.14 percent. The most notable finding is that the retention rate for African-American students has increased across the three years studied. In the 2003 entering class the rate was 66.7 percent, for the group that entered in 2004 it was 75 percent, and in the 2005 group it was 85.71 percent. For a more complete analysis see “[Retention and 5-yr Graduation Rates](#) (DOC) (FY 2003-FY 2009).”

It is easy to collect the numbers, yet harder to understand the reasons students persist or leave, succeed or don’t. We must understand the complex experiences that those statistics encapsulate. To this end, the Diversity Advisory Council has created a retention coordinator and a subcommittee to study issues related to retention (see Chapter 2).

**Figure 3.19: Average Retention Rates**  
(for students entering in 2003, 2004, and 2005)

DIVERSITY TRAIT	PERCENT
Unknown	62.22
Hispanic	74.42
Native American	75.00
Black	76.92
White	85.26
Asian	87.27
International	93.75

## KENYON SUPPORTS STUDENT LEARNING THROUGH ITS ADVISING SYSTEM, WHICH INCLUDES THE MASTERY OF SKILLS REQUIRED FOR ACADEMIC SUCCESS.

Academic advising assists students in clarifying their life/career goals and in developing educational plans to realize those goals. The Office of Academic Advising and Support (which reports to the provost) manages three distinct programs designed to accomplish those ends: academic advising, the peer tutoring program, and postgraduate scholarship opportunities.

At Kenyon the advising process is ongoing and multifaceted, assisting students with course selection, academic progress, and career planning. The practice of having all regular members of the faculty act as academic advisors goes back to the earliest years of the College. In fact, Kenyon is credited as being one of the first colleges to institute the practice of assigning faculty advisors, as suggested by a letter to his mother from Rutherford B. Hayes in 1841 (document in archive). Faculty advisors guide students through the choices that curricular and program decisions entail. Traditionally, the first collective activity of the College year is the annual meeting for faculty advisors, held several days before the arrival of the entering class of students. At this meeting, all faculty members receive a Faculty Advisors Handbook, which includes detailed information on Orientation, recommended coursework, class enrollment, awards and fellowships, academic and student life resources, and copies of commonly used forms from the Registrar’s Office (document on file). Faculty advisors retain their first-year advisees until they declare a major, usually by the end of their second year. Once students declare a major, they choose an advisor in the department of the major.

Faculty members usually become advisors at the beginning of their second year of teaching at the College. All entering students are assigned a faculty advisor by the dean for academic advising and support. An unusual feature of Kenyon’s advising system is the upperclass counselor (UCC) program. All faculty advisors select (or are given) an upperclass student to work with them in advising first-year students. The UCCs provide their first-year advisees with the experience and perspective which upperclass students have acquired through their time at Kenyon. UCCs ideally help with advising for students throughout their first year.

Although students have the primary responsibility for their curricular choices, they cannot enroll in courses or complete registration without the signature of their faculty advisors on the appropriate forms. However, the participation of the academic advisors in the collegiate careers of their students is not limited to advising them for course enrollment. The general assumption of the College is that the life of students outside the classroom is relevant to their academic achievement and to the welfare of the College itself. For example, the registrar routinely informs advisors about advisees’ grades, and the dean for academic advising and support forwards to them reports of deficient work in a course whenever that becomes apparent. Also, within the parameters established by privacy law, advisors receive information from various offices of the College about aspects of students’ lives that might affect their academic work. In order to be well informed about the lives of advisees, advisors often seek the assistance, when appropriate and within the parameters established by privacy law, of colleagues, coaches, resident advisors, upperclass counselors, and the deans, the Health and Counseling Center,

and the Career Development Office. In addition, advisors are routinely asked to make evaluations of the suitability of advisees’ applications for participation in special programs, such as off-campus study. College legislation also allows advisors to assist students charged with academic infractions such as plagiarism.

The 2008 NSSE results (DOC) indicate a high degree of satisfaction among students with their academic advising experience. Figure 3.20 summarizes student responses to the question “Overall, how would you evaluate the quality of academic advising

**Figure 3.20: Satisfaction with Academic Advising**  
(NSSE, 2008)

	KENYON	UNDERGRADUATE LIBERAL ARTS	ALL
First Year	3.32	3.11	3.00
Seniors	3.24	3.11	2.85

at your institution?” where 1=Poor, 2=Fair, 3=Good, and 4=Excellent.

Additional information about advising is offered by the results of the **First Year College Survey** (DOC) (YFCY), administered to members of the Class of 2010 in April 2007. One hundred seventy-three first-year students, or 36 percent of the class, participated.

- 59 percent of first-year students reported **interacting with academic advisors** one or two times per term, while 21.4 percent report interacting with their advisors one or two times per month; both results were close to peer institutions’ averages of 55.2 percent and 25.3 percent, respectively.
- 99.4 percent of students “agree” or “strongly agree” that faculty at Kenyon are **interested in students’ academic problems**, 85.5 percent say the same about **faculty interest in personal problems**, and 81.4 percent say the same about **staff interest in students**.
- 44.5 percent of students report being a **guest in a professor’s home** frequently or occasionally since entering college (21.5 percent at peer institutions).

A **survey** (DOC) conducted by the Office of Academic Advising and Support in 2010 showed high levels of satisfaction with academic advisors.

Parents were asked about their satisfaction with advising in the **2009 parent survey** (DOC). On a scale where 1 = extremely dissatisfied and 5 = extremely satisfied, parents indicated an average satisfaction of  $M = 4.04$ , which is significantly greater than  $M = 3.75$  in 1999. Their satisfaction with the faculty advisor was  $M = 4.14$  in 1999 and increased to  $M = 4.36$  in 2009.

### *Scholarship Opportunities:*

The Office of Academic Advising and Support also assists students who wish to apply for postgraduate fellowships and scholarships (see **Scholarship Opportunities** (17)).

The strength of the College’s academic program is evidenced by our students’ success in winning national awards. Over the past six academic years, Kenyon students have received fifty-eight Fulbright Fellowships, making the College one of the top producers of Fulbrights among colleges nationwide (in 2009-10, Kenyon ranked fourth among bachelor’s institutions). In 2006, one student received a George J. Mitchell Scholarship, the College’s first. Over the last six years, the College has had twelve Barry M. Goldwater Scholarship winners and three honorable mentions, as well as three Luce Scholars. In addition, two students won Morris K. Udall Scholarships in the same year, which is very rare for a college the size of Kenyon. In 2008, the College added one Beinecke winner, one Jack Kent Cooke winner, and one Boren Scholarship winner. The year 2010 brought one Truman Scholarship winner.

Kenyon students’ success in winning these awards is also the result of hard work by the Office of Academic Advising and Support, and the Faculty Awards and Fellowships Committee. The advising office advertises opportunities, serves as a liaison with organizations and foundations, and provides counseling and technical assistance in the preparation of applications. The Awards and Fellowships Committee, a subcommittee of the Committee on Academic Standards, works with Academic Advising to ensure that our students have the best possible chance of winning the awards for which they apply. The committee encourages faculty to nominate qualified students, and works with students directly to ensure the breadth and depth of the applicant pool. They evaluate applications, select candidates for on-campus interviews, conduct interviews, and make final selections. Successful internal candidates are assigned a mentor from the committee to help them finish their final applications. The committee conducts mock interviews to prepare candidates for state, regional, and national competitions. At the end of each year, the committee reviews outcomes and reflects on the process, making recommendations for adjustments to procedures. In addition, each fellowship/scholarship has a designated faculty member to serve as the campus liaison for that award. These faculty members serve as campus experts for the various awards, and devote countless hours to advising students, guiding

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(17) [www.kenyon.edu/x24711.xml](http://www.kenyon.edu/x24711.xml)

them through the process, and assisting with on-campus interviews. They are a critical component of our students' success in winning postgraduate awards.

### *Peer Tutoring Program*

To support its efforts in advising, the Office of Academic Advising and Support also runs the Peer Tutoring Program, in which students seeking assistance with a particular subject are matched with a tutor who has a solid understanding of the subject matter. (Tutors must have achieved an A in course-work for the material for which they will tutor.) Such relationships not only offer tutored students an important resource, enhancing their grasp of subject matter while helping them develop successful strategies for study habits, time management, and more; they also reinforce the tutor's knowledge, since often the most effective way of learning something is to teach it.

## 3d. Kenyon's learning resources support student learning and effective teaching.

### **LIBRARY AND INFORMATION SERVICES**

The Library and Information Services Division (LBIS) supports the academic mission of the College by providing access to library and computing resources, facilities, and information essential to teaching, learning, research, and general scholarship. Housed in Olin and Chalmers libraries, LBIS is responsible both for preserving physical and online collections and resources, and for providing access to them. In addition, LBIS maintains the infrastructure, facilities, and resources of the campus network, computing laboratories, and computing services.

The linked library buildings at Kenyon, Olin Library (1986) and Gordon Keith Chalmers Memorial Library (1962), provide a wide range of electronic and print reference capabilities for faculty and student researchers, as well as archival material and other special collections, audiovisual services, gallery facilities, group and individual study areas, and space for 600,000 volumes. The libraries also contain the Olin Computing Center and other computing facilities.

### *Library Collection and Services*

The libraries hold more than one million books and government documents and maintain more than 1,000 print periodical subscriptions. The libraries provide access to more than 330,000 e-books, 200 research databases, and 7,300 electronic journals. Participation in the statewide OhioLINK consortium effectively adds ten million titles to the collection. To ensure that the collections support the needs and interests of the Kenyon community, LBIS has established **written management guidelines** <sup>(18)</sup> for the continuing growth and maintenance of Kenyon's library collections, articulating our collection goals and policies. In addition, each department and program has written a **collection development policy** <sup>(19)</sup>.

Support for faculty using library and information technology resources involves a liaison model that relies heavily on personal contact. LBIS liaisons work with a specific set of departments so that the liaisons match resources to the faculty members' teaching and research interests. In 2002, LBIS had increased the number of liaisons from ten to twelve; currently, there are eight, because positions have been transferred to more specialized areas.

A key component of this model has been the job of librarian and technology consultant, who serves as a liaison for both library and technology needs. By creating a single point of contact for the faculty, LBIS hoped to encourage conversations about how traditional "library" services and resources fit into an increasingly active electronic environment. Most of the department liaisons for the last

#### ON THE WEB

<sup>(18)</sup> [lbis.kenyon.edu/colldev](http://lbis.kenyon.edu/colldev)

<sup>(19)</sup> [lbis.kenyon.edu/colldev/deptpol](http://lbis.kenyon.edu/colldev/deptpol)

ten years were hired to fit this role. Faculty surveys from the last ten years show that faculty prize the personal attention from their liaison, and their versatility and breadth of knowledge. However, many faculty members did express concerns on these surveys about the total volume of the liaisons' work, and there was a perception that the liaisons' knowledge was not deep in some technology areas.

Recent years have seen a change in philosophy toward more specialized jobs in LBIS. New workgroups for desktop and laptop support, and for management of classroom technology and computer labs, have improved service in these areas while relieving the librarian and technology consultants of significant amounts of work. Similarly, our new digital resource librarian (who works with digitization projects, including electronic reserves) and our special collections librarian have increased our knowledge and capabilities. These changes have significantly improved the liaisons' availability to their departments for curricular services, including instruction, collection development, and reference services. In 2010, we are creating a new workgroup of instructional technologists, supporting classroom uses of Web-based technologies, multimedia creation, and statistical applications. This will give us five "liaison librarians" and three instructional technologists. This staffing is reasonably consistent with staffing at our peer schools.

In addition, LBIS maintains a reference desk staffed by reference librarians who assist students with their library questions. In 2009, as a result of assessment findings on student research practices, LBIS decided to try to increase reference librarians' interactions with students by moving the reference desk to just inside the library doors. This small change has resulted in a measurable increase in reference queries. Since making this change, the reference staff has seen interactions with students increase more than 100 percent, and the category of interaction they classify as "advanced research" increased 360 percent.

### *Special Collections and Archives* <sup>20</sup>

In addition to manuscripts, printed materials, and photographs, Kenyon maintains archives and an extensive collection of artifacts documenting its own history. These materials represent contributions of the founders of the College, its graduates, present and former faculty members, and they document numerous aspects of college life from 1828 to the present, at Kenyon and in the Village of Gambier. We also have an extensive collection of valuable art and artifacts donated by graduates and others, which may be used in teaching. Among the subjects represented in these collections are the lives and art of North, Central, and South American Indians (Bigler, Marks, and Brooks Collections); Western Asiatic tribal weaving (Bigler Collection); art ceramics (Bigler Collection); nineteenth- and twentieth-century landscape painting; nineteenth-century European and American furniture; and contemporary print-making.

### *Computing Resources*

The last decade has brought tremendous change in the ways students and faculty use technology on campus for teaching and learning. LBIS stays informed about a wide variety of technologies relevant to teaching and learning, including software and hardware. Olin and Chalmers house computing resources for general use, including Web access, stations for e-mail and library research, full-service computers supporting a wide range of software applications, and central servers for academic and administrative uses. Wireless networking is also available throughout the campus. LBIS's computing Helpline responds to telephone, e-mail, online-chat, or in-person questions. Classroom technologies around campus, including computer projection and remote collaboration facilities, are supported by LBIS as well. Nearly every classroom on campus is equipped with televisions, VCR and DVD players, computers, and projection capabilities. LBIS maintains on its Web site a **list of classrooms** <sup>21</sup> and the technologies they contain. Liaisons consult with faculty members to see what technologies are available to reach their pedagogical goals, frequently researching new technologies at faculty suggestion. To help faculty (as well as students and staff) keep abreast of technological advances, the LBIS

#### ON THE WEB

- <sup>20</sup> [lbis.kenyon.edu/sca](http://lbis.kenyon.edu/sca)
- <sup>21</sup> [lbis.kenyon.edu/classroom](http://lbis.kenyon.edu/classroom)

ON THE WEB

22 [lbis.kenyon.edu/research/guides](http://lbis.kenyon.edu/research/guides)

User Education Team offers both individual training sessions and public workshops on standard software packages. In addition, liaisons will take requests for workshops on library and information technology issues from academic departments, student groups, and faculty members. Finally, LBIS offers various on-line tutorials, instruction books, and **online research guides** <sup>22</sup> created specifically for academic departments that contain links to databases and other resources. In the 2008 HERI survey, 85.1 percent of respondents felt that there is adequate support for integrating technology with teaching (up from 81.3 percent in 2005)

More than 95 percent of Kenyon students bring a computer to campus. Wireless network capability in every residence-hall room, as well as in academic buildings, the Kenyon Athletic Center, and the Peirce/Dempsey dining complex, provides direct high-speed access to the Internet. All students automatically receive an e-mail account and network space for academic work. Seventy-three percent of student respondents to the MISO survey were satisfied with wireless access.

Computers—more than four hundred in all—are available to students throughout the campus. Olin and Chalmers contain both Windows and Macintosh workstations fully configured with application software, as well as stand-up systems for quick e-mail and library resource sessions. Nine other labs around campus are available for student use, some with twenty-four-hour access. Special purpose labs, including a media lab for digital video editing, still-image editing, and Web publishing, are also available.

Faculty can use E-Res (electronic course reserves) as an alternative to traditional print course reserves. Faculty members also have access to the Open Source software program Moodle, which they can use to post syllabi, readings, tests, assignments, and other material on the Web. Faculty use of Moodle has steadily increased. During the spring semester of 2010, there were roughly 177 active Moodle course sites, representing 45 percent of the total number of courses offered. In the MISO survey, faculty use of and satisfaction with the Course Management System showed considerable improvement from 2006 to 2009, though still below the national average. The **2009 MISO results** <sup>DOC</sup> demonstrate that faculty in 2009 used Moodle significantly more often than in 2006, with a concomitant increase in Moodle’s importance to faculty. In general, all indicators are up for the Moodle CMS, though faculty indicate that they need additional training and support. Each semester, LBIS holds workshops designed to help faculty set up and maintain Moodle sites for their courses.

LBIS has identified support for instructional technology as an area that needs to be improved. Faculty at Kenyon have expressed a need for more and deeper support for their uses of academic software, instruction on how to use digital tools to their best advantage, and advice about what is possible (both in general and at Kenyon), what is practical, and what works to enhance learning. A working group of LBIS liaisons conducted an environmental scan of “instructional technology” units at our peer institutions, finding that most schools treat instructional technology services as a category distinct from library services, Helpline, and desktop support. Based on this scan, LBIS has created a new workgroup to provide these services. This group will begin offering services by the beginning of the 2010-11 academic year. With no possibility of new positions, LBIS is working with its current staff to prepare for the transition. This change will require some shuffling of library liaison assignments.

All of this technology does not necessarily translate into more student learning. The easy availability of online information has created a steep learning curve for students in evaluating the quality, usefulness, and reliability of the information they have available to them virtually twenty-four hours a day. Access to an immense amount of information of variable quality via technology can easily become a substitute for critical thinking. Increasingly in their assessments of student outcomes, faculty members have expressed frustration and concern with students’ approaches to finding information and their

**Figure 3.21: Instructional Sessions and Attendance**

	CLASSES TAUGHT	ATTENDANCE
2010	92	1250
2008	83	995
2006	53	711
2004	57	682

evaluation of that information. Departments report problems with students' ability to conduct more than "a few vague searches," a tendency to "gravitate to the first source rather than exploring several to find the best source," and over-reliance "on anything they can obtain electronically." Faculty members also express concern about students' "trust in non-edited sources of information (e.g. Wikipedia)," citing their "need to develop greater sophistication in judging and evaluating sources on the Web." The **Research Practices survey** (DOC) administered by LBIS in 2009 and 2010 confirmed many of these judgments. Currently LBIS provides research instruction and consultation to students, through the reference desk, individual appointments, and, most importantly, in collaboration with the faculty in class sessions. Figure 3.21 shows a steady increase in the number of instructional sessions over the last eight years. LBIS is working on assessing student learning in these instructional sessions.

The rapid growth of online resources will continue to define our students' experience of research, as it is defining the experience of research in all academic fields. The faculty, in partnership with LBIS, needs to adapt its teaching of research skills to this constantly changing and expanding environment. Perhaps the most important and difficult skill students must acquire and we must teach is discernment.

## VISUAL ARTS

### *Olin Art Gallery*

The Olin Art Gallery fosters an understanding of the visual arts by presenting artistically and culturally diverse contemporary and historical exhibitions within the educational environment of the College. In conjunction with its exhibition program, the gallery regularly sponsors lectures by artists, curators, and scholars, as well as gallery tours led by Kenyon students for Knox County elementary students. The gallery program promotes an interpretive exhibition environment through wall text and labels, and on a regular basis publishes brochures written by the director or guest essayists. The Olin Art Gallery periodically serves as a forum for curricular faculty-student-gallery staff curatorial projects, and these are frequently interdisciplinary in nature. The gallery supports an active work-study program, providing art and art history majors and other students with practical experience in gallery/museum preparatory work, curatorial practice, and arts administration.

### *Kenyon Center for the Visual Arts*

The new Kenyon Center for the Visual Arts, which is expected to open in 2011-12, will foster a broad understanding of visual art and culture that enhances the interdisciplinary environment of the College. The arts center will promote the cross-disciplinarity of visual arts and material culture through thematic programming that embraces the disciplinary breadth of the Kenyon curriculum. Faculty, students, and community members will be considered both as audience and as project participants. As is the case with the Olin Gallery (which it will replace), the arts center will support the studio art curriculum through a series of exhibitions and educational programming representing a full spectrum of media and embracing conceptual and new technological approaches to contemporary visual art. Making use of the College's growing permanent collection, along with loans and traveling exhibitions, the center will more regularly schedule exhibitions reflecting the history of the visual arts in a varied and balanced way.

The new arts center and its programs will enhance the educational role of the visual arts at Kenyon across the curriculum. The center will include more exhibition gallery space; increased storage; climate control; state-of-the-art technologies in its galleries and classrooms; a larger professional staff; and the College's growing and more accessible collection, reinforced by its recent partnership loan agreement with the Columbus Museum of Art. In particular, for faculty, students, and the community, the dramatically increased access to original artworks and material culture objects—in the classroom, on exhibit, and for study—will make the center a rich teaching and learning resource.

## CENTER FOR GLOBAL ENGAGEMENT (FORMERLY OFFICE OF INTERNATIONAL EDUCATION [OIE])

Each year, about two hundred Kenyon students (usually juniors) participate in nearly one hundred-fifty approved off-campus study programs in more than fifty countries, including three programs administered by the College. The numbers of students studying abroad has steadily increased over the last decade (see Figure 3.16). Through a careful application process and extensive advising, the Center for Global Engagement (CGE) ensures that off-campus study not only serves each student's individual goals but also complements the student's major and other coursework at Kenyon.

At the same time, the office serves fifty to sixty non-immigrant international students on campus and additional dual-citizen and permanent-resident/transnational students. The CGE assists with immigration support, home stays, pre-orientation, employment authorization, and interaction with

*Figure 3.22: Number of International Students by Year*

2003-04	39
2004-05	46
2005-06	46
2006-07	48
2007-08	53
2008-09	56

government offices, and provides social events to foster integration and retention of international students. The 2008 OIE Self-Study shows a 43 percent increase in the number of international students (see Figure 3.22) on campus. This increase is explained by Kenyon's financial commitment to international students and to active recruiting, especially among the United World Colleges.

While the OIE self-study sees the increase in numbers of international students on campus as a great benefit to the College, it also notes that this success has increased the workload for the office, which may be stretched too thin: "Most of our time is spent attending to student emergencies, immigration regulations, and OCS (off-campus study) applications, and our

programming covers just the essentials. We do not have sufficient time to address concerns such as implementing cultural-sensitivity training for other offices on campus including Residential Life and Campus Safety, creating joint programming with the Office of Multicultural Affairs, and collaborating with the Career Development Office to better assist our international students and our returned off-campus study students in identifying their skills and understanding how immigration restrictions affect their job search" (p. 7).

### *Assessment of Student Learning in Off-Campus Study:*

The CGE administers to all returning OCS students a survey designed to assess the student's off-campus experiences. These surveys are administered online and the results made available to other students who are planning for off-campus study. The office has plans to use site visits more frequently to assess the quality of the programs our students attend. Currently, the staff is attempting to coordinate this task among the colleges of the Five Colleges of Ohio so that officials from each school would visit a set of programs and share information with the others. In addition to the online survey, the OIE Self-Study offers anecdotal and indirect evidence of student learning in off-campus programs (see p. 12), and provides some useful benchmarks. For instance, in 2007, forty-five of sixty-three (71 percent) students elected to Phi Beta Kappa had participated in overseas study; in 2008, thirty-six of sixty-five (55 percent) had been abroad. In 2007, all eight of the Kenyon students receiving Fulbrights had participated in OCS; in 2008, five of the seven Fulbright winners were OCS participants. "The fact that students receive these honors speaks to the fact that at Kenyon we emphasize that OCS is an academic experience, and work closely with students to ensure that program choices match with academic interests, goals, and abilities" (p. 13). The office has plans to begin collecting more systematic evidence of student learning through a joint Teagle grant project that involves the colleges of the Great Lakes Colleges Association, the Associated Colleges of the Midwest, and the Associated Colleges of the South. The goal of the project is to develop a framework for assessing student learning outcomes for study-abroad programs consistent with the goals of liberal education. The project participants will begin by

drawing on the collective wisdom of leaders, faculty, and students at member institutions in order to define the goals of an optimal study-abroad experience as it relates to the goals of a liberal arts education. Once defined, these goals will be used to develop the instruments, protocol, and procedures to be piloted in assessing the student learning outcomes for study-abroad programs.

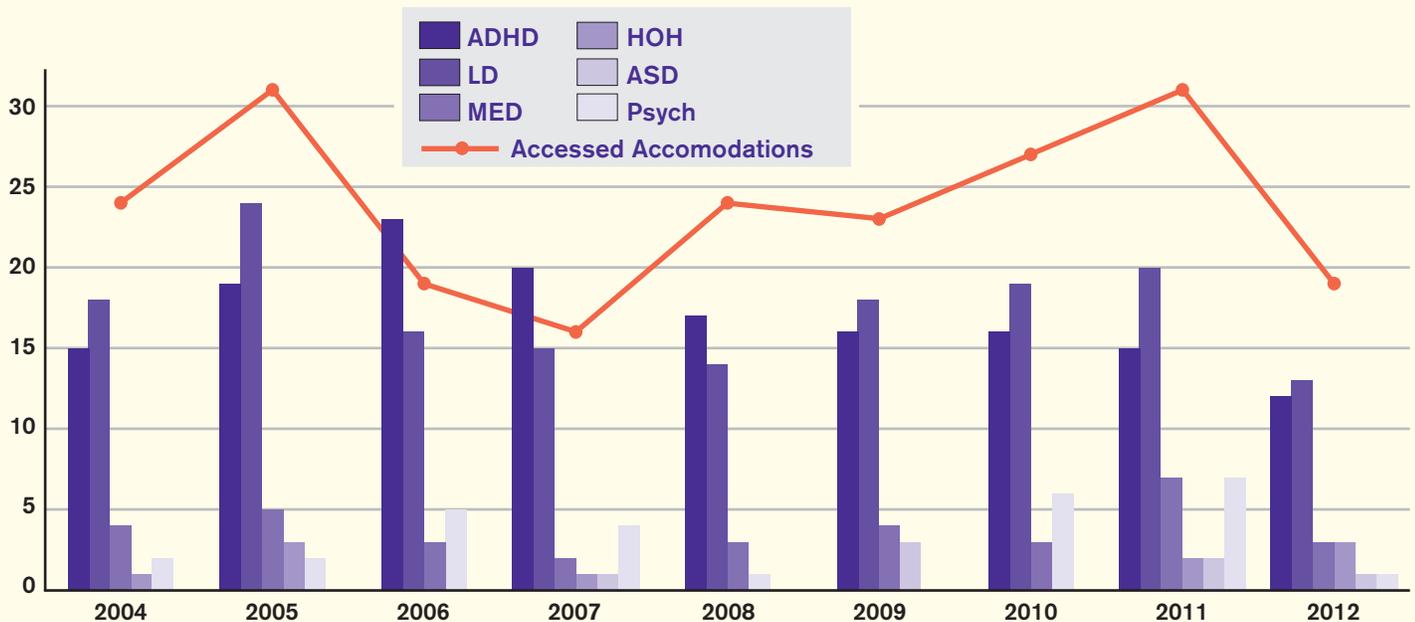
### Kenyon Off-Campus Programs

Besides working with international students and with students going abroad, the Center for Global Engagement works with faculty to administer three Kenyon off-campus study programs: Kenyon/Exeter, a program established in 1973 focused primarily on English literary studies; Kenyon/Honduras, an archeology and cultural anthropology program; and Kenyon/Rome, an art history and studio art program. All three of these programs continue to face the same set of planning issues: student recruiting, cost to the College, and budgeting. The CGE is currently attempting to formulate a procedure to evaluate proposals for new overseas programs. Because new programs are rare at Kenyon, we do not have procedures to guide faculty or program administrators in creating proposals for such programs. A Kenyon off-campus-program template and a handbook for faculty or departments desiring to create a new program would enable the College to make decisions about new programs based on the best available information.

### DISABILITY SERVICES

Kenyon College is committed to providing opportunities for all students to engage in rigorous academic studies, research, creative pursuits and service to the College and the community. The Office of Disability Services (ODS) enhances this mission for students with disabilities. ODS coordinates the provision of reasonable accommodations for students with disabilities. All accommodations are individualized, confidential, and based upon both the nature of the disability and the demands of the academic environment. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Kenyon recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activities. Students requesting accommodations must provide current documentation of their disability to the ODS.

Figure 3.23: Students with Disabilities by Graduation Year



The mission of the Office of Disability Services is threefold. It seeks to:

- ensure that students with disabilities can **freely participate in all aspects of college life**;
- provide and coordinate services to **maximize students' educational potential** while supporting their independence to the fullest extent possible; and
- increase awareness among all members of the College community so that students with disabilities are able to perform at a level **limited only by their abilities, not their disabilities**.

Figure 3.23 shows the numbers of first-year students disclosing disabilities, by type. Also included is the number of students who used accommodations during their first year. The total numbers do not readily reflect the increased amount of time often required in working with lower incidence medical, psychological, and autism spectrum disorder (ASD) disabilities. In the past three to four years, we have seen an increase in these areas as seen below.

The graph in Figure 3.23 shows disclosed disabilities by year. The most common disability types were learning disability (LD), attention deficit hyperactivity disorder (ADHD), medical or health impaired (MED), hard of hearing (HOH), psychological, and autism spectrum disorder (ASD). Seventy-five to ninety students across all four years use academic accommodations in any given semester. This represents 7 to 8 percent of the student body, which is slightly under the national average (between 9 and 11 percent of college first-year students reporting a disability). A total of seventy-eight students accessed accommodations during the spring semester of 2009 (nineteen first-years, twenty-seven sophomores, eighteen juniors, and fourteen seniors).

Proctoring requests have risen considerably over the course of the past five semesters. While a one-person office has been able to handle most requests to date, any significant increase in these numbers will be difficult to integrate with an already full caseload. The number of proctoring requests for the previous five semesters were: Spring 2007, 10 finals; Fall 2007, 35 midterms and 19 finals; Spring 2008, 27 midterms and 9 finals; Fall 2008, 48 midterms and 17 finals; and Spring 2009, 52 midterms and 21 finals.

Finally, the Office of Disability Services continues to provide materials to faculty to promote the discussion of “universal design for instruction,” which goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive across gender, race, ethnicity (including cultural difference), age, and learning style.

## **MATH AND SCIENCE SKILLS CENTER**

After the 2001 institution of the quantitative reasoning (QR) requirement for all students and the 2005 review of that requirement, the faculty determined that a Math Skills Center to support students in QR and introductory science courses was a necessary resource. An HHMI grant funded a pilot Math Skills Center between the fall of 2004 and the spring of 2008. During this time, it became obvious that students in introductory science courses (and not only QR courses) formed a major portion of visitors to the center, and it was renamed the Math and Science Skills Center (MSSC).

The MSSC is a staff-supervised peer tutoring center. It serves all Kenyon students, from the non-science major struggling to stay afloat in a QR course to the most talented science students seeking to master nuances in advanced coursework. This diversity is an asset to the center. Stronger students and tutors model successful problem-solving strategies, and weaker students learn from working with and around them. The presence of stronger students helps to ensure that no stigma is associated with visiting the center. The center has two key components:

1. Walk-in tutoring is available nine hours each week to any Kenyon student. Peer tutors are among our strongest math and science students; they are nominated by faculty to serve in the center.
2. Lead tutors (LTs) are requested by the instructor of a course, and their role is to be a course specialist. They attend class, complete homework, and are familiar with specific instructor expectations. LTs hold regular office hours at the MSSC and arrange help or review sessions as directed by the instructor.

*Figure 3.24: Number of Visits to the Math and Science Skills Center*

SEMESTER	MATH	ECONOMICS	PHYSICS	BIOLOGY	CHEMISTRY	NOT REPORTED	TOTAL VISITS
Fall 2004	0	0	0	0	172	0	172
Spring 2005	0	0	1	0	192	0	193
Fall 2005	1	0	6	1	60	0	68
Spring 2006	1	0	2	3	324	2	332
Fall 2006	5	0	3	0	482	7	497
Spring 2007	1	0	0	5	553	7	566
Fall 2007	2	0	26	34	479	15	556
Spring 2008	0	0	25	79	799	15	918
Fall 2008	13	0	29	44	946	28	1060
Spring 2009	0	0	5	52	1302	53	1412
Fall 2009	16	87	187	215	397	131	1033

Use of the MSSC has steadily increased since it was opened. Much of the increased use over the years has been catalyzed by the lead tutor program (LTP), which started in 2006-07. In 2009-10, the center expanded the LTP to include economics courses (101/102), a math course (111Y), and physics courses (110 and 135). Because of this expansion, many students from economics and physics now use the center (the math course had its first semester with an LTP in spring of 2010). The total number of visits for the spring of 2010 were 1,392.

In 2006, as part of a grant evaluation report to HHMI, the College conducted an **assessment of the MSSC** (DOC) using both direct and indirect measures. Students from four chemistry courses that visited the center filled out anonymous questionnaires about (among other things) the usefulness of the center, asking to what extent the center “helped them learn,” “made the course subject interesting,” “helped improve their grades,” “helped them feel involved in the class,” and “encouraged them to major in science.” Evaluations were made on a scale from 1 = strongly agree to 5 = strongly disagree. Students could also choose “not applicable.” Student ratings were significantly more positive than neutral in two of the four courses. In course two, an introductory chemistry course, students agreed that the MSSC “helped them learn” and “helped improve their grades.” In class four, an intermediate-level chemistry course, evaluations were significantly more positive than neutral on four of the five dimensions that were rated. Students in class four agreed that the center “helped them learn,” “made the course subject interesting,” “improved their grades,” and “helped them feel involved in the course.”

In addition, using data on the number of visits to the MSSC, grades earned in the courses, and the SAT math scores of students in the four courses, the study looked at the correlations between center use and grade earned. In the fourth class (where students reported positive benefits of the center), there was a significant correlation between number of visits and class GPA,  $R = .48$ , that remained high when math SAT score was controlled,  $R = .46$ . In the other three courses the relationships were not statistically significant.

MSSC continues to assess its contribution to student learning. Beginning in 2007-08, the staff made available optional and anonymous evaluation cards to every student who used the center (every visit), asking them to rate their visit from 0 (zero) to 5 with 0 meaning they did not get the help they needed and 5 meaning they got all the help they needed (the help score). Figure 3.25 shows the average help scores during the first three semesters the cards were used.

*Figure 3.25: Average Help Score of MSSC Clients*

SEMESTER	NUMBER OF EVALUATIONS SUBMITTED	AVERAGE HELP SCORE
Fall 2008	444	4.7
Spring 2009	393	4.7
Fall 2009	265	4.8

## WRITING CENTER

The Writing Center, also a staff-supervised peer tutoring center, provides a drop-in service for students to get help on writing assignments. Peer tutors are strong writers who are nominated by faculty to serve in the center. They are available Sunday afternoons, and Sunday through Thursday evenings during the semester. The Writing Center tries to make its services as widely available and convenient as possible. While the hours are somewhat limited, writing tutors have staffed spaces in Olin Library (on south campus) and Gund Commons (on north campus); in addition, students may submit papers online through the Online Writing Lab (OWL). Writing Center tutors can offer advice on a wide range of writing assignments, as well as on applications for graduate or professional school and essays for special programs. They can help students discover ways to begin an assignment, methods for organizing or developing ideas, or strategies for revision. They can help students break out of old patterns that may not be working. During 2008-09, the Writing Center logged 552 visits. By far the majority of those visits were in the Olin Library center, with 211 visits in the fall and 222 in the spring. The Gund branch logged only forty-one visits throughout the year. This branch was opened to create an option located more conveniently for students who live on north campus; however, when the Gund dining room closed, students were much less likely to drop by. For this reason, the Writing Center has closed the north campus branch and focused its resources on the library office. The Online Writing Lab similarly received only sixty submissions during the year, perhaps because this method of submission is still too new for students. Only eighteen students took advantage of the opportunity to consult a writing tutor one time outside of the Writing Center.

The budget of the Writing Center is insufficient to cover the number of tutors required to accommodate students. There are not sufficient funds to expand the center hours. Furthermore, the facility, Olin 307, is a converted seminar room; while it has been adapted to its use, it is inadequate. It is difficult for students to have privacy while working with a tutor (there are four separate tables, but they are in the same room). Ideally, the Writing Center should have semi-private spaces for students to meet with tutors and a computer for each space.

## CAREER DEVELOPMENT OFFICE (FORMERLY CAREER DEVELOPMENT CENTER [CDC])

While pre-professional or job-related training is not a part of Kenyon's liberal arts mission, the College has long recognized that students need help in translating their liberal arts education into a satisfying career. How to realize that goal effectively has been more elusive. The mission of Kenyon's Career Development Office (CDO) is to broaden students' perspectives regarding options for careers and to assist students in developing career-related skills. To this end, individual counseling and a broad range of programs and services are offered to meet the needs of the College's diverse student population, from the first year through the senior year. However, the CDO has long been a source of dissatisfaction, perceived by students, parents, and faculty as reactive rather than proactive, and as lacking in innovation or energy (2007 external evaluation (DOC)). Of all campus offices, the CDO received the weakest vote of confidence from parents who completed the parent survey. Representative comments from parents who responded to the survey included: "From what I can see, recognizing that I receive information through my daughter, there is little or no proactive outreach to non-seniors regarding internships and meaningful summer experiences ... would hope for some integration within the Kenyon experience of 'life choices' and 'career choices' rather than taking liberal arts education to the extreme—especially given recent economic events. This area is the sole, but very significant black eye for Kenyon from my perspective." "Kenyon needs to quit pretending that its students don't need this service and put some serious thought, money, and effort into career development services." In the 2008 NSSE survey, senior respondents ranked "acquiring job or work-related knowledge or skills" lowest among all of the listed learning goals (see Figure 3.2).

The 2007 external review of the Career Development Office noted that the time was right on campus to focus more attention on the careers of Kenyon students. While noting the potential strength of programs like the externship program and the Kenyon Career Network, as well as the College's participation in the Selective Liberal Arts Consortium, the reviewers perceived a disconnect between the CDO leadership's perception of student attitudes toward the office, and what the consultants heard from students, faculty, parents, and alumni (p.2). The reviewers wrote a long and thoughtful report that included detailed recommendations related to image, staffing, programming, communications, facilities, technology, and collaborations with faculty, staff, and graduates. In its annual report for 2007-08, the **CDO responded** **DOC** to those recommendations, detailing the progress that it had made to improve services. However, the CDO cannot be effective in a vacuum, and its isolation may be part of the problem. The conversation about how to translate a liberal arts education into a postgraduate career cannot be limited to the CDO and to practical (though necessary) activities like resume writing and internships; it must be campuswide and philosophical. It must involve the faculty and staff, and perhaps the College Relations Division, in collaboration with the CDO. **Innovation Greenhouse** **(23)**, the initiative launched by a grant from the Burton Morgan Foundation, offers an exciting model for widening the conversation around the career benefits of a liberal arts education. This program, which enlists students from the first year on, attempts to help students think about how to bring the liberal arts to bear on entrepreneurship. The College needs to find other ways to make the conversation about post-baccalaureate careers more visible to students, including developing a better understanding of our graduates' career paths.

## ACADEMIC PARTNERSHIPS

### *Five Colleges of Ohio Consortium*

The Five Colleges of Ohio consortium (Ohio Five) was **incorporated in 1995** **DOC** by the College of Wooster, Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University to promote the broad educational and cultural objectives of the colleges by fostering closer cooperation and understanding, to work as an alliance for the purpose of coordinating operating functions and administrative services, and to develop collaborative programs and resource sharing to enhance quality and reduce individual and collective operating and capital costs. The college presidents, chief academic officers, library directors, chief financial officers, and members of the faculty meet regularly to identify future areas of development and implement current projects. A generous grant from the Andrew W. Mellon Foundation supported the development of a shared electronic library catalog, CONSORT, for four of the institutions (Denison, Kenyon, Ohio Wesleyan, and Wooster). **CONSORT** **(24)** is an excellent example of the collaborative uses of technology to strengthen teaching and learning. Four of the Five Colleges of Ohio (including Kenyon) recently participated in a grant awarded from the Teagle Foundation to assess critical and creative thinking (see above).

### *OhioLINK*

Kenyon is a member of OhioLINK, a state-funded consortium of Ohio university and college libraries and the State Library of Ohio. Students, faculty members, and staff members affiliated with **OhioLINK institutions** **(25)** can request books online, view journal articles online, search authoritative databases, and make use of other OhioLINK services that enhance research and education.

### *MITC and NITLE*

The Midwest Instructional Technology Center (MITC) was a collaborative project of the Great Lakes Colleges Association and the Associated Colleges of the Midwest, funded by a grant from the Andrew W. Mellon Foundation, to promote collaboration in the integration of technology into the curriculum.

#### ON THE WEB

- (23)** [www.kenyon.edu/entrepreneur.xml](http://www.kenyon.edu/entrepreneur.xml)
- (24)** [consort.library.denison.edu](http://consort.library.denison.edu)
- (25)** [www.ohiolink.edu/members-info](http://www.ohiolink.edu/members-info)

MITC supported cooperation among faculty and academic support staff, within and among the twenty-six campuses of the two consortia, and provided coordination with the work of related centers in the south and northeast/mid-Atlantic. These centers operated from early 2002 through the end of 2005. At that time, the centers ceased to operate as regional entities and were fully integrated as a national initiative: The National Institute for Technology in Liberal Education. Kenyon was an active participant in MITC. From 2002 to 2004, thirty-one Kenyon faculty members and administrators participated in twenty-seven events sponsored by MITC. Four faculty members and administrators served as planners for MITC events, and one of our librarian and technology consultants served on the MITC advisory board from 2002 to 2004. Kenyon served as host campus for a 2004 week-long symposium and workshop titled “Humanities by Other Means: Teaching, Learning and Multiple Media,” which attracted participants from twenty institutions across the country.

The National Institute for Technology in Liberal Education (**NITLE** <sup>25</sup>) is a community-based, nonprofit initiative that helps liberal arts colleges and universities explore and implement digital technologies in the curriculum through professional development events, providing tools and resources for collaboration, professional development programs, and information services. NITLE sponsors both major conferences and smaller workshops (on the campuses of participating institutions), and a series of Web-based videoconference events. From 2005 to 2009, forty-five Kenyon faculty members and administrators participated in forty-nine NITLE-sponsored events. Kenyon has hosted two NITLE workshops, “Web Mapping in 2009” and “Web 2.0: Storytelling in 2010,” at which Kenyon professors and administrators learned how some online tools fit into a classroom context, and were able to meet colleagues at other institutions with similar interests.

ON THE WEB

<sup>25</sup> [www.nitle.org](http://www.nitle.org)

## Evaluative Summary for Criterion Three

This chapter has demonstrated Kenyon College's capacity to fulfill its educational mission through an investigation of student learning and teaching effectiveness. We have demonstrated that learning and teaching are at the center of everything that we do. We have demonstrated that Kenyon has in place procedures for assessing student learning in the academic program, institutional support for effective teaching, learning environments that facilitate learning, and, finally, the resources to support learning and teaching. Furthermore we have demonstrated how assessments are used to direct resources for the improvement of teaching and ultimately of student learning.

### STRENGTHS

- Our NSSE data suggest that we offer an **academic program that students find challenging** and a **supportive campus environment**, the cornerstone of which is close faculty-student relationships, fostered by relationships with other community members, effective academic advising, strong leadership and mentoring by community advisors in the residence halls, and efficient use of limited resources in academic support programs.
- Faculty have become more adept over the last decade at **articulating the goals** that they have for student learning; these goals enjoy widespread faculty support and are consistent at the course level, the departmental level, and the institutional level.
- We have developed an **assessment program** that is sustainable for us, including written assessment plans for every major we offer. We have a clear and consistent format for collecting assessment data that, over the last decade, has produced changes in curriculum and pedagogy.
- Attempts at **collegiate assessment** of general education goals (writing and research practices) offer a mechanism for tracking, over-time, the effect of our efforts to address issues that arise from the annual GEARS.
- Both our faculty and curriculum have become **more culturally diverse**; we have made real and measurable gains over the last decade and have in place a plan to continue to make measurable progress in these areas.
- We **treat our visiting faculty well**: 31 percent of tenure-line faculty began as visitors and had their positions converted. It is our practice to bundle sabbaticals so we can hire visiting faculty for two or three years. Visiting faculty enjoy most of the privileges of tenure-line faculty.
- A **series of building projects** over the last two decades has created a physical environment more conducive to a higher quality learning experience, with better access to space and equipment, and generally more comfortable and pleasant surroundings.
- Kenyon has made **excellent use of technologies** that allow both faculty and students more convenient access to a much wider array of research materials; the wireless system was almost seamlessly (from the user's point of view) incorporated into our computer network and has proven extremely popular.
- We continue to make **better use of collaborations and partnerships** like CONSORT and OhioLink to extend our resources.

## CHALLENGES

- Some of our stated learning goals could benefit from **more institutional attention**. In particular, we might pay more attention to students' acquisition of research skills; moral, ethical, and citizenship values; collaboration skills; and creativity. Does the low representation of these goals in Kenyon classes (at least as reported by instructors) mean that we do not universally share these goals? Do we simply not teach to these goals as often? Or do we forget to articulate them as goals?
- Not all faculty and departments are equally proficient at articulating their goals as student learning goals. Some departments at Kenyon still **lack training in effective assessment**. There is little support in the form of training, or incentives in the form of time or remuneration, for faculty to learn new assessment techniques. Some faculty would like more help in finding sustainable assessment instruments that reflect the pedagogical values of their fields.
- In both GEARs and DOARs, some departments still **do not provide the link** between the learning goals of the department and the instruments they used to measure whether or not the goals were achieved; they often do not link student performance on assessment instruments to the conclusions they reach in their meetings.
- Kenyon has a long tradition of departmental autonomy and of faculty independence in teaching. Sometimes that **autonomy can be challenging**, as it can make it difficult for departments to coordinate needs, especially in interdisciplinary programs—which require more administrative coordination among departments to work effectively—and in college-level discussions of assessment results.
- Course evaluation currently **does not allow for narrative comments**, a lack particularly felt by the Tenure and Promotion Committee as it evaluates teaching.
- Because we don't have many academic programs that incorporate forms of experiential learning beyond the classroom, our students have **difficulty establishing the connection** between liberal arts learning and potential careers.
- Staff of the Writing Center, Math and Science Skills Center (MSSC), the Kenyon Intensive Language Model (KILM, the intensive language program, using apprentice teachers), and peer tutoring all sound a similar theme: **frustration with a budget that is inadequate** to meet student demand for the services they provide. We have a smaller professional staff than other colleges of our size (the Writing Center, for instance, is a quarter-time position), and the staff responsible for these learning resources often lack development opportunities. The Writing Center, MSSC, and KILM all note that they lack the funding to hire more tutors and expand hours to meet student demand. Some also note inadequate space for the kind of work that they do. Furthermore, a number of constituencies in the College would like to see a more centralized learning and teaching center, which would house teaching materials created by Kenyon's faculty and make readily accessible, on a drop-in basis, tutorial assistance for any student in any field, thereby increasing the range of the services already offered in less centralized venues by the Office of Disability Services, the Mathematics Department tutoring network, the Writing Center, and FLATnet (currently the most publicly accessible tutoring systems).
- The College is **more reactive than proactive** in creating an environment accessible to all learners. We face challenges in meeting the needs of students with physical disabilities, as well as those with learning disabilities.

## RECOMMENDATIONS

- The Curricular Policy Committee (CPC) should require, as part of course approval, that **new courses list learning goals**. Faculty should be encouraged to list their learning goals for each course explicitly on their syllabi.
- Faculty should perceive assessment as **a way to understand student learning**. Assessment began at Kenyon as a response to an external mandate from the North Central Association. Over the last fifteen years, the faculty has begun to accept assessment as a form of accountability or quality control, focusing on providing data that “proves” success or highlights complaints about student deficiencies. Assessment, however, can be used to understand how students learn: What skills do good writers possess that poorer writers lack? What specifically are the characteristics of creative work as opposed to merely competent work? How might research about different learning styles help us better understand how students learn particular quantitative reasoning skills? How do students forge connections among different courses? Such research can and should be linked to discussions about effective pedagogy and faculty development in these areas. The College should create incentives in the form of time and money for departments to create assessment projects that spring from genuine questions about student learning; the Harvard Assessment Seminars might serve as a model. We could then link these assessment projects to pedagogical innovation.
- The **success of outcomes assessment** depends upon effective administrative and faculty leadership. The academic administration should devote more focused attention on a continuing basis to assessment of student learning, committing the resources necessary to create time and incentives for faculty to learn more effective assessment practices that will enable them to take ownership of assessment. The terms of members of the Resource Allocation and Assessment Subcommittee (RAAS) should be extended perhaps as long as five years, to develop a corps of faculty from all divisions of the College with expertise in assessment. Members of RAAS should have the opportunity to receive professional assessment training funded by the College and agree to provide help and advice to departments in their division; they would become in effect assessment experts for their division. The tasks assigned to Executive Committee and RAAS should be reconfigured so that allocation and budget become the purview of the entire Executive Committee, with members of RAAS retaining their seats on Executive Committee to connect assessment to resource allocation. Although some resource allocation initiatives must necessarily be made independent of outcome assessment, outcome assessment should be part of the consideration of resource proposals. Until that happens, annual assessment reports will be seen by many as bureaucratic excess.
- RAAS should encourage **college-wide rubric assessments** from year to year on specific general education goals (similar to the writing assessment done in 2009) that allow RAAS to explore, in more detail, findings from the General Education Assessment Reports (GEARs); such assessments should be periodically rotated. We have reviewed enrollments and staffing relating to the language proficiency and quantitative reasoning requirements, and we have some understanding of the challenges and concerns in these areas. It is time now to engage in assessment of student learning for these requirements. The Task Force recommends a two-year assessment of quantitative reasoning, beginning in 2010-11, that would first evaluate which courses are accomplishing which of the quantitative reasoning (QR) requirement goals and assess our students’ incoming math abilities, and move in year two to assess learning outcomes for the QR requirement. We also recommend an assessment of the language proficiency requirement (a task that would fall primarily to the Modern Languages and Literatures Department and the Classics Department).

- The Curriculum Policy Committee should create a designation for courses that **explicitly teach writing** (including criteria for the designation); this need not be linked to a formal College requirement.
- The College should provide **more faculty development opportunities** related to teaching. The faculty would benefit from more discussion of the current research on active and collaborative learning. These discussions might build on the work of the McCoy Professorship and initiatives springing from the Teachers Teaching Teachers grant.
- More direction should be given to departments **scheduled to begin an external review**, especially in regards to the content of the self-study. The Provost's Office should develop a set of guidelines for the self-study. Departments should be encouraged to rely to a significant degree on their DOARs from prior years, especially in cases where these have been substantive. That would help focus the self-studies on student outcomes and it would reduce the time needed to write the department self-study report.
- The Faculty Affairs Committee should **reinstitute the online course evaluation with narrative comments**. The administration needs to ensure conditions that will allow for valid and reliable responses.
- The Academic Division needs to explore ways of providing **more funding for needed learning resources** such as the Writing Center, the Math and Science Skills Center, peer tutoring, KILM, etc. In addition we should discuss the relative advantages of centralizing learning resources (in something like a teaching and learning center) or continuing to offer them in a decentralized manner that locates these resources in the most convenient places.
- The College needs to develop a **holistic approach to career development** which engages the entire community in helping students think about how a liberal arts education translates into a post-baccalaureate career. To this end, we need to collect data that allows us to understand our graduates' career paths.
- The College should **resurface Middle Path** to make it accessible. It should continue to make increased accessibility (for students with physical disabilities as well as learning disabilities) a priority.





## 4. Acquisition, Discovery, and Application of Knowledge

### Criterion Four:

Kenyon promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

*“The College continues to think of its students as partners in inquiry, and seeks those who are earnestly committed to learning.”*

*—Kenyon College Mission Statement*

In “An Open Letter to Students” at the beginning of the *Student Handbook*, President Nugent defines Kenyon’s ideal of community as “the collective enterprise of learning in which we all participate, valuing diversity of backgrounds, beliefs, interests, and goals while adhering to the liberal-arts precepts of open inquiry and freedom of expression.” The ideal of a community of learners, of “learning in the company of friends”—a long-used Kenyon phrase—is not restricted to students or to their four years at Kenyon. Rather, through words and action, Kenyon advocates lifelong learning for all as one of the core values of an engaged, thoughtful, and productive life.

Kenyon's *Faculty Handbook* notes, "From its beginnings Kenyon has been a residential college, as much for its faculty and administrators as for its students." For this reason, learning takes place both in and beyond the classroom: "Kenyon's concern for the students' personal growth and maturation as well as their intellectual development is reflected in the variety of contexts in which faculty-student exchange take place" (*Faculty Handbook* 1.0).

These ideals are deeply rooted in values promoted by the liberal arts, especially in freedom of inquiry. The College's commitment to freedom of inquiry is echoed in the statement of "Academic Rights and Responsibilities" in the *Kenyon College Catalog*—"Students are guaranteed academic freedom; they make known their views, confident that these will be judged by their instructors only with regard to their academic merit" (p. 19)—and in the Academic and Professional Responsibility section of the *Faculty Handbook*, which states that participation in college life "is based upon the broad principles of academic freedom, the vigorous pursuit of knowledge, and the free exchange of ideas" (1.0). The academic policies sent to each faculty member at the start of every academic year includes the following statement about academic freedom: "Freedom to search for truth and to teach and learn without fear of arbitrary interference is a first principle of a community of learning, and Kenyon College classes are conducted in that spirit. Members of the teaching faculty, without regard to specific conditions of appointment, and students at Kenyon College enjoy the privileges and responsibilities of academic freedom."

**4a. Kenyon demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

#### **KENYON SUPPORTS PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND MAKES THEM AVAILABLE TO ALL OF ITS ADMINISTRATORS, FACULTY, AND STAFF.**

##### *Faculty*

Kenyon College encourages its faculty members to be active and creative within their disciplinary and interdisciplinary fields. During the past decade, in response to faculty concerns, the College has striven to increase its support for faculty development through a number of initiatives, both by increasing or redirecting funding to already existing programs and by creating new programs of support. In 1996-97, spending on faculty development per full time faculty member was \$1,553. By 2007 that had risen to \$2,140 per FTE faculty. In the **2008 HERI survey** [\(DOC\)](#), 72.8 percent of the responding faculty agreed or strongly agreed that support for faculty development was adequate. By comparison, in the **1999 Survey of Faculty Opinion** [\(DOC\)](#), over one-half of the faculty respondents disagreed with the statement that "Kenyon's level of support for faculty development is consistent with the College's expectations for scholarly engagement" (see 2000 Self Study p. 35).

##### **Start Up Funds**

As was the case for the decade from 1990-2000, the College has continued to increase the level of start-up funds for newly hired faculty; currently, all newly hired faculty receive some funds, consistent with their disciplinary and professional needs. Although these funds are still awarded on a case-by-case basis, all newly hired faculty receive something. Over the last decade, humanities faculty have averaged around \$3,000 in start-up funds, fine arts faculty around \$5,000, social sciences faculty around \$5,000, and natural sciences faculty around \$65,000. This program appears to compare well with start-up opportunities at comparable colleges.

## Individual Faculty Development Accounts

The College makes available to all full-time faculty (tenured, tenure-track, and visitors) an Individual Faculty Development Account (IFDA) in the amount of \$1,400 per year. The account balances carry over from year to year, to a maximum of \$4,000. Faculty members with limited part-time appointments (see [section 2.4.12](#) ① of the *Faculty Handbook*) receive IFDAs funded at \$750 per year, with carryover up to \$2,000. This fund may be used for expenses associated with professional development, such as travel expenses to attend conferences, conference and workshop registration fees, membership fees in professional societies, publication and copying costs, research supplies, software necessary for research, or payment of a student to help in a faculty member's research. The development of IFDAs was a significant departure from the earlier system of paying for "faculty travel." Prior to the development of the IFDA, faculty members were allocated a limited amount of travel money if they were presenting research at a conference. The IFDA allows faculty members to define professional development activity for themselves and spend their accounts accordingly. IFDAs are not as generous as faculty would like, but providing a reliable base of support is a good beginning. The College intends to increase IFDA accounts as funds become available.

## Sabbaticals

Kenyon offers a generous sabbatical program. The sabbatical typically occurs after the seventh year of service and every seventh year thereafter. A standard sabbatical at Kenyon consists of either full salary for a one-semester leave or one-half salary for a full-year leave. However, the College encourages faculty to take a full year off by offering sabbatical supplement grants that brings the leave salary up to five-sixths of regular pay. Over the last five years, only one or two of the average nineteen sabbaticals per year have been semester leaves. Occasionally a faculty member will split a leave between two academic years. (In the last five years, seven professors have done this.)

In 1997-98, Kenyon began to offer "junior leaves" to a modest number of newly hired faculty. These leaves give tenure-track faculty a semester of leave to devote to their research before they stand for tenure. Prior to 2000-01, junior leaves were rare, with a few being negotiated as part of the hiring process. By 2000-01, at least half of the new faculty hires were negotiating for a one-semester junior leave, and these were granted. The junior leave program has now been regularized, so that a sabbatical leave during the pre-tenure appointment does not need to be negotiated as an individual matter, but is a standard policy. In the nine years between 2001-02 and 2009-10, Kenyon has granted one-semester junior leaves to seventy-three tenure-track faculty members. However, the junior leave program has not yet been brought onto the budget; the leaves are funded by the salary pool so that the faculty member on junior leave is paid his or her full salary and the College replaces one course (of two). All junior leaves must be taken in the two-course semester of the 3:2 load.

Kenyon has several longstanding grant funds that support faculty research and creative work (faculty development related to teaching is reported in Chapter 3).

## Faculty Development Grants

Faculty Development Grants provide funds to members of the faculty (half-time or above) for scholarly or artistic activities related to their college work. Faculty may apply for up to \$2,500 annually; awards are made each year in October, January, and April.

## Kenyon Summer Stipends

Each year up to two Kenyon Summer Stipends of \$4,000 each are awarded to faculty to support a minimum of six weeks of uninterrupted writing, research, or artistic work. These awards recognize major research and artistic projects of exceptional merit and promise.

### ON THE WEB

① [www.kenyon.edu/x17828.xml#x18760](http://www.kenyon.edu/x17828.xml#x18760)

**Figure 4.1: Faculty Development Grants**  
(Including Kenyon Summer Stipends)

YEAR	ALLOCATION	NUMBER OF APPLICANTS	REQUESTED	NUMBER OF AWARDEES	GRANTED
1999-2000	\$44,478.00	Unavailable	\$66,957.53	35	\$44,061.05
2000-2001	\$46,702.00	42	\$96,017.90	25	\$49,552.00
2001-2002	\$51,372.00	59	\$89,884.71	33	\$64,692.50
2002-2003	\$51,372.00	47	\$110,790.22	26	\$51,372.00
2003-2004	\$51,372.00	67	\$123,281.70	30	\$58,502.00
2004-2005	\$61,646.00	52	\$112,021.00	38	\$61,646.00
2005-2006	\$60,000.00	42	\$78,297.95	31	\$60,000.00
2006-2007	\$61,500.00	50	\$87,180.00	32	\$63,944.00
2007-2008	\$57,500.00	53	\$101,674.96	32	\$65,499.20
2008-2009	\$58,938.00	29	\$60,247.00	24	\$46,202.00
2009-2010	\$38,938.00	46	\$114,697.74	31	\$55,079.00

Figure 4.1 shows the allocation of Faculty Development and Summer Stipend funds for the last ten years (they are funded from a single pool). The annual budget for these grants has grown very little over the last decade and in no year was it sufficient to fund all proposals or even to fund all meritorious proposals up to the \$2,500 maximum (see Figure 4.1). In 2009-10, the Faculty Development Grant budget was cut by \$20,000 as part of cuts the Academic Division was required to make. FAC was able to make up the funds by carrying over unspent funds from Teaching Initiative Grants.

Demand for the fund is difficult to predict from year to year, or even, within

a given year, from cycle to cycle. While competition for faculty development grants has grown (at one time they were virtually automatic for those who applied), the Faculty Affairs Committee is usually able to award grants to more than half of those who request them. Percentages of successful applications have run from a high of 83 percent of proposals funded in 2008-09 to a low of 45 percent of successful applications in 2003-04. Amount of funding as a percentage of total funds requested has fluctuated from a low of 46 percent in 2002-03 to a high of 77 percent in 2008-09. However, even though the Faculty Affairs Committee is usually able to accommodate the majority of requests, the perception is that the \$2,500 cap is low and that this budget has not substantially increased in years. Those years when the numbers of requests were low and most were funded may reflect a perception among the faculty that competition is too fierce to make application a good use of faculty time.

### Midwest Faculty Seminars

Kenyon has been an active participant in the University of Chicago's Midwest Faculty Seminars for many years. The Midwest Faculty Seminars program is a unique forum that brings faculty members at the University of Chicago into continuing conversation with faculty members at private liberal arts colleges through three-day interdisciplinary scholarly symposia throughout the year. Kenyon pays to send up to four faculty members to attend four Midwest Faculty Seminars throughout the year. In any given year, four to six faculty members might request a seminar. In many years we are able to accommodate all the faculty who apply to the program. While this program does not affect a large number of faculty (about twenty-one faculty members have taken advantage over the last six years), it remains a useful opportunity for those who attend.

In addition, over the last decade Kenyon has added several new grant opportunities that have increased the funds available for faculty scholarship.

### Dr. Newton Chun Award

The Dr. Newton Chun award was endowed by Jon Chun (the son of Dr. Chun) and first awarded in 2004. The award of \$8,000 is given to support research and artistic projects of exceptional merit and promise. It may be used for projects that take place in the summer, during one semester, or over one or more academic years, but preference is given to projects that cannot otherwise be accomplished without financial support. Recipients may not reapply until the seventh year after having been awarded a Chun fellowship. Initially the plan was to award this grant only every other year so that the

*Figure 4.2: Newton Chun Grants*

YEAR	ALLOCATION	NUMBER OF APPLICANTS	REQUESTED	NUMBER OF AWARDED	GRANTED
2004-2005	\$12,533	7	\$66,398	1	\$10,000
2006-2007	\$8,000	3	\$23,350	1	\$8,000
2007-2008	\$8,000	2	\$16,000	1	\$8,000
2008-2009	\$8,000	5	\$40,000	1	\$8,000
2009-2010	\$8,000	3	\$24,000	1	\$8,000

award could be more substantial (for this reason, the first grant was larger than subsequent grants, and none was made in 2005-06), but in 2006 the decision was made to award it annually.

### Labalme Faculty Development Grants

In 2004, the Labalme Faculty Development grants became available, supporting up to \$5,000 of the costs of research that involves international travel. Two to three awards are given each year. Figures 4.2 and 4.3 show the allocation of Chun and Labalme awards.

One might predict that the creation of IFDAs would decrease the number of requests for faculty development grants, because faculty members would have access to a stable funding source every year. However, these data do not support that conclusion. In fact, as the amount of faculty development money increases, requests for those funds increase proportionately, as Figure 4.4 illustrates.

*Figure 4.3: Labalme Grants*

YEAR	ALLOCATION	NUMBER OF APPLICANTS	REQUESTED	NUMBER OF AWARDED	GRANTED
2004-2005	\$53,303.00	15	\$73,659.00	7	\$28,552.00
2005-2006	Unavailable	25	\$112,141.68	3	\$13,388.00
2006-2007	\$25,000.00	16	\$62,604.00	7	\$24,701.00
2007-2008	\$15,000.00	4	\$18,800.00	3	\$13,800.00
2008-2009	\$15,000.00	7	\$12,100.00	3	\$10,000.00
2009-2010	\$15,000.00	15	\$71,687.00	5	\$17,500.00

### Administrative Support for Faculty Development

The associate provosts are the officers of the administration primarily responsible for encouraging and supervising faculty development, both in teaching and research. Administrative support for faculty development is offered within the Associate Provosts' Office by the coordinator of faculty support, who helps faculty members submit Kenyon grants, manages their Kenyon grant funds and IFDAs, and assists the faculty grants and fellowships coordinator (FGFC). Besides assisting faculty members with on-campus support opportunities, the FGFC helps them apply for externally funded grants and fellowships to support research, creative work, and scholarly activities, by discussing proposal ideas, assisting in identifying possible funding sources, and assisting in reading, editing, compiling, and submitting proposals for individual grants and fellowships. The FGFC maintains a **Grants and Fellowships** <sup>2</sup> Web page with information on funding sources, proposal writing, and Kenyon grant guidelines. Other support for faculty scholarship includes the Accounting Office, which helps with budgets and administers grants.

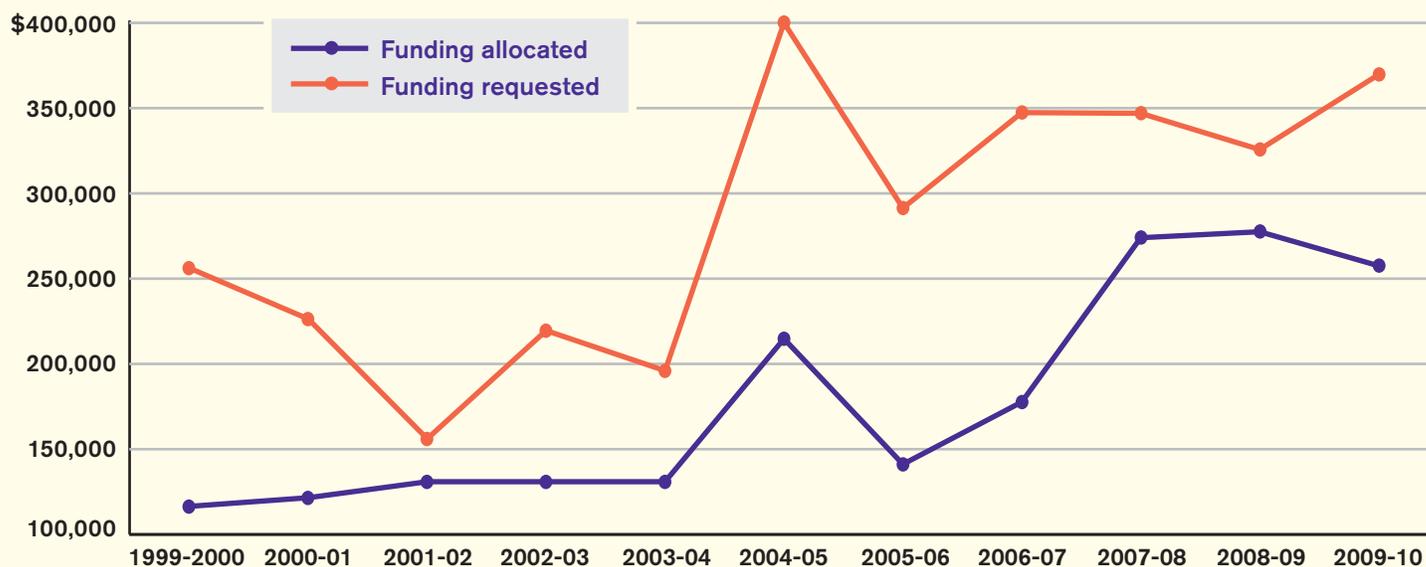
**ON THE WEB**

<sup>2</sup> [www.kenyon.edu/x29137.xml](http://www.kenyon.edu/x29137.xml)

### Whiting Awards

The Whiting Awards support the research and scholarly writing of junior, tenure-track humanities faculty. However, the awards must reward outstanding teaching, and to that end the only criterion in

Figure 4.4: Funding of Faculty Development Grants



the selection process is teaching excellence (even though the awards are designed to support scholarship). The College awards one Whiting Teaching Fellowship, which consists of a full year junior leave to pursue a scholarly project, including a \$10,000 travel and research fund, and full replacement in the department. Whiting Summer Scholarship Stipends and Whiting Research Grants offer up to \$6,000 to support the research activities of outstanding teachers. The Provost's Office Web site lists **Whiting Award winners** (3) from 2002 to the present.

ON THE WEB

(3) [www.kenyon.edu/x12000.xml#x47803](http://www.kenyon.edu/x12000.xml#x47803)

(4) [www.kenyon.edu/x25010.xml](http://www.kenyon.edu/x25010.xml)

**Endowed Chairs**

Finally, the College recognizes and supports the scholarship of its faculty through endowed chairs. Historically, Kenyon has had few endowed chairs, but the numbers have grown over the last two decades, largely through the efforts of the last two campaigns. The 2000 Reaccreditation Self-Study reported that the number of endowed chairs at Kenyon had grown from five in 1988 to fifteen in 2000. Over the last decade, that number has grown by five more, so that Kenyon currently boasts **twenty endowed chairs** (4).

*Professional Development for Administrators and Staff*

The **2009 Administrative and Staff Survey** (DOC) data suggest that the College has made improvements in the amount of training (mostly computer training) available to staff and administrators since 2000. Scores on all four items improved measurably, as illustrated in Figure 4.5.

However, in its 2008-09 annual report, the PACT Benefits Subcommittee appealed to Human Resources to develop more consistent opportunities for staff development, such as conferences or workshops. Various staff members have alluded to a need for education on topics such as conflict management, effective supervision, time management, stressful situations, and difficult conversations. Such educational opportunities would make Kenyon a more positive place to work and encourage better communication on campus. Some administrators and staff express frustration that the College does not have clear policies, budgets, and regulations for professional development of staff. Professional staff who support the academic and residential missions of the College should have access to regular professional development that goes beyond computer training.

In the past, the College has sporadically offered such support. In 2004, three groups of twenty

Kenyon administrators and faculty attended two-day-long advanced leadership training sessions (held off-site) facilitated by Gene Klann from the Center for Creative Leadership, Greensboro, N.C. However, this training was not well integrated into participants' work. Many were not sure why they were asked to participate or what was expected of them, and no follow-up took place on campus. A more successful initiative has been organized within the Five Colleges of Ohio Consortium. Every year, administrative assistants from the participating colleges organize a one-day professional workshop on one of the campuses. In the fall of 2010, Kenyon will host this event.

Evidence suggests that Kenyon staff are active in professional organizations that support the work that they do. Forty-three administrators responded to the task force's poll on membership in professional organizations, citing over one hundred professional organizations in which they collectively held membership. Twelve described leadership positions that they had held in professional organizations. One respondent, however, wondered if administrators and staff were encouraged to take up leadership positions within professional organizations.

Some of the non-academic divisions of the College provide budgeted funds for professional development for some staff. These are outlined below along with the policies that govern the expenditures of those funds.

**Library and Information Services**

Given the rapidly changing nature of both technology and librarianship, professional development in the Library and Information Services (LBIS) Division is a core activity. The LBIS budget contains professional development funds that amount to approximately \$1,200 per staff member. Supervisors have discussions with each staff member at least annually (generally more often), to discuss professional development opportunities that will be beneficial to both the staff member and Kenyon. Opportunities may entail off-site training, on-site group training, or participation at professional conferences such as American Library Association meetings or EDUCAUSE meetings. Although some effort is given to finding an opportunity for each staff member each year, funds are allocated by decision of the vice president and department directors, based on the organization's needs. Sometimes, for example, extensive training for a new staff member (or a staff member in a new position) will take a large portion of the budget. Staff members who do not get a professional development opportunity in one year have higher priority the next year.

*Figure 4.5: Administrative and Staff Survey on Professional Development*

	2009 DATA			1999 DATA		
	NUMBER	MEAN	STANDARD DEVIATION	NUMBER	MEAN	STANDARD DEVIATION
Computer training provided	197	3.75	.88	212	2.85	1.21
Sufficient opportunities for training	201	3.72	1.03	212	2.92	1.28
Supervisor permits off-campus training	163	3.92	.99	212	2.87	1.56
Financial support for off-campus training	165	3.56	1.10	208	2.64	1.54

1: strongly disagree  
5: strongly agree

## Student Affairs

Within the Division of Student Affairs, the following offices have specific budget line items for professional development: Hillel, Multicultural Affairs, Orientation and Community Programs, Housing and Residential Life, Health and Counseling Center, Student Activities, Associate Dean of Students, Career Development Office, Dean of Students, and Athletics. Directors typically decide which professional conferences staff members attend. In some cases, the dean of students may collaborate with staff to identify appropriate conferences or professional development opportunities. For example, if the division embarks on a new initiative, a recommendation might be made for a staff member to attend a particular conference to acquire knowledge and information to share with the entire division. In these cases, the professional development opportunity or conference is typically funded by the Dean of Students Office. Staff members in each office or department in Student Affairs belong to professional organizations pertinent to their areas of expertise or professional interests.

Currently, Athletics has only about \$400 allotted per sport to cover professional development for all coaches in that sport (on average, 1.5+ FTEs). Attending national conventions requires a significantly higher financial commitment, and the difference is made up from other operating lines within the budget. The training staff has its own professional development budget to cover annual certification and training for four FTEs. No other administrators or staff in athletics have a designated allocation toward professional development. For National Collegiate Athletic Association (NCAA) and North Coast Athletic Conference (NCAC) commitments, there is a departmental administrative travel budget that covers four athletic administrators and two faculty athletic representatives to attend two annual NCAC caucuses. This same budget is the source of funds for attendance at the NCAA National Convention and the NCAA Regional Rules Seminars (annual attendance at both is required by our membership in the NCAA).

## KENYON'S FACULTY AND STUDENTS PRODUCE SCHOLARSHIP AND CREATE KNOWLEDGE THROUGH BASIC AND APPLIED RESEARCH.

### *Student-Faculty Research at Kenyon*

Student-faculty collaborative research has become a more integral part of the curriculum over the last decade. In the **2008 HERI Faculty Survey** (DOC), 69.3 percent of faculty had worked with undergraduates on a research project and 54.1 percent had engaged undergraduates in their own research (compared to 58.1 percent and 38.8 percent for comparison schools). There are several opportunities for students to conduct independent research in collaboration with faculty.

### **Honors**

Probably the closest and most intense student-faculty collaboration involves students who are enrolled in the **Senior Honors Program** ⑤ of a departmental or interdisciplinary major. To undertake a senior Honors Program, a student must have the recommendation of the department or program and a 3.33 cumulative grade point average. Senior Honors Programs typically require students to conduct independent research. Projects are usually supervised by a faculty member who has been selected by the student. The faculty also require that every honors candidate's project be examined by an academic scholar from outside of Kenyon. Usually, graduate school faculty are selected for this task. The outside honors examiner comes to campus to interview one or several honors candidates, and in the larger honors programs several examiners are brought to campus. Generally, the examination involves both an assessment of written work and an oral presentation or defense of the senior honors project. There are three classes of departmental honors: Honors, High Honors, and Highest Honors. Usually, the Kenyon faculty of the candidate's major program participate in or observe the interview. Decisions about whether to grant honors and, if so, which degree of honors to grant, are made jointly by the

#### ON THE WEB

⑤ [www.kenyon.edu/x11754.xml#x11781](http://www.kenyon.edu/x11754.xml#x11781)

*Figure 4.6: Senior Honors*

	2004 SUMMARY	PERCENTAGE OF CLASS	PERCENTAGE OF HONORS	2010 SUMMARY	PERCENTAGE OF CLASS	PERCENTAGE OF HONORS
Honors	7	1.76%	20.00%	10	2.31%	27.03%
High	15	3.77%	42.86%	13	3.01%	35.14%
Highest	13	3.27%	37.14%	14	3.24%	37.84%
Grand total	35	-	-	37	-	-
Total graduating class	398	-	-	432	-	-
Total percentage of class receiving honors		8.79%			8.56%	

outside examiner and the Kenyon faculty. Figure 4.6 shows that 8 to 9 percent of the graduating class receive departmental honors.

### Senior Exercise, Individual Study, and Synoptic Majors

Other curricular mechanisms for students to pursue independent research are the Senior Exercise, individual (independent) study, and the synoptic (self-designed) major. All of our seniors complete a Senior Exercise in their major, with most exercises involving an independent research project. Thirty-three percent of senior respondents to the 2008 NSSE survey reported that they had participated in an individual study or a self-designed major—down from 49 percent in 2005, but significantly higher than the 2008 national average of 18 percent.

In 2008, the Curricular Policy Committee (CPC) created a collegiate policy on individual study (IS) designed to tighten up the requirements for this option, because many faculty members believed that students pursuing individual study were unsupervised and that these projects were not always well conceived. The new policy requires that students submit a written plan for the IS (e.g. a brief syllabus, reading list, research plan, or work schedule) based on the guidelines articulated in the department's or program's IS policy. Data from the registrar confirm that the number of individual studies are down from 235 in 2006-07 to 178 in 2009-10, suggesting that changes in policy from CPC have had the desired effect of requiring both students and faculty to be much more deliberative in proposing individual study.

There has also been a decrease in the number of synoptic majors, from a high of eighteen for the class of 1999. Faculty frequently complained that students were not receiving adequate advising in synoptic majors. The number of students graduating with synoptic majors has hovered between two and four since 2006, perhaps because of the increase in the number of interdisciplinary majors.

In the 2008 NSSE survey, 32 percent of Kenyon seniors indicated that they had worked on a research program with a faculty member outside of course or program requirements during their career at Kenyon (down from 40 percent in 2005). There are several ongoing College-supported student research opportunities.

### Kenyon Summer Science Scholars Program

The Kenyon Summer Science Scholars Program (KSSS) provides opportunities for students to work in close collaboration with faculty mentors in natural science disciplines as full participants in the processes of creating a research plan, executing a research project, and preparing results for presentation in a public forum. Summer Science Scholars working on the Kenyon campus form a special community, with participants coming together for discussions and social activities. This program, begun in 1992, is funded by Kenyon and by support from individual research grants obtained by science faculty. It is open to students working with faculty members in mathematics, physics, chemistry, biology, psychology, archaeology, and biological anthropology. Selections for these competitive awards

**Figure 4.7: Kenyon Summer Science Scholars**

YEAR	BUDGET ALLOCATION	NUMBER OF STUDENTS
2002-03	\$123,806	35
2003-04	\$118,854	29
2004-05	\$124,797	35
2005-06	\$143,517	32
2006-07	\$147,105	36
2007-08	\$147,105	36
2008-09	\$150,783	39
2009-10	\$150,783	29

are made by a committee of faculty members from these disciplines. Figure 4.7 shows the number of students supported by KSSS and the budget allocation for each year. Because faculty members with large research grants use some of their funding for student research, we can support more students in Summer Science than the budget would otherwise allow.

From 2007-09, students conducting research with a Kenyon faculty member on sustainable energy and the environment could apply for the **Edgerton Fellowship** (6). This fellowship, funded by a gift from the Edgerton Foundation, provided one Kenyon Summer Science Scholar with an additional \$1,500 for research expenses (including materials, supplies, equipment, and/or conference travel, following the KSSS program guidelines).

#### Adams Summer Legal Scholars Program

The John W. Adams **Summer Scholars Program in Socio-Legal Studies** (7) provides opportunities for four to six students annually to work in close collaboration with faculty members as full participants in the design and execution of a socio-legal studies research project. A primary component of the program is the public presentation of the summer scholar's work at the conclusion of the research project. The current fellowship award is \$3,000 per student plus provision of on-campus summer housing. In 2009 and 2010, the fellowship also included a two-week seminar at Oxford University under the auspices of **The Foundation for Law, Justice and Society** (8). Selection of recipients for the competitive summer fellowships are made by a committee composed of an associate provost, the director of the Law and Society Program, and other faculty teaching within the program, as appropriate.

#### Kenyon Rural Life Center and the Food for Thought Program

Through the **Kenyon Rural Life Center** (9), students and faculty regularly pursue research about central Ohio rural life in conjunction with Kenyon courses, independent studies, and honors projects. One program connected to the center, Food for Thought, received funding from the McGregor Fund from 2005 to 2008 that enabled professors and students to conduct local food assessments to determine the possibilities for establishing a local food network linking producers, retailers, and consumers.

#### Kenyon-Honduras Archaeology and Anthropology Program

The **Kenyon-Honduras Archaeology and Anthropology Program** (10) gives participating students the chance to develop their skills as anthropological field scientists while working within the context of ongoing ethnographic and archaeological investigations in northwestern Honduras. The curriculum involves significant independent field investigations by students, supported by in-field class instruction and a living and working situation in which interactions among students and principal investigators are as easy as they are intense. Participants take a common core of seminars that introduces them to archaeological and ethnographic method and theory. Material covered in these core courses also sensitizes students to the political, cultural, and economic context in which they live and work as well as to the ethical implications of their studies. Intensive training in archaeological and ethnographic field procedures sets the stage for independent research projects conducted by the undergraduates. The central goal of the project is to help students grow from neophyte research assistants to junior colleagues confident in their abilities to make independent decisions, contribute to scientific knowledge, and disseminate their results in papers presented at professional meetings and on the Web. In the process, students learn about the field sciences, themselves, and the responsibilities they have as researchers and individuals to the people who are their hosts. The 2010 Honduras program had to be canceled because of the political situation in Honduras, and the future of the program after the retirement of the two lead instructors is uncertain.

#### ON THE WEB

- (6) [chemistry.kenyon.edu/cummings/Edgerton/Edgerton.htm](http://chemistry.kenyon.edu/cummings/Edgerton/Edgerton.htm)
- (7) [www.kenyon.edu/x35204](http://www.kenyon.edu/x35204)
- (8) [www.fljs.org/index.aspx?id=136](http://www.fljs.org/index.aspx?id=136)
- (9) [rurallife.kenyon.edu/](http://rurallife.kenyon.edu/)
- (10) [www.kenyon.edu/honduras.xml](http://www.kenyon.edu/honduras.xml)

## Assessment of Student-Faculty Research Opportunities

### Kenyon Summer Science Scholars Program (KSSS)

Because the Summer Science Scholars Program is Kenyon's oldest funded program for independent faculty-student research as well as the model for other summer research programs at the College, we have the best assessments of student learning from this program. In 2003, a **survey** <sup>11</sup> was conducted to examine how alumni viewed the Summer Science opportunity, along with many other aspects of their science experience at Kenyon. Respondents were 174 alumni who participated in the Summer Science program between 1985 and 2002 (57 percent women, and 12.8 percent members of an ethnic minority group). Compared to the experiences of lecture and seminar courses, as well as laboratory or methods courses, the Summer Science experience was rated higher in encouraging the sharing of ideas with faculty; critically examining research findings; helping students generate, test, and research questions; developing technical research skills; and helping students "feel like scientists." In addition, students reported that Summer Science helped them to improve scientific writing significantly more than lecture classes did, although not more than laboratory courses. Summer Science also encouraged students to contemplate a career in science significantly more than did the laboratory courses.

The survey identified scientific writing as a possible area for future development of Kenyon's summer research program. Faculty in the Natural Sciences Division have already conducted a small program of **workshops** <sup>12</sup> on scientific writing for summer research students, and they are considering future expansion of this program. Summer research alumni, in significant numbers, report continued involvement in science-related careers. Fully half of the respondents are attending, or have attended, graduate school in a science field.

Future assessments of KSSS (as well as other research programs) should include questions about the adequacy of funding. The National Science Foundation Research Experience for Undergraduates (NSF-REU) offers students a \$4,500-5,000 stipend (compared with \$3,500 for KSSS), and we risk losing our best students to programs that offer better compensation. In 2010, we experienced a downturn in applications for Summer Science, suggesting that students are looking elsewhere. While students may be attracted by the higher stipends and prestige offered by NSF fellowships, faculty members believe that KSSS offers students a superior learning experience, with more autonomy to follow their own interests, and with supervision not by graduate students but by faculty members.

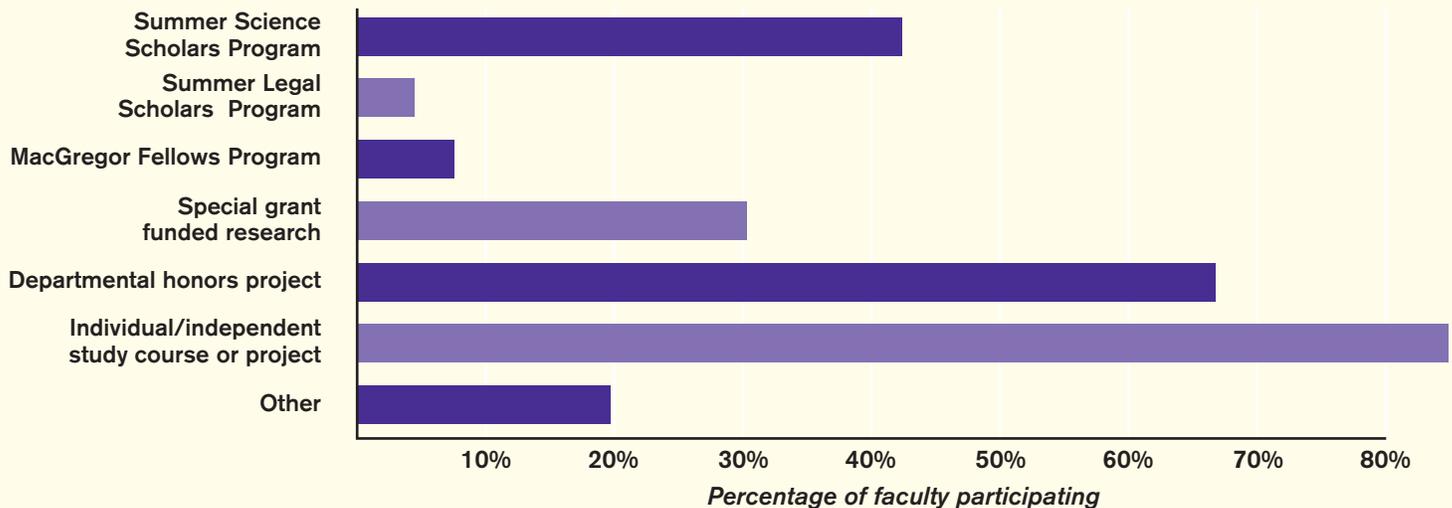
The Task Force believes that we need to assess the benefits of this program to faculty as well. Does the Summer Science program help to further the research programs of individual faculty members or does it compete with them? At a small liberal arts college, the summer is the primary time when faculty can devote themselves full-time to their own research. For many science faculty members, this might require time spent in a lab at a large research university—an opportunity that is made difficult by participation in Summer Science. As expectations for research increase, faculty members, especially younger ones, may become more hesitant to collaborate with students. However, because KSSS is so important to our students (and to our recruiting), it may be difficult for faculty members, especially pre-tenure, to opt out so they can devote their summers exclusively to their own research.

In 2009, the Associate Provosts' Office conducted a survey designed to explore these issues. Seventy-three faculty members responded to the **survey** <sup>DOC</sup>. Twenty-five of the respondents were full professors, twenty-three associate professors, fourteen assistant professors; the rest were either unknown or visiting. By division, twenty-eight were from Natural Sciences, thirteen each from Social Sciences and Humanities, nine from Fine Arts, and three from interdisciplinary programs (seven unknown). Thirty-two had been teaching more than twelve years, twenty-seven between two and twelve, eight less than two years (eight unknown). Ninety-one percent of respondents reported that they had participated in a faculty-student research collaboration. Figure 4.8 shows the types of collaborations in which faculty participate, the most common being individual study, departmental honors, and Summer Science.

#### ON THE WEB

- <sup>11</sup> [biology.kenyon.edu/HHMI/alumniassess/alumni.html](http://biology.kenyon.edu/HHMI/alumniassess/alumni.html)
- <sup>12</sup> [biology.kenyon.edu/writing/writing5.html](http://biology.kenyon.edu/writing/writing5.html)

Figure 4.8: Types of Collaboration Between Faculty and Students



Survey results overwhelmingly endorsed the value of collaborative faculty-student research. Ninety-three percent of the respondents agreed that “Student-faculty collaboration is among the most effective vehicles for promoting student learning”; 47 percent strongly agreed. Respondents also felt that faculty-student research collaborations enhanced teaching (38 percent strongly agreed; 45 percent agreed). They also believed that such collaborations benefited faculty members’ research, but the agreement was much weaker. When asked if student-faculty research collaboration benefited junior faculty’s research agendas more than those of senior faculty, 84 percent disagreed. Respondents were also aware of the costs to them of faculty-student research. When asked whether “Mentoring students doing research in the summer would take too much of my own limited research time,” 61 percent agreed while only 38 percent disagreed. While most respondents believed that student-faculty research should be a high priority of the Academic Division (84 percent), most did not support redirecting IFDA funds (either current funds or future increases) to help fund summer research opportunities for students. Although it was not captured by the survey, some faculty in the sciences have argued that faculty may be sacrificing research productivity and earning potential when they take on summer students. They contend that they should not be expected to staff what amounts to a summer program without fair compensation. As we discuss ways of expanding programs that encourage collaborative student-faculty research, we must understand more fully the trade-offs faculty face in working with students during the summer months.

#### **Kenyon Honduras Program**

Student learning in this program is assessed in the field, where instructors monitor how effectively students put ideas and methods encountered in class into practice, generate new knowledge and insights as the result of their work, and gain a well-founded sense of accomplishment and confidence in their ability to conduct field research largely on their own. At the end of the field season, all participants write brief reports, in English and Spanish, on the course of their work. This summary outlines their research goals and the methods they employed, and provides a synopsis of some of their more significant findings, giving instructors a chance to evaluate how well the students have mastered basic archaeological or ethnographic techniques. When students return to Kenyon, they take a follow-up class in which they produce papers that are evaluated based on: clarity of presentation; coherence of the argument(s); effective use of sources; explicit linkages drawn among goals, methods, and results; ability to link their findings to the work of other anthropologists/archaeologists; and ability to articu-

late the implications of their research. Frequently, the students continue working on their materials, producing honors theses and/or papers that are then presented at professional meetings. For example, undergraduates from the 2008 program disseminated their findings at the 2009 annual meetings of the Society for American Archaeology, Central States Anthropological Society, and Ohio Latin Americanists, and at the National Conference on Undergraduate Research. Faculty in the Kenyon Honduras program have worked with thirty students on eighteen papers given by students, under their names, at professional meetings of anthropological and archaeological associations. Roughly 64 percent of the 130 undergraduates who took part in the program from 1988-2008 have gone on to, are preparing to embark on, or have completed graduate studies in anthropology/archaeology or related fields. This is one measure of the program's success, although it is a narrow one. More relevant, if harder to quantify, is the confidence that participants gain in themselves as persons and field investigators. All program alumni report that their experiences in Honduras greatly helped them understand what they could accomplish through their own efforts and increased their sense of self-confidence.

### Faculty Student Publication

A current assessment of KSSS is examining whether projects funded in the last ten years have led to presentations by students at professional conferences, as well as publication in peer-reviewed professional journals. We have anecdotal information that many students are presenting and publishing the data they collect through KSSS, but we are now collecting systematic data. When the Task Force polled faculty about this issue, respondents reported sixty-three published articles on which eighty students collaborated with faculty, and thirty-seven conferences at which fifty-four students presented papers and twenty students presented posters. Two students collaborated with faculty in some way in the production of a book.

The Provost's Student Research Grants support student research by making funds available to students to travel for research purposes, particularly for presenting results at conferences. Figure 4.9 shows the distribution of these funds for the last four years.

Faculty have mixed feelings about the importance of publication and public presentation of student research. When asked on the associate provost's survey (described above) if student-faculty research collaboration is most valuable when it results in a co-authored publication, half of the respondents disagreed and 29 percent were neutral. Sixty-four percent disagreed that it should be the primary goal of faculty-student collaboration. Yet, 63 percent of the respondents felt that mentoring students during the summer would/did take up too much of their limited time for scholarship, and 35 percent felt that their department colleagues expected them to conduct research with students during the summer. If such collaborations do not result in publications, it is hard to imagine how faculty can demonstrate they have met the College's criteria for tenure and promotion when they come to be reviewed. This trade-off requires further examination.

### Faculty Scholarship and Creative Activity

Under the criteria for **faculty evaluation** <sup>13</sup>, the *Faculty Handbook* states that "because such engagement strengthens teaching, the College expects its faculty members to keep themselves professionally involved in the creative work of their discipline by the regular and disciplined pursuit of knowledge and the development of their skills (2.4.2.B). While projects may change and the pace of activity might vary, scholarly or artistic engagement must be ongoing." Scholarly and artistic engagement is

**Figure 4.9: Student Research Travel Funding**

	TOTAL REQUESTED	TOTAL AWARDED	NUMBER OF STUDENTS	NUMBER OF GROUPS
2006-07	\$31,168	\$22,870	39	5
2007-08	\$22,925	\$18,865	35	12
2008-09	\$27,020	\$16,637	33	9
2009-10	\$26,894	\$20,751	29	7

**ON THE WEB**

<sup>13</sup> [www.kenyon.edu/x17828.xml#x18770](http://www.kenyon.edu/x17828.xml#x18770)

#### ON THE WEB

14 [www.kenyon.edu/x12014.xml](http://www.kenyon.edu/x12014.xml)

15 [www.kenyon.edu/x687.xml#x2178](http://www.kenyon.edu/x687.xml#x2178)

characterized by “active and effective participation in one’s field, through publications, exhibition, or performance.” To flesh out the criteria articulated in the *Faculty Handbook* and make them specific to each discipline, each academic department and each interdisciplinary program which holds one or more faculty positions has prepared guidelines to indicate how the College standards for scholarly and artistic engagement apply in that particular discipline. The Tenure and Promotion Committee relies on these **guidelines** 14 in its deliberations.

In the 2000 Reaccreditation Self Study, the Steering Committee concluded that while “many Kenyon faculty are pursuing extremely active and successful research programs,” they “could not describe and evaluate the scholarly activity of the Kenyon faculty over the last decade” because the information “is too incomplete to warrant summarization” (p. 33). The reasons for this state of affairs have to do with the College’s difficulties in collecting and centralizing institutional data, in this case the result of personnel shortages and rapid turnover in the Provost’s Office during the 1990s. At least for faculty research, this state of affairs has improved greatly over the last decade with the creation of the position of faculty grants and fellowship coordinator. One of the duties assigned to this position is to collect and disseminate information on faculty scholarship. Currently, the College collects data on faculty scholarship in five different formats. Each faculty member submits electronically an annual Professional Activity Report (PAR), which becomes a part of that member’s dossier for review purposes. Each year the faculty grants and fellowship coordinator also requests all faculty to send updated vitae, which she collects and archives. In addition, she maintains an electronic bibliography of faculty publications and creative work, which was also published in book form in 2001. Finally, departmental Web sites include **brief biographies** 15 of faculty members, with lists of selected publications.

Can we now document the claim that “Kenyon faculty are pursuing extremely active and successful research programs”? Yes and no. The redundancies and inconsistencies in the ways we collect this information result in data that are both incomplete and too variable to summarize. Compliance rates on PARs are particularly low; they may eventually be replaced by something more useful to both the College and the individual faculty member. Often the data we collect comes to us in very different formats, making it difficult to compare or to aggregate data (every vitae, for instance, reports scholarship and grants in a different format). The formats are not set up to allow searches or manipulation of the data (reporting by year, for instance). The College needs to decide on a flexible mechanism for collecting information about faculty scholarship that anticipates the different ways we might want to use the information (individual performance reviews, publicity, accreditation, summary, open archiving, etc.). The tendency is to characterize individual accomplishments—faculty stars—and to document and publicize them as such. A more challenging question might be how to characterize the scholarly activity of the entire faculty as a means of answering questions about scholarly activity that have proven important to us over the last decade. What are some of those questions? Some members of the faculty feel that publication requirements for tenure have risen over the last two decades. The change to a five-course teaching load was designed in part to allow the faculty more time for their research and creative activity. Is there any data from faculty publications to support the belief that the standards for faculty publication have increased? Has the research productivity of the faculty risen as a result of the change in teaching load?

The Reaccreditation Task Force, in collaboration with the faculty grants and fellowships coordinator, explored mechanisms for collecting data about faculty scholarly activity that could be searched and summarized. The primary consideration was that we wanted to use information already collected rather than asking faculty to fill out yet another form about their scholarship. Using faculty vitae from 2008, we created a **Faculty Publication Database** (DOC) (using Microsoft Access, linked as .pdf). Because we were learning the program as we were building the database and because the entry of individual publications, exhibitions, and performances was extraordinarily time-consuming, the database was in the end perhaps not as flexible as we had hoped. But it did generate some information and may,

in the end, provide a useful model of an instrument for collecting and analyzing information about scholarly and creative activity in a uniform database that could be used flexibly to generate important and useful information characterizing the faculty as a whole, rather than simply documenting “stars.” (HERI survey data have consistently indicated that the faculty at Kenyon do not see the presence of “stars” on the faculty as a priority for the College).

We also used other indicators to measure faculty scholarship and creative activity.

The HERI survey results in **2005** [DOC](#) and **2008** [DOC](#) suggest that the faculty as a whole is engaged in scholarly and creative activity. In 2005, 86.9 percent of the faculty had published an article in a professional journal; in 2008, 83.3 percent of the respondents had published an article in a professional journal. In 2005, 44.6 percent had published a book, manual, or monograph. In 2008, that number remained the same. These are impressive numbers, especially if we bear in mind that journal and book publications are only two of many formats scholarly and creative activity take.

When a Kenyon faculty member publishes a monograph, it is entered into the Kenyon Authors Collection (housed in the Greenslade Special Collections and Archives) and its library record carries that tag, which is searchable. Data gleaned from the Kenyon Authors Collection suggest that our faculty are producing more scholarship. Sixty-three percent of the books produced by Kenyon faculty (216 of the 419 published since 1868) were published between 1990 and 2008. Figure 4.10 shows the number of books in the Kenyon Authors Collection by year of publication.

### Faculty Publication Database

The faculty publication database we created offers a snapshot of the publication history of the current Kenyon faculty (based on the vitae most recently submitted by faculty members), and we might draw some preliminary inferences about research productivity from it. However, we can do little in the way of comparison over time, since such information has never before been quantified. The Common Data Set for 2008-09 shows a total of 188 faculty; we were able to collect the vitae of 145 Kenyon faculty members (77 percent). The numbers reported in this section are based these vitae. Figure 4.11 shows that the most common vehicle of faculty publication is the journal article, followed by performance or exhibition.

It is important to keep in mind that different disciplines value different kinds of publications. Artists in the Fine Arts Division face unique difficulties because their creative activity does not fit the standard paradigm for scholarship in academia. The primary outlet for most practitioners of the fine arts is performance (for music, dance, and drama) and exhibition (for studio artists). For this reason, in creating the database we first entered the vitae of faculty in all other divisions and then met with chairs of the Fine Arts Division to ask for their help in creating database fields that could capture creative activity by faculty in their departments. (The scholarship of members of the Fine Arts Division in drama, music history, and art history was characterized in the same manner as for other divisions). In the end, we agreed that a category called “performance and exhibition” would best characterize the activity of most artists in the division. Another difficulty in “counting” the creative activity of the Fine Arts Division is taking into account faculty’s work with student performances (in drama, dance recitals, and music ensembles, for instance). While this work requires the same degree of preparation, commitment, time, and artistic judgment as work prepared for external audiences, it is counted toward

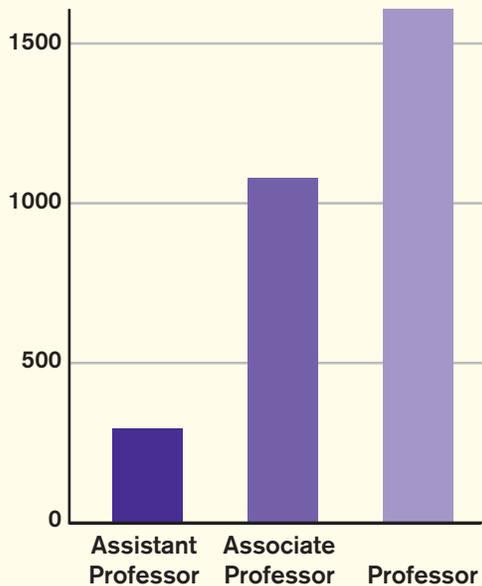
*Figure 4.10: Kenyon Authors Book Collection Data*

PUBLICATION YEAR	BOOKS IN THE COLLECTION
Prior to 1980	83
1980-1989	73
Since 1990	263
Since 2000	146
Percentage since 1990: 63%	
Percentage since 2000: 35%	

*Figure 4.11: Peer Reviewed Scholarly and Creative Work, 2008*

Published books	165
Editing	35
Journal articles	1312
Chapters in books	242
Translations and editions	46
Poetry	110
Off-campus performances and exhibitions	242

**Figure 4.12: Peer Reviewed Scholarly and Creative Work, 2008**  
(By Rank)



teaching rather than research because it is usually not peer reviewed. Although we recognize this difficulty, in the database we counted only those exhibitions and performances presented to external audiences.

Figure 4.12 demonstrates that the faculty's publications follow an appropriate career trajectory.

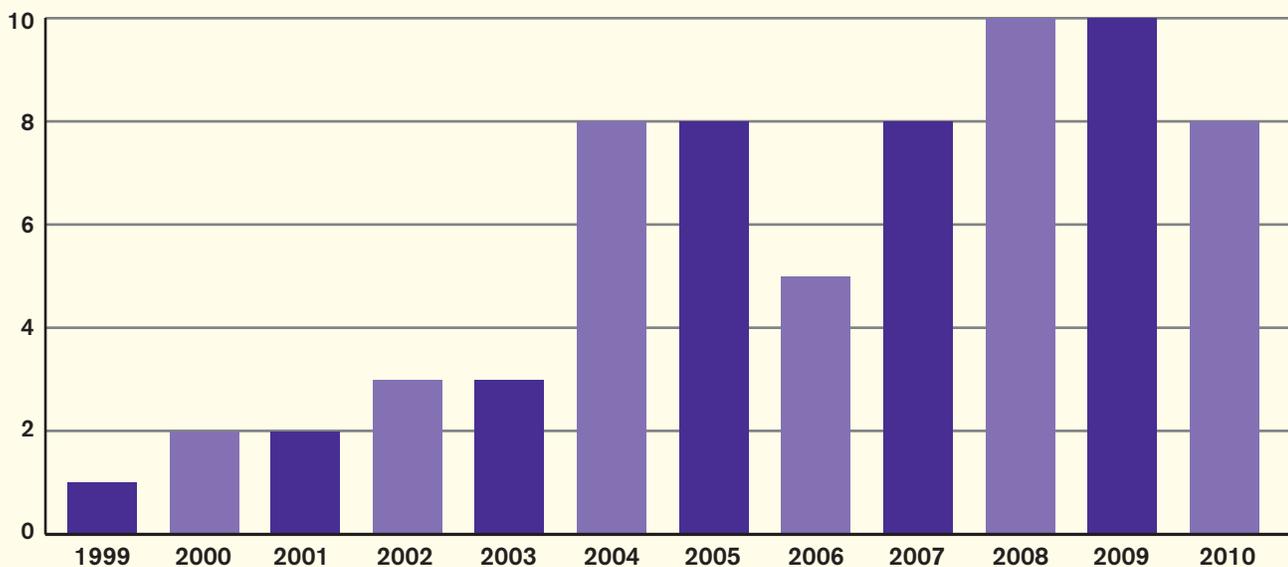
Figure 4.13, based on data from the Accounting Office, shows that Kenyon faculty have been increasingly successful in securing federal grants. The "Congratulations 16" section of the provost's Web site also suggests that faculty are seeking and receiving external grants in larger numbers. Since 2004, faculty have received prestigious grants from Guggenheim Foundation, the National Institutes of Health, the National Science Foundation, the National Endowment for the Humanities, the National Endowment for the Arts, the Fulbright Program, the American Chemical Society, the National Humanities Center, and the Department of Education.

The College publicly acknowledges the achievements of both students and faculty in acquiring, discovering, and applying knowledge. Summer Science Scholars annually present the results 17 of their research in a poster session, usually held during Family Weekend in the fall so that families can attend along with members of the campus community. Faculty grants and awards are announced at faculty meetings as part of the provost's report and highlighted in detail on the provost's Web site under "Congratulations." Honors Day is an annual celebration of the achievements of students, faculty members, and others

in the community during the academic year. Kenyon publications such as *Fortnightly*, the *Alumni Bulletin*, and the homepage of the Kenyon Web site announce achievements by faculty and students. The Office of Public Affairs sends out press releases on the most noteworthy student achievements.

The HERI Faculty Survey data point to research as a source of both job satisfaction and stress for faculty. "Becoming an authority in one's field" was rated as important by 56.1 percent of the faculty in 2005, and 61.4 percent of the faculty in 2008. Similarly, "obtaining recognition from colleagues for contributions to field" was rated as important by 54.2 percent of faculty in 2005 and 45.6 percent of

**Figure 4.13: Federal Grant Awards to Individual Faculty**



faculty in 2008. More than half of the faculty thought that the “opportunity for scholarly pursuits” was satisfactory or very satisfactory (60.2 percent of faculty in 2005, and 64.6 percent of faculty in 2008). In 2005, 87.9 percent agreed that research of the faculty member was valued by those in the department; in 2008, 85.1 percent agreed with this statement. On the other hand, many faculty rated “research or publishing demands” as a source of stress: 74.1 percent of faculty in 2005 and 65.8 percent of the faculty in 2008. Faculty members who participated in a survey for the Teagle Grant on the promotion of critical and creative thinking were asked to list “their most creative experiences” at their institution. The most common experience mentioned was the faculty’s own research program (mentioned by 61 percent of participating faculty), followed by teaching experiences (mentioned by 32 percent), and collaboration with students (also mentioned by 32 percent of faculty).

On the survey of junior faculty by the Collective on Academic Careers in Higher Education (**COACHE DOC**), however, among the areas in which untenured Kenyon faculty reported the least satisfaction were several items that related to support for research. Junior faculty indicated that “lack of assistance for grant proposals,” “lack of support for professional development,” and “lack of support for research” were issues of concern at Kenyon. So, even though we are now offering a junior leave program and have more money available to support research, we should continue to pay attention to the issue of research support.

The data indicate that Kenyon faculty are publishing in greater quantities, but do not evaluate the quality of that work. The evaluation process described in Chapter 3 includes evaluations of faculty members’ scholarship and creative activity. Letters evaluating the quality of this work are solicited from colleagues both within and outside of the department and, for promotion to associate and full professor, from scholars outside the institution.

The data gleaned from the faculty publication database and from the HERI survey suggest that “Kenyon faculty are pursuing extremely active and successful research programs” appropriate for a small liberal arts college whose primary focus is undergraduate teaching. A **complete listing** <sup>18</sup> of all Kenyon faculty, brief biographies, teaching areas, and selected publications, is available online.

## KENYON AND ITS UNITS USE SCHOLARSHIP AND RESEARCH TO STIMULATE ORGANIZATIONAL AND EDUCATIONAL IMPROVEMENTS.

Student and faculty research frequently benefits the College in more tangible ways. In some departments, like psychology, much student research is conducted within the Kenyon community. The department boasts three faculty members who are nationally renowned experts in the area of eating disorders, allowing for a synergy between the department and the counseling center that has informed the treatment of students with eating disorders. Student work in the Rural Life Center has focused on local farming and local foods, including food served in the College’s dining hall. Using the floor plans of the then-current dining hall in Peirce Hall and floor plans for the remodeling of Peirce, Gabriel Schine’s 2007 Senior Exercise created a computer program that simulated students attempting to get the food they wanted (as defined by a survey of individual students) by visiting the various serving stations in the dining hall. He correctly predicted that the new dining hall design would not represent a significant improvement over the old design. Professor David Suggs’s anthropological research on student drinking has informed alcohol policy at Kenyon. Students in the 2007 Environmental Studies Senior Seminar completed a **study** **DOC** on sustainability and the College’s land use. Lori Pacht’s 2008 honors thesis in anthropology, “**Student Reconstructions of the ‘Production’ of Diversity at Kenyon College** **DOC**,” contributed a qualitative analysis of how students at Kenyon understand diversity, focusing on student responses to administration programs and policies on diversity. A sleep study by Lindsay Miller, MS, LPC (a college counselor), Rebecca Metcalf, MS, CNP (then College nurse-practitioner), and Erin Salva, M.Ed, coordinator of disability services, “**Kenyon College Sleep Campaign: Facilitating Sleep Hygiene and Promoting Wellness** **DOC**,” examined the sleep habits

### ON THE WEB

- <sup>16</sup> [www.kenyon.edu/provost.xml](http://www.kenyon.edu/provost.xml)
- <sup>17</sup> [biology.kenyon.edu/HHMI/posters\\_2008/index.html](http://biology.kenyon.edu/HHMI/posters_2008/index.html)
- <sup>18</sup> [www.kenyon.edu/x687.xml](http://www.kenyon.edu/x687.xml)

of Kenyon students and the effects of public campaigns to educate students about the health effects of sleep deprivation. Students in Sociology 271: “Methods of Social Research” undertook a comparative study of “**hooking up** **(DOC)**” and relationships in collaboration with students in a social-work class at Mount Vernon Nazarene University. Two members of the class presented the results of that study to the community in a series of forums. The **GLCA Pathways to Learning Collegium** **(DOC)** encourages faculty to seek grants to apply current research on learning to their own classroom teaching; to date, one Kenyon faculty member has been funded by this grant.

#### 4b. Kenyon’s educational programs encourage acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry.

##### **KENYON’S GENERAL EDUCATION PROGRAM DEVELOPS ATTITUDES AND SKILLS REQUISITE FOR A LIFE OF LEARNING IN A DIVERSE SOCIETY.**

As we noted in Chapter 3, Kenyon faculty expect students to learn to think critically, to solve problems, to do research, and to communicate their ideas effectively. We want our students to develop some understanding of the knowledge and perspectives of various disciplines, of more than one culture, and of information technology (see Introduction for details about the general education program). We also believe that our students should remain and become more intellectually curious, open to new experiences and perspectives. These general education outcomes correspond closely with the essential learning outcomes articulated in the American Association of Colleges and Universities **LEAP** **(19)** (Liberal Education and America’s Promise) campaign. Many universities and colleges seek to attain general education goals in a specialized set of courses. Often, institutions’ general education programs require students to pass courses entitled “Critical Thinking,” “English Composition,” or “Communications.” The student’s major program is treated as largely separate from general education. By contrast, Kenyon has long treated general education as an aspect of everything we do. Indeed, our curriculum reflects the notion that all of the important general education skills, knowledge, and attitudes are promoted within our various disciplines and interdisciplinary programs. Students can—and must—develop their powers of thinking, communicating, and creativity through study within the various disciplines. General education goals are developed and honed in majors, minors, and concentrations as well as through distribution requirements; in advanced coursework as well as in introductory courses.

Our current general education requirements were first developed in 1973 and have remained intact over the last four decades with only minor changes. The curriculum was last reviewed by an appointed Curriculum Review Committee (CRC) from 1996-1999. Although the committee carefully studied several alternative models of general education, it finally endorsed the current model—one which affords substantial freedom of choice to students and flexibility to departments and instructors—as most appropriate for Kenyon. The committee cited especially the simplicity and clarity of the current requirements and the balance between breadth and depth they encourage. It recommended, and the faculty accepted, only two significant changes: the addition of second-language and quantitative reasoning requirements. In addition, to address issues of integrative learning, the CRC wrote **position papers** **(DOC)** on interdisciplinary programs and on multicultural curricula, encouraging the faculty to continue to develop the curriculum in these areas.

Thus, general education at Kenyon is organized around the four traditional divisions of knowledge: **Humanities**, **Social Sciences**, **Natural Sciences**, and **Fine Arts**. Each of Kenyon’s academic departments participates in one of the four divisions of the College. To achieve breadth and depth, students are required to take two courses from a single department in each of the four divisions. A

##### ON THE WEB

**(19)** [www.aacu.org/leap/vision.cfm](http://www.aacu.org/leap/vision.cfm)

fifth “division” has grown up in an ad hoc manner around interdisciplinary programs, but the place of these programs and courses within a curriculum structured by the traditional divisions remains to be articulated. Although the CRC endorsed the divisional structure of our curriculum, it noted the shortcomings of that structure, particularly as they relate to integrative and synthetic approaches to learning. The committee noted that “the current divisional structure fails to reflect consistent pedagogical and epistemological practices and even in some instances content,” and that “on an individual course basis, there are problems with classification and crediting of interdisciplinary courses and courses with emphasis on multicultural studies” (2000 Self-Study p. 50). It recommended that current academic divisions be re-evaluated. “The CRC consistently heard criticism of the divisional structure for being either arbitrary or anachronistic. Our attempts to address this issue were unpalatable to a majority of the faculty (including many faculty who were most critical of the current system)” (p. 52).

We continue to grapple with how best to institutionalize interdisciplinarity into a curriculum dominated by a disciplinary and departmental structure. There is widespread agreement among the faculty that interdisciplinarity is essential to the liberal arts, since liberal education is achieved through active dialogue among many fields of study, even if faculty cannot agree on how to incorporate interdisciplinary programs into general education. There is agreement that interdisciplinarity offers significant benefits to both faculty and students. Many faculty members see students’ ability to synthesize—along with gaining intellectual breadth and depth—as central to liberal education. For students, interdisciplinary work can supplement the breadth and depth of knowledge they achieve through general education and their majors. It enables students to achieve a measure of synthesis, integrating the knowledge they have acquired in various fields of study into a cohesive whole. Currently, students are left largely to their own devices in this regard, since synthesis is not reflected in our formal graduation requirements. For faculty, interdisciplinary inquiry can combat faculty isolation, enabling colleagues with shared interests to explore pedagogy, scholarship, and public projects.

Kenyon’s approaches to interdisciplinarity vary in their degree of institutionalization. That variability is not necessarily bad. However, interdisciplinarity remains at Kenyon largely entrepreneurial; it depends on the energy of individuals to organize and staff various kinds of programs, from concentrations and curricular emphases, to faculty seminars, often with little or no resources. We have not yet found a mechanism for moving interdisciplinary studies from the periphery to the core of the educational enterprise. Meeting the challenges and opportunities associated with interdisciplinarity requires us to address a variety of challenges, including integrating programs into general education and defining their place in relation to majors.

There are other areas of the curriculum the faculty believes need attention. Besides the challenges posed by interdisciplinarity, we are currently pondering the challenges of internationalizing our curriculum, making it more reflective of the diversity of learners (see Chapter 3), and integrating into the curriculum forms of experiential learning, service learning, internships, and field work that are not currently a very significant part of our curriculum. Innovation Greenhouse, a program on entrepreneurship and the liberal arts funded by the Burton Morgan Foundation, provides a space for the College to think more extensively about how to bridge a liberal arts education and post-baccalaureate careers.

Kenyon’s learning goals and outcomes include skills and professional competence essential to a diverse workforce. Kenyon students routinely participate in three of the four high impact practices described in the NSSE 2007 annual report “**Experiences That Matter: Enhancing Student Learning and Success** (DOC).” All Kenyon students must complete a Senior Exercise, a culminating senior experience that affords them the opportunity to integrate, synthesize, and apply knowledge they have gained both in their major and for collegiate learning goals. The Senior Exercise’s place in outcome assessment was described more fully in Chapter 3. We have described above opportunities for collaborative student-faculty research and undergraduate research, including research that has direct applications both for the College institutionally and for the larger community. Finally, approximately

half of all Kenyon students participate in overseas studies during their junior year, a number that has increased 22 percent over the last five years. The new provost has called for a retreat in August 2010, the month before the reaccreditation visit, to provide time for members of the community to step back and think creatively and innovatively about teaching and learning, and to propose and discuss new ideas, including the possibility of implementing other high-impact educational practices such as learning communities, experiential learning, and internships (currently internships do not carry academic credit). Preparation for the retreat (see Chapter 2) includes a series of discussion groups, composed of faculty and other Kenyon staff, organized around a series of questions. The groups met at their own pace for four to five months before the retreat to research and discuss these questions, and propose new ideas. The work of these groups (posted in position papers before the retreat) will inform discussions during the day-long retreat.

While curricular evaluation does not actively involve alumni, employers, and other external constituents, our Board of Trustees includes individuals representing all of these stakeholders who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained, and they routinely offer their expertise on these issues. Parent and alumni councils also routinely offer insight into curricular issues from their perspectives.

#### 4c. Kenyon assesses the usefulness of its curriculum and co-curriculum to students who will live and work in a global, diverse, and technological society.

Our faculty believe that the liberal arts approach of critical and empathetic inquiry is well suited to providing an education that emphasizes flexibility in outlook and mental agility, so that our graduates are able to adjust to new environments. Because our students learn to think critically, write effectively, and be open to new ideas, they are poised for a lifetime of learning and are prepared to adapt to global economic change. Annual assessments and the program of periodic external review outlined in Chapter 3 provide mechanisms for departments and programs to attend to the currency and relevance of their curricula and to learning outcomes. These claims, however, are difficult to assess once our students graduate. How does an institution demonstrate the contribution undergraduate education makes to a student's lifetime of learning? In 1999, Kenyon participated in the **HEDS Alumni Survey** (DOC), assessing graduates of the class of 1994, and we plan to do so again at regular intervals in the future. (The survey was not available during the two years we were preparing the self-study.) A more direct assessment might be gleaned from data published in 2008 by the **National Science Foundation** (20) showing the baccalaureate origins of doctoral recipients. This

information reflects well on Kenyon students' preparedness for graduate study in a number of fields. Figure 4.14 shows Kenyon's unweighted and weighted rankings among other baccalaureate institutions (weights attempt to account for differences in institutional size). Figure 4.15 shows that while the percentage of alumni earning the Ph.D. has increased slightly, it is never more than 8 percent of the graduating class. Even more interesting, however, are the

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(20) [www.nsf.gov/statistics/infbrief/nsf08319/](http://www.nsf.gov/statistics/infbrief/nsf08319/)

Figure 4.14: PhDs Awarded to Kenyon Graduates

	PHDS WITH KENYON BACCALAUREATE ORIGIN	UNWEIGHTED RANKING	BACHELOR'S DEGREE AWARDS FIVE YEARS AGO	WEIGHT PERCENTAGE OF PHDS PER PER BAS)	WEIGHTED RANKING
1976-1980	79	360	1,438	5.494	120
1981-1985	108	255	1,643	6.573	56
1986-1990	89	305	1,698	5.242	103
1991-1995	98	309	1,938	5.057	117
1996-2000	115	269	1,857	6.193	73
2001-2005	145	214	1,871	7.750	44

range of disciplines (DOC) in which Kenyon graduates earned doctorates between 2000 and 2006. Alumni have earned doctorates in traditional liberal arts disciplines like biology (21), English (20), psychology (19), political science (15), and chemistry (13), but also in fields like education (20), engineering (14), and agricultural sciences (3), which are not included in our curriculum.

This is admittedly only one piece of evidence that our graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. Surveys by the Office of Alumni and Parent Programs in 2003 (DOC) and 2007 (DOC) show a high level of satisfaction with the College as the data in Figure 4.16 suggest.

However, to date, efforts to collect data about our graduates' post-baccalaureate careers have been sporadic and ad hoc. Many departments and programs, as part of their self-studies for external review, include information about their alumni.

- In its 2008 review (DOC), the Philosophy Department listed graduate schools and current occupations of their graduates from 1991-2007. The list showed philosophy majors pursuing a wide range of careers. The department has an enviable record of graduates who have gone on to philosophy graduate programs (nine in the last ten years), including Princeton, Rutgers, Cornell, Michigan, U.C.L.A., and Louvain University in Belgium. Many alumni commented on the importance of their major to their postgraduate life.
- In 2009, the International Studies Program examined the postgraduate careers of its majors (What Do International Studies Graduates Do? (DOC)), noting that, "like most people who graduate with degrees from liberal arts colleges, Kenyon's international studies majors have many different occupations, some of them having nothing to do with global affairs. But many are involved in jobs that require living abroad, traveling to other countries, or interacting with people from other parts of the world."

Figure 4.15: Percentage of PhDs Awarded to Kenyon BAs

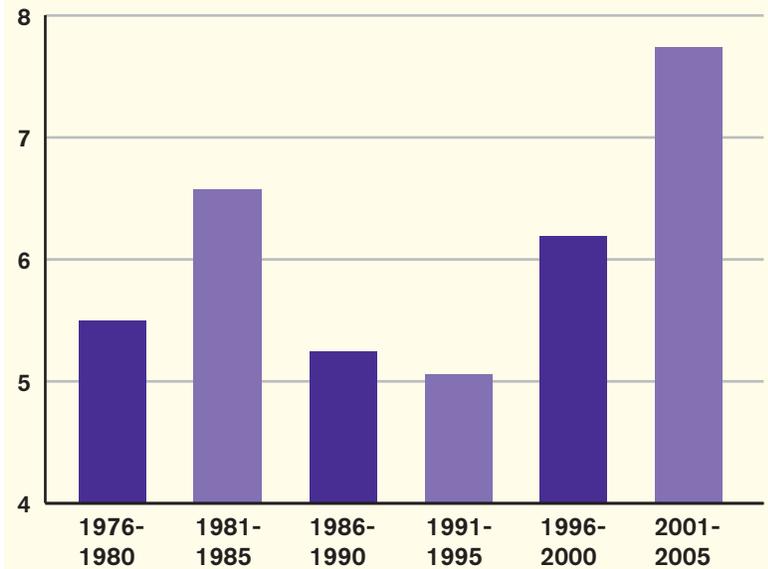


Figure 4.16: Alumni Satisfaction with the Quality of a Kenyon Education

STATEMENT	2003		2007	
	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION
<i>Kenyon is a better college today than when I attended.</i>	2.35	.90	2.19	.86
<i>Classroom work was useful and rewarding for my career.</i>	1.83	.85	1.83	.80
<i>Extracurricular life at Kenyon enriched life my after.</i>	2.12	.98	2.09	.97
<i>Kenyon's curriculum is firmly based in the liberal arts.</i>	1.44	.62	1.41	.58
<i>The College listens and responds to its alumni.</i>	2.58	.69	2.60	.60
<i>Alumni are a valued constituency.</i>	1.99	.69	1.94	.69
<i>If I had to do it again, I would still attend Kenyon.</i>	1.62	.91	1.62	.91
<i>When choosing a college, Kenyon's reputation was important.</i>	1.99	.91	2.03	.92
<i>Looking back, Kenyon provided a good education.</i>	1.34	.59	1.37	.59

AGREEMENT WITH STATEMENTS

1: strongly agree; 2: agree; 3: neutral; 4: disagree; 5: strongly disagree

- The **Economics Department** surveyed its alumni as part of its **2007 external review** (DOC), administering an online survey to 862 alumni who had majored in economics. The survey, which asked respondents to assess the instruction in economics, writing skills, and quantitative skills they received at Kenyon and to comment on the strengths and weaknesses of the economics major, had a 57 percent response rate of alumni from 1943 to 2006. Respondents felt that the writing and quantitative skills they obtained at Kenyon were better than their peers. The vast majority of respondents felt they had a strong understanding of economic issues upon graduating from Kenyon, with approximately one-third saying that they had a very strong understanding.
- As part of its **2009-2010 Self Study** (DOC), the **Mathematics Department** conducted a graduate survey of eighty-nine mathematics majors who graduated between 1998-2008. All but two alumni rated themselves as equally or better prepared than co-workers when asked to rate the quality of education they received at Kenyon. When asked about their most valuable Kenyon Mathematics Department experiences, the alumni cited the following most frequently: small class sizes, close interactions with faculty and other students, and a focus on critical thinking, writing, and communication.

The Task Force believes that Kenyon might find ways to assess more systematically the value of a Kenyon education for our alumni. Regular participation in the HEDS Alumni Survey should offer us indirect data for comparison. We are becoming more adept at assessing the learning outcomes of our current students, as we demonstrate in Chapter 3; our next step is to try to understand how that learning translates into the skills and knowledge necessary to function in diverse local, national, and global societies. This finding corresponds to earlier recommendations on improving institutional research and the resources available to students for career planning. The two areas might even converge: as we better understand how a Kenyon education has benefited alumni in their careers, we may be able to articulate more fully to our students the future value of their education, and our alumni might serve more systematically as a network for current students.

## KENYON PROMOTES LINKAGES BETWEEN CURRICULAR AND CO-CURRICULAR ACTIVITIES THAT SUPPORT INQUIRY, CREATIVITY, AND SOCIAL RESPONSIBILITY.

In keeping with the mission of the Student Affairs Division to balance individual freedom with the common good, Kenyon students are free to create or belong to any organizations to promote and develop their interests. Students take the initiative to create and operate their organizations, but the support of the student activities staff and faculty advisors contributes significantly to the success of these organizations. The College currently supports more than one hundred student-run organizations that receive funding from student activity fees. These groups reflect a wide range of student interests in the arts, music, drama, religion, politics, crafts, film and media, ethnic diversity, debate, dance, service, sports, and games (for a complete listing of all student organizations, see the **Student Life** (21) Web page). Many Kenyon social organizations articulate in important ways with students' academic interests, allowing students to pursue their academic interests outside of the classroom and beyond their majors.

In the **2008 NSSE survey** (DOC), 30 percent of first-year students reported spending fifteen hours a week participating in co-curricular activities; 6 percent spent no time participating in co-curricular activities. The mean response for seniors was between six and ten hours a week.

### *Leadership Opportunities*

Students have several opportunities to develop leadership skills during their time at Kenyon. Between 1999 and 2004, the **College Student Survey** (DOC) reported 55.6 percent of seniors expressed satisfaction with leadership opportunities. This is down considerably from the 70 percent reported by seniors in

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(21) [www.kenyon.edu/x19391.xml](http://www.kenyon.edu/x19391.xml)

1997-99 surveys, and lags behind the comparison group at 59 percent, but the information is somewhat dated (2008 CSS results are not reported because the response rate was too low to be meaningful).

Community advisors (CAs) are student leaders who work to ensure safety in the residential areas, facilitate interaction, plan social and educational events, serve as a resource, and report maintenance issues in residence halls. CAs who live in the first-year residence halls serve as mentors to new students. General issues of adjustment and transition, as well as the more specific areas of community development, roommate relationships, policy enforcement, and intentional relations all fall under the purview of the community advisors. The annual quality-of-life surveys conducted by the Office of Housing and Residential Life show a high level of satisfaction among students with the work of CAs.

Kenyon's campus government offers a variety of ways in which students may become involved in the governance process. Positions in campus government are both elected (in the spring and fall of each year) and selected (in the spring and fall of each year), with leadership opportunities available to any Kenyon student who is in good academic standing. Students are encouraged to take advantage of these opportunities to become involved and have a greater voice in campus life. The organization of campus government is described more fully in Chapter 1. The Committee on Student Life, the Social Board, and the Student Lectureships Committee give students the responsibility for approving and funding student organizations, student social activities, and lectureships. Students who serve on these committees gain valuable experience in the planning and production of campus events and in managing budgets.

In the same way that a liberal arts education creates a framework for learning, the Innovation Greenhouse program (supported by the Burton D. Morgan Foundation) creates a framework for leadership skills. Designed to promote a culture of entrepreneurship, the program's activities enable Kenyon students to develop skills that will enhance their life at Kenyon and jump-start their post baccalaureate careers, regardless of major or career starting point. Activities offered by the program include the Innovation Greenhouse retreat, in which thirty first- and second-year students are selected to participate in intensive leadership training and entrepreneurship education; and the Innovation Greenhouse Partnership, which, in conjunction with other local educational and business institutions, presents a series of training and lectures to Kenyon College students and area business people, and encourages students to seek internships with Mount Vernon and Knox County businesses. Workshop topics include creativity, negotiating, understanding financial statements, team dynamics, and presentation skills. The program also offers a competition for business development grants and business plan grants to help students with specific entrepreneurial aspirations to launch their projects. The program is explicitly interdisciplinary, seeking to help students leverage the liberal arts perspective, which empowers them to view a given challenge from multiple perspectives (such as critical thinking, scientific method, historical enquiry, etc.).

### *Arts and Media*

A significant number of Kenyon students are intensively involved in artistic endeavors that create important linkages between their curricular and co-curricular activities. This interest is stimulated and supported by Kenyon's academic programs in studio art, dance and drama, and music. However, many students who are not majors in those departments also seek creative outlets. The College has responded by providing facilities and programming to support these interests. The Craft Center occupies a large house with a student manager, where students and local artists offer a variety of non-credit craft classes. In response to a student initiative, Kenyon created the Horn Gallery in 1994. This began as a small barn on campus that, in 1998, was replaced by a new, larger, and more flexible building to serve as a social, educational, and performance center for students to complete and display their art work, hold coffeehouse programs, read poetry, perform plays, and practice and perform musical works. When the Peoples Bank moved to a new building, the College bought the old building at the corner of Chase and Brooklyn streets and converted it into a small theater, the Black Box, to accom-

moderate student productions. The Pub in Peirce Hall is also a popular performance space for students.

It is significant that at Kenyon, most of the theatrical events and dance concerts are collaboratively produced by the Kenyon College Dance and Drama Club (a social organization) and the Dance and Drama Department, bridging the curricular and co-curricular and creating opportunities and experiences for all students interested in theatrical work, not just for majors. In addition, Kenyon supports eight comedy, dance, and drama clubs. Kenyon is justly famous for its a cappella singing groups (at least seven currently), and the addition of Storer Hall has provided more rehearsal and performance spaces for these popular groups. Students interested in the media can join the Kenyon Film Society (KFS) or Kenyon Student Filmmakers (KSF), host their own radio show at WKCO, or write for the *Collegian*, the student newspaper.

Because of the presence of the *Kenyon Review* (KR) (see Chapter 5), writing is one of the traditions on which Kenyon prides itself. Students interested in writing can submit work to any of three literary magazines on campus. As part of its commitment to enriching the academic environment in which it resides, the *Kenyon Review* works with Kenyon students throughout the year in its Associates Program. Students accepted into the KR Associates Program volunteer two to three hours per week. Selected students gain hands-on experience in literary editing, publishing, and marketing, and work directly with KR staff to benefit from special literary, cultural, and professional opportunities. Some examples of work assignments include: reading and processing manuscripts, coordinating publicity for special events and campus readings, conducting grant research, and soliciting for advertising. Throughout the year, at Thursday common hours, KR invites those involved in the production and management of the magazine—such as the chief copy editor, designer, and managing editor—to speak with the students and share their knowledge of the publishing world. All Kenyon students are invited to apply at the beginning of the school year. Applicants submit a letter of intent stating why they wish to participate, as well as a brief letter of recommendation from a professor, high school teacher, or employer. Finalists may be interviewed. The selection criteria include dependability, initiative, responsibility, and ordinary workplace skills. Upon successful completion of the program, students are presented with certificates. Their participation is also noted on academic transcripts; however, eventually the KR would like to expand this program into a course bearing .25 units of credit.

### *Community Service*

Community service represents a significant part of the co-curricular experience at Kenyon. From the start of their educational experience at the College, students are invited to become involved in the Knox County community, become educated about social issues in the area, and investigate potential solutions to local problems. Prior to the new student Orientation Program, thirty-two incoming students and ten upperclass leaders participate in the Pre-Orientation Service Program, during which they visit more than ten agencies in Knox County and participate in a range of service projects, with discussion and reflection at the end of each day. At the start of the academic year, community agencies are invited to both the fall Activities Fair and winter Service Fair in order to connect with other interested student volunteers. Until recently, community service initiatives were housed within the Student Activities Office and administered by the director of student activities and Greek life. In August 2008, the director of new student orientation and community programs assumed oversight for service programs on campus. For a list of community service opportunities, see the **Community Service Program** <sup>(22)</sup> Web site.

Kenyon students have the opportunity to engage in experiential learning through some coursework, though the scope is not very large. Departments such as Sociology offer opportunities (the Rural Life Center, for instance) for students to learn about local issues and needs through coursework and connect this learning to the community through documentary projects and internships on local farms. The Psychology Department offers classes in social justice and service-learning. The Empty

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<sup>(22)</sup> [www.kenyon.edu/x42736.xml](http://www.kenyon.edu/x42736.xml)

Bowls project, an initiative of the Craft Center, has recently connected with the *Kenyon Review's* Writers Harvest program in order to foster better links between the co-curricular and classroom experience. However, while Kenyon is actively engaged in the work of the community, some argue that most students do not have a complex understanding of the reciprocal relationships that community-based learning promotes. Questions for the future include: Are we adequately meeting the needs of our students and our community with our current structure? What does the campus need in terms of support for community service and service-learning? Would the campus benefit from a “center” dedicated solely to service (as with many of our peer campuses)? Should we pursue more ongoing support through an Americorps/VISTA volunteer? How can we incorporate active reflection and learning into existing service programs in order to transform community service into service-learning? Should we create more academic classes that incorporate service-learning into the curriculum? What resources would any of these initiatives require?

### *Greek Organizations* 23

Kenyon currently has seven chapters of national fraternities, two local co-ed fraternities, and four local sororities. Fraternity membership represents about 25 percent of men on campus, while sorority membership represents approximately 15-17 percent of women. Membership by chapter ranges from two to thirty for sororities, 25 to 120 for the co-ed societies, and eight to thirty-five for the fraternities. Membership has been relatively steady throughout the decade. Over the last decade, members of the Greek community have improved significantly their record of community service. This might be due in part to a better system for recording their participation in community service; however, many feel that they are also doing more to give back to the greater Knox County community.

Controversy has continued over the seven fraternities that occupy space in the historic residence halls. In the spring of 2010, to encourage gender equity in the allocation of residential space, the Campus Senate passed a proposal to include the sororities in division housing (housing occupied exclusively by members of an organization, historically the fraternities). That decision prompted a **letter** **DOC** from several faculty members asking for a comprehensive internal and external evaluation of the student housing system, before any changes are made, to ensure that it supports our core mission. Senate recommended creating a division housing board composed of faculty, administrators, and students to review division housing guidelines, to oversee organizations' responsible use of space, and to make recommendations to grant organizations housing or remove them from it. The new division housing board also has the authority to grant division housing space to non-Greek student organizations that have participated in themed housing. President Nugent has appointed a Trustee Task Force to begin a thorough review of residential life.

Hazing and inappropriate conduct by members of Greek organizations remain areas of concern. Student Affairs staff conduct educational programs throughout the year with Greek leaders, focusing on the pledging process and encouraging the groups to balance traditions that may have included unsafe practices with healthier and more positive events. During the 2009-10 academic year, one fraternity was suspended until 2013 because of its continued abuse of alcohol, its hazing practices, and other inappropriate behavior. The Student Affairs Division is working to encourage all the Greek organizations to host better events and activities for their new and current members, as well as for the campus as a whole.

The Greek Council Constitution passed by the Senate in 2008 included a judiciary process. In 2009, after several rush violations were reported, this process was invoked. It quickly became apparent that the process was inadequate, so Senate decided that the violations should be adjudicated through the campus judiciary process. In the spring of 2010, Greek Council presented a new version of a judiciary process to the campus Senate, but given the Senate's workload, a discussion and vote were tabled until the fall of 2010.

#### ON THE WEB

23 [www.kenyon.edu/x11584](http://www.kenyon.edu/x11584)

### *Fitness, Recreation, and Intercollegiate Athletics*

Two new recreational facilities enhance students' co-curricular experiences on campus. The Kenyon Athletic Center (KAC) has greatly improved opportunities for involvement in both sports and recreation. The VandenBerg Tennis Pavilion, dedicated in 2009 and made possible by gifts from the VandenBerg family and various Kenyon tennis alumni, places our tennis facilities (indoor and outdoor) among the top five facilities in NCAA Division III. The KAC continues to serve a high volume of users during its fourth full year of operation (2009-10), averaging approximately 980 users each day. This number does not include varsity athletes who use the building daily for practice and competition. One of the most popular venues in the building continues to be the Patterson Fitness Center, averaging 670 users each day. Faculty, staff, and students are more active in intramural and club sports and in fitness and recreation opportunities offered through **KenyonFit** (24), a program that addresses community wellness and health. KenyonFit holds classes in yoga, lunchtime classes in aerobics, and late-afternoon workout sessions that draw thirty to fifty participants five days a week. The physical education curriculum has also expanded to include more interdisciplinary classes (e.g., sports medicine and wellness, wilderness first aid, and human performance) as well as activity classes. In 2008-09, there were 1,284 registrations for **intramural sports** (25), a number that (as of this writing) has been surpassed already in 2009-10. The KAC now offers fifteen different intramural sports generating 263 contests throughout a calendar year. Over the past three years, 55 percent of Kenyon students participated in at least one intramural sport. KenyonFit programming served 581 individuals in more than 380 classes. The **club sport** (26) program has also thrived as a direct result of the KAC. There are seventeen different club sports, with a participation rate of 285 students per year.

There is evidence that the new athletic facilities have improved the quality of student life. One of the questions on the NSSE Student Survey asks how often students have "exercised or participated in physical fitness," rated on a scale where 1 = never, 2 = sometimes, 3 = often, and 4 = very often. It appears that students have increased their participation from 2005 (before the KAC opened) to 2008.

	2005	2008
<b>Kenyon</b>	2.89	3.05
<b>Comparison Group</b>	2.74	2.68

Sixty-four percent of senior respondents say they participated in physical fitness activities often or very often.

Parents responding to the Parent Survey expressed a high level of satisfaction with students' opportunities for exercise and recreation, with an average satisfaction response of  $M = 4.66$  on a scale where 1 = very dissatisfied and 5 = very satisfied. This is significantly higher than the satisfaction rating of parents in 1999 ( $M = 4.00$ ), perhaps due to the opening of the KAC.

The Kenyon Athletic Center has definitely been a significant investment in the co-curricular education of Kenyon students, while providing a space that encourages interaction among students, faculty, staff, and the greater Gambier community. The facility also propelled Kenyon College's indoor athletic venues into elite circles in NCAA Division III, as we now boast one of the finest indoor facilities. There is now, however, a significant discrepancy between indoor space and outdoor venues at the varsity level, especially compared to those institutions with whom Kenyon competes. The simple addition of lights to outdoor venues would offer flexibility in scheduling both practices and competitions.

As a founding member of the North Coast Athletic Conference, and an active member of the NCAA Division III, Kenyon sponsors **twenty-two varsity sports** (27), eleven for men and eleven for women. In 2009-10, nearly 25 percent of Kenyon's student body participated in intercollegiate athletics, a total of 505 student-athletes (approximately 100 participated in multiple sports). This number includes 234 women and 271 men, and represents a growth of approximately 13 percent since 1999.

In intercollegiate competition, varsity athletics has enjoyed both booms and busts since 2000. As

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(24) [athletics.kenyon.edu/x21871.xml](http://athletics.kenyon.edu/x21871.xml)

(25) [athletics.kenyon.edu/x21870.xml](http://athletics.kenyon.edu/x21870.xml)

(26) [www.kenyon.edu/x11591.xml](http://www.kenyon.edu/x11591.xml)

(27) [athletics.kenyon.edu/x27327.xml](http://athletics.kenyon.edu/x27327.xml)

previously indicated, roster numbers are currently strong. However, two programs have experienced dangerously low roster sizes: in 2002, a task force evaluated the viability of a football squad that had shrunk to fewer than thirty students, and then in 2008, the volleyball season had to be temporarily suspended due to the inability to field a team. The latter situation was the result, in part, of constant turnover in the head coaching position. Such transitions can have negative effects on programs. After a study (completed in 2005) of head coaching salaries and subsequent adjustments, Kenyon has been able to slow what was a revolving door in leadership and create program stability. The most successful season as a whole for the Athletics Department was 2007-08, in which eight programs represented the College in post-season NCAA competition and Kenyon placed fourth, its highest ever finish, in the running for the North Coast Athletic Conference All-Sports Trophy. Most notable is that with the 2010 men's swimming team's thirty-first consecutive national title, Head Swimming Coach Jim Steen earned his fiftieth national championship (Kenyon's fifty-fourth total), a number unsurpassed anywhere in the NCAA. Coach Steen is one of two coaches in NCAA history to win national titles in four decades.

Academically, Kenyon student-athletes continue to compete with the best. In the fall semester of 2009, all teams recorded GPAs of over 3.0, the average being 3.31. Guidelines on scheduling athletic contests, established in 2005 by the Committee on Academic Standards in conjunction with the Athletic Department, have reduced missed class time and encouraged direct communication between faculty and coaches regarding class absences. In 2003, Ashley Rowatt '03 was named NCAA Woman of the Year, the first (and still the only) athlete from a Division III institution to win this honor. In 2009, Kenyon was awarded another top-nine finalist, as well as a top-three finalist, Tracy Menzel '09, for the prestigious Walter Byers Scholarship awarded by the NCAA. Kenyon continues to rank as one of the leaders in NCAA Postgraduate Scholarship recipients, having fallen from the top spot in recent years. These accomplishments are tribute to the ability of Kenyon's head coaches to attract top-level student-athletes to the College. As a member of NCAA Division III, Kenyon does not offer athletic scholarships. In fact, recent **NCAA research** (DOC) shows a (significant) variance between aid awarded to Kenyon student-athletes and other Kenyon students, with student-athletes generally carrying less need than the overall student body.

Parents indicate satisfaction with their students' varsity athletics experience. In the parent survey conducted in 2009, the average satisfaction rating with "varsity athletics" was 4.12 (on a 5-point scale), and the average satisfaction with "athletic competition" was 4.20.

Despite challenges presented by outdoor facilities, by head and assistant coach salaries, and by financial aid awards, Kenyon's athletic and recreation programs continue to enjoy growth and success. The introduction of the *Student Athlete Handbook*, a drug and alcohol education and testing program, an athlete experience survey, and a Kenyon student-athlete organization has facilitated this development, as has (of course) the new facility. Kenyon student athletes are represented by the Kenyon Student Athlete Association (KSA), which sponsors community service projects and serves as the "ombuds" group for the Athletic Department and the College as a whole on matters that pertain to athletics from a student athlete perspective. The reporting mechanism to determine where the KSA should be aligned within the student government structure is being explored at the time of writing.

### *Spirituality and Religious Life*

In surveys, both students and faculty tend to rank lower than comparison groups on measures of spirituality. In the 2008 HERI survey, only 35 percent of faculty rated "integrating spirituality into my life" as a personal goal, compared to 56.3 percent in the comparison group. In the 2008 NSSE survey, 30 percent of first-year students reported participating in activities that enhance their spirituality often or very often. Thirty-two percent of seniors reported that they participated in spiritual activities often or very often. Despite these findings, organizations whose mission includes spirituality or religious life have grown over the decade, both in numbers and visibility. A major change in the past decade is that the Board of Campus Ministries has changed its name to the Board of Spiritual and Religious Life

(BSRL). This allows the board to be much more inclusive and accepting of groups on campus that may not be specifically associated with an organized religious group. In addition, the new name seems to be less daunting to students and encourages greater participation in spiritual and religious life on campus.

One of the major objectives of spiritual and religious life at Kenyon is to build and strengthen religious identity and provide a positive religious experience which can have lasting effects on students. The BSRL seeks to embrace interfaith understanding among the many traditions represented on campus and is committed to the diversity of religious expression. This diversity is reflected in the wide variety of religious, social, educational, cultural, and political programs offered. Spiritual life is largely shaped by an enormous range and depth of student's questions and interests. To build upon our traditional strengths of community, friendship, and diversity is to provide some of the necessary tools that our students must have as they continue to grow and develop in their religious and spiritual lives.

Suggestions for the future include an examination of similar institutions to learn about different models of campus religious life and to see how chaplaincy programs are set up elsewhere. Creating a position of director of spiritual and religious life would better accommodate the needs of the community in terms of engagement, diversity, and exploration. The Student Affairs Division is currently exploring this possibility.

### *Cultural Events*

Opportunities to participate in cultural events that supplement students' classroom learning abound at Kenyon, so much so that sometimes it is difficult to find an available time to schedule an event. The Faculty Lectureships and Student Lectureships committees both schedule events throughout the year, as do individual academic departments and programs. The Social Board of Student Council and other student organizations sponsor a wide range of concerts, plays, readings, dinners, and exhibitions. The Dance and Drama Department, in collaboration with Kenyon College Dance and Drama Club (KCDC), offers student-directed and faculty-directed plays. The Music Department offers concerts by visiting artists and student ensembles, and recitals by faculty and students. In addition, concerts by student singing groups and student instrumental ensembles take place frequently. Faculty and students in the Studio Art Department, along with visiting artists, exhibit work throughout the year in the gallery of Olin Library (soon to be replaced by a new art gallery building), the Horn Gallery, and elsewhere. Readings are sponsored by the English Department, the *Kenyon Review*, and student groups. Special programs are presented through the week of Martin Luther King's birthday—for instance, the "Day of Dialogue" in January 2009 and 2010. These cultural activities enrich students' classroom work and testify to the varied interests and energies of members of the College community.

On any given evening or weekend, there might be several events scheduled, suggesting the need for more centralized planning and scheduling for cultural and academic events to avoid overbooking. With two or three different individuals coordinating room reservations for different groups, there is little thought given to how many events we can or should support at one time. For instance, the College sets aside a Common Hour at 11:10 a.m. every Tuesday and Thursday. Common Hour has come to be an extraordinarily busy time of the week, used not only for lectures and cultural events but for meetings as well. According to the faculty lectureships/Common Hour coordinator's [annual report \(DOC\)](#), in 2007-08, for instance, 257 events were officially scheduled during Common Hour, roughly four per Common Hour—and this doesn't take into account events not scheduled through the Common Hour coordinator.

### *Assessment of Student Learning in the Co-curriculum*

A [study \(DOC\)](#) conducted by the Student Activities Office attempted to determine how participation in co-curricular activities affects academic success by looking at the grade point averages (GPAs) earned by members of student organizations. Every year between 2001 and 2008, in more than 90

percent of student organizations the average GPA was above 3.0. In more than 25 percent of student organizations, the members had an average GPA of above 3.50 for every year recorded. (See **08-09 GPA Analysis** **DOC**.)

Each year, the average GPA of Greek-organization students has been below that of the rest of the student population, a situation that Student Affairs is constantly working to remedy. The average GPA of students in all Greek organizations has been above 3.10 since 2005. While some Greek organizations have struggled more than others to retain a good GPA, all Greek organizations have maintained an average GPA above 2.70 every year. The Student Affairs Division hopes to see the minimum GPA of all Greek organizations increase over the years by continually stressing the importance of responsible academic values. Support from the administration as a whole is important to meeting this challenge. Since 2006, the number of Greek organizations with average GPAs above 3.25 has been increasing, so we are getting closer to our goal of increasing academic excellence within these organizations.

Another **study** **DOC** conducted by the Student Activities Office compared the careers of Kenyon graduates to their involvement in student activities before graduating. The results of this pilot study suggest that participation in student activities prepares students for continued learning beyond Kenyon; however, because the career paths of all graduates are not known, the data are incomplete (a perennial problem with alumni data). The data we have been able to collect, however, suggest that more than 20 percent of students participating in student activities went into fields relating to their extracurricular activities at Kenyon. We might infer from this study that students were better prepared to advance their careers in these areas because of the experience of participating in student activities at Kenyon. This study is only a starting point in understanding the effects of student activities on student learning; the data have been compiled from entries that might not be complete. Much of it depends on the organizations' accuracy in reporting membership. This record-keeping has not been a priority until the last two years. The Student Activities Office continues to work on student organization recruitment and retention.

Parents have a very positive view about what their students are learning in the co-curriculum. This satisfaction is reflected in data from the parent survey, below, where 1 = very dissatisfied and 5 = very satisfied:

Exercise and Recreation	4.66	Athletic Competition	4.20
Clubs and Activities	4.46	International Interaction	3.94
Artistic and Cultural	4.38	Multicultural Interaction	3.89
Leadership Opportunities	4.30	Religious Expression	3.87
Volunteer Opportunities	4.27		

4d. Kenyon College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

### KENYON FOLLOWS EXPLICIT POLICIES AND PROCEDURES TO ENSURE ETHICAL CONDUCT IN ITS RESEARCH AND INSTRUCTIONAL ACTIVITIES.

To foster integrity in all academic work, instructors are expected to insist on high standards of honesty and integrity in their classes. The *Kenyon College Catalog* outlines **policies on academic honesty** (28) (pages 24-27 in the 2009-10 catalog). A violation of academic honesty is among the most serious matters in an academic community. An instructor who suspects a student of academic dishonesty is required to present the evidence to the chair of his or her department. If the chair concurs, he or she reports the alleged violation to the chair of the Academic Infractions Board (AIB). In addition, most instructors include in their course syllabi statements about academic honesty. At Orientation, all new students attend a **mandatory meeting** (DOC) on academic integrity. Figure 4.17 shows the number of cases heard by the AIB by year, and the results of the hearings.

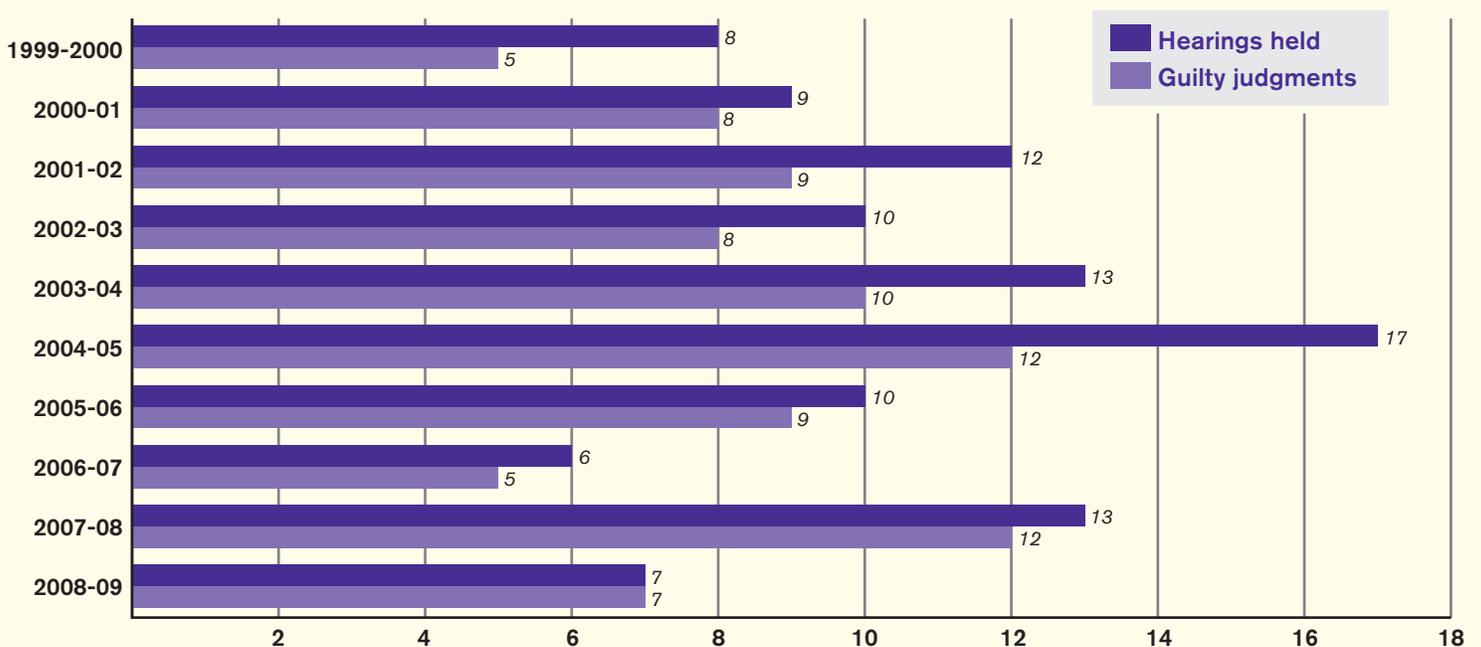
#### *Ethical Research Oversight*

The Kenyon College Institutional Review Board (IRB) was established through faculty legislation in 2007. (Prior to that time, the Faculty Affairs Committee was given general oversight of human subjects. Specific reviews were regulated by departments.) The IRB strives not just to comply with federal regulations regarding human subjects, but also to educate our students to be responsible researchers and educated subjects. The IRB attempts to foster the ethical treatment of human research subjects and to encourage ethical research in general. To this end, the IRB reviews all research (both student and faculty) involving human subjects, not just federally funded research projects. In addition to the IRB policies and procedures, the IRB Web pages make available materials of interest to researchers on

#### ON THE WEB

(28) [www.kenyon.edu/x11747.xml](http://www.kenyon.edu/x11747.xml)

Figure 4.17: AIB Infractions Per Year



ethics, codes, and laws, as well as information about doing online research, creating surveys, conducting interviews, and creating consent documents.

IRB legislation requires that all Kenyon researchers (student and faculty) using human subjects in their research must:

- Complete a [CITI Human Subjects Research Training Course](#) (DOC)
- Apply for an [IRB Review](#) (DOC)

Chairs of departments in which research using human subjects is being conducted must also take the CITI Human Subjects Research Training Course in order to be able to sign off on faculty and student proposals.

The IRB makes its policies and procedures available to the Kenyon community through its [Web pages](#) (29). The IRB administrator (the faculty grants and fellowships coordinator) works with individual researchers to develop research proposals that can be approved by the IRB. If the IRB does not initially pass a protocol, the administrator works with the researcher to try to resolve the issues. In addition, the IRB administrator makes class presentations on human subjects research and IRB policies and procedures. Each year, the IRB approves approximately thirty student applications, and between ten and fifteen faculty applications.

The Institutional Animal Care and Use Committee (IACUC) reports directly to the provost and is charged with evaluating research proposals involving animal subjects. The committee seeks to ensure that research that is conducted with animals is humane as well as scientifically and educationally valuable. In addition, the committee inspects animal housing facilities to ensure that they meet federal standards; it has oversight responsibilities for animal care and animal facilities, reviewing at least once every six months the institution's program for humane care and use of animals. (For more details, see "[Assurance Of Compliance With Public Health Service Policy On Humane Care and Use of Laboratory Animals](#) (DOC)," 2006).

The Institutional Biosafety Committee (59 CFR 34496) is responsible for reviewing all funded and non-funded recombinant DNA research projects, reviewing the use of human tissue, blood, and other agents, creating policies and procedures for safe laboratory practices, assisting researchers with compliance and permits, and reporting problems and incidents.

## **KENYON ENCOURAGES CURRICULAR AND CO-CURRICULAR ACTIVITIES THAT RELATE RESPONSIBLE USE OF KNOWLEDGE TO PRACTICING SOCIAL RESPONSIBILITY.**

For the last two years, the issue of classroom deportment has turned up in several departmental assessment reports. To learn more about this issue, Judy Holdener, professor of mathematics and the current McCoy chair, [conducted a survey](#) (DOC) among the faculty to determine what these complaints might mean, presenting the results of this discussion at a Common Hour forum in which the director of the counseling center and the dean for academic advising and support also offered some advice for faculty on making clear their expectations about student behavior in the classroom. About 60 percent of the respondents (N=84) thought that students were respectful toward them both in and out of class, and the majority felt that students were generally respectful to one another, although about 32 percent, were neutral about whether students were respectful of one another outside of class. More interesting were breakdowns within the Social Science Division. Although the sample sizes were small (nine female and fourteen male social science faculty), all of the male social science faculty felt that students were either respectful or very respectful (50 percent for each) towards them, while only 44 percent of the female sample felt that students were respectful to them. As a means of finding out what faculty mean by respect, the survey asked respondents to describe the types of misbehaviors they had observed in their classes. The top ten disrespectful behaviors that faculty noted were:

### ON THE WEB

(29) [www.kenyon.edu/x30101.xml](http://www.kenyon.edu/x30101.xml)

- Leaving class at random (bathroom, drink, or phone call breaks) or leaving early
- Tardiness
- A greater sense of entitlement in the classroom/expecting professors to cater to students/lack of respect for faculty time
- Questioning grades/a sense of entitlement to grades/“trashing” faculty on evaluations for grades less than A
- Disruptive chattering in class
- Inappropriate use of technology in class (cell phones, texting, Web surfing)
- Asking for extensions or turning work in late
- Absence without alerting the instructor in advance
- Informal or disrespectful ways of addressing instructor in e-mails/e-mail etiquette
- Eating in class

In the 2000 Self-Study, alcohol emerged as a significant social problem on the Kenyon campus: “Although alcohol use is common on most college campuses, levels of use and seriousness of consequences appear greater at Kenyon than elsewhere. Kenyon students much more frequently than others also reported these consequences of alcohol use.” As is true on many college campuses, student use of alcohol can be a volatile issue within the Kenyon community. Many critical comments on the Essentially Kenyon survey centered on students’ consumption of alcohol, suggesting that drinking and parties are a source of some conflict within the community (as they are on many college campuses). Students tended to criticize what they perceived as authoritarian measures on the part of an administration that treated them like children. Faculty and staff tended to criticize what they saw as childish or irresponsible behavior on the part of students.

While this continues to be an area of concern, the Task Force believes that over the last decade the College has made some progress in addressing this issue, as results from the Core Drug and Alcohol Survey suggest. The percentage of students using alcohol more than three times a week has dropped from a high of 39 percent in 2002 to a low of 22 percent in 2008. In 1999, only 9 percent of students said that they had abstained from alcohol during the past year; by 2008 that number had nearly doubled to 16 percent.

A grant from the Ohio Department of Alcohol and Drug Addiction Services (ODADAS) funded a late-night activities coordinator position in the Student Activities Office to collaborate with student groups to plan alcohol- and drug-free events for weekend late nights; to collaborate with the alcohol and drug counselor in providing education opportunities; and to be a general resource for alcohol- and drug-related questions.

In November 2006, Campus Senate approved a **Good Samaritan Policy** <sup>30</sup> to encourage students to get help for their intoxicated friends. In 2007, Campus Senate passed a new **social events policy** <sup>DOC</sup> and registration process. Previously, some independents (non-Greek students) complained that the fraternities controlled the lounges in the south-campus halls, thus controlling most of the campus spaces available for parties. The new policy not only allows, but encourages individuals and other student organizations, athletic teams, and groups to host social gatherings on campus. The historic lounges that were Greek-controlled are now reserved on a first-come, first-use basis, no longer giving priority to the fraternities. Social gatherings with alcohol are categorized by size: small gatherings, hosted by a single student of legal age in his or her living space; closed-invitation events; and open, all-campus parties. Each type of gathering has requirements specifying the number of party hosts, bartenders, and monitors, as well as the locations approved, and the amount of alcohol allowed.

Party hosts, bartenders, and monitors are all required to attend training sessions to educate themselves on the social events policy and registration process. Party hosts and bartenders must be students of at least twenty-one years of age in order to be responsible for purchasing and distributing

#### ON THE WEB

<sup>30</sup> [www.kenyon.edu/x50478](http://www.kenyon.edu/x50478)

alcoholic beverages. Party hosts are responsible for all aspects of their gathering and work closely with Student Affairs and the Office of Campus Safety to ensure a safe environment. The party monitor program is open to any student, regardless of age. Party monitors are charged with making sure that no one at the party is engaging in unsafe behavior and, if necessary, to contact Campus Safety for assistance. While the party monitor program in theory represents a positive and much-needed change, its implementation has not been as effective as the Student Affairs Division had hoped. Since the policy has been in place for three years, a committee has been created to review all aspects of the policy and registration process.

## **KENYON CREATES, DISSEMINATES, AND ENFORCES CLEAR POLICIES ON PRACTICES INVOLVING INTELLECTUAL PROPERTY RIGHTS.**

Kenyon has historically been conservative in its interpretation of copyright. By centralizing the process of electronic course reserves, the College has for eight years provided a reasonable level of control. In 2008, LBIS identified several problems in the dissemination of information and enforcement of intellectual property rights, including a lack of training and information about copyright among the faculty, a lack of a common interpretation among library staff, inadequate resources for staff to process permission requests in a timely fashion, and, finally, new technologies (i.e. course management system) that bypassed the traditional E-res process.

In 2008, LBIS hired a dedicated digital services librarian to increase the efficiency of the electronic reserve process (including the copyright permission process). During her first year, the incumbent created a **permission form** (DOC) for student creative and scholarly work which can be used throughout the College, and researched current and best practices in institutional copyright policy creation and management, allowing LBIS more easily to identify intellectual property issues related to electronic use of printed material. In 2009-10, LBIS librarians developed a more comprehensive set of **guidelines for faculty** (31), reflecting the issues of copyright and intellectual property associated with modern technology. The increased interest in digital collections of scholarly data will require librarians to create more guidelines for developers of these resources. In much of this work, LBIS is simultaneously refining existing processes and exploring unknown territory. The division's goal is to implement policy that can be consistently applied across distribution channels and a rights clearance infrastructure that can support a variety of projects and platforms, including those not yet imagined.

Results of the **2009 MISO survey** (DOC) indicate that faculty do not feel very well informed about copyright. Therefore, LBIS plans to increase communication to faculty on intellectual property issues. These efforts will include, but are not limited to, a blog on issues related to scholarly communication and a redesigned Web presence for electronic reserve and copyright clearance services. During the next academic year, the Provost's Office will be examining policies on intellectual property rights related to research conducted by the faculty.

### ON THE WEB

(31) [lbis.kenyon.edu/course-reserve/copyright](http://lbis.kenyon.edu/course-reserve/copyright)

## Evaluative Summary for Criterion Four

This chapter suggests that Kenyon has met the requirements for Criterion 4 of the Higher Learning Commission's criteria for reaccreditation. We have demonstrated that Kenyon College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

### STRENGTHS

- The College has made considerable progress on **increasing faculty development funding**. Funding per FTE faculty has risen in the decade between 1997 and 2007 from \$1,553 to \$2,140, and the creation of IFDA accounts has given the faculty greater flexibility in spending faculty development funds.
- Faculty are **more productive in their scholarship** as measured by increases in number of publications and external grants over the last two decades.
- Kenyon enjoys **high levels of student participation** in high-impact educational practices like the culminating senior experience, study abroad, and undergraduate research.
- Faculty are **highly invested in conducting research with students**, some of which has allowed students to share their work with wider audiences on campus and at professional meetings.
- More students are **requesting funds to present research results** at professional meetings. Budgets to support student travel to professional meetings have increased.
- Students show a **high level of involvement in co-curricular organizations**, some of which they have helped to found. These organizations frequently support and reinforce learning in the classroom.
- The College has **paid attention to students' alcohol use**, instituting new policies including a social events policy and a good samaritan policy; survey results show that the use of alcohol is somewhat lower today than a decade ago.
- The new Kenyon Athletic Center has created **more and better opportunities** for both athletic and recreational users, while providing a space that encourages varied interaction among students, faculty, staff, and the greater Gambier community.

### CHALLENGES

- While the College has considerably improved professional development opportunities for faculty to pursue their scholarship, we **lag behind our peer institutions in faculty development funding**, and demand for faculty development funds is consistently higher than we can support.
- Not all staff and administrators have **access to professional development opportunities**.
- While faculty strongly endorse collaborative research with students, and recognize its benefits, they are also **keenly aware of the costs**: that such research may come at the expense of their own scholarly productivity and earning potential, especially during summer months.
- A downturn in applications in 2010 for the Summer Science Scholars Program suggests that students may also be **finding research opportunities elsewhere** that provide higher stipends; we believe that these opportunities might not offer the same quality learning experience that our own programs provide.

- Faculty **continue to debate** how best to integrate interdisciplinarity, multicultural and international curricula, experiential learning, and other innovations into a nearly forty-year-old disciplinary-based curriculum.
- While the College provides many valuable cultural events and lectures that supplement classroom learning, and while students frequently take the initiative in organizing and securing funding for their own events, at times it seems as if there are **more events than we can support**. There is almost no oversight and no centralized scheduling, so that frequently events compete with one another for audience.
- The College continues to **grapple with student alcohol use**.
- The College continues to **wrestle with hazing and other inappropriate behavior** on the part of Greek organizations. One fraternity has been suspended for three years.

## RECOMMENDATIONS

- The College should continue to look for ways to **increase faculty development funding** to support faculty research. Some attention should be focused on professional development for mid- to-late career faculty and faculty nearing retirement. Finally, the College should create more consistent opportunities for professional development for all its employees, including staff.
- The College should develop a **replacement for the Professional Activities Report (PAR)** that faculty complete each year; the new mechanism should provide a flexible and searchable database for collecting information about faculty professional activity. Such a mechanism could serve several functions at once, including faculty review, assessment of faculty productivity, and publicity.
- The Academic and Student Affairs divisions should investigate ways to **increase opportunities for high-impact practices** like experiential learning and living-learning communities.
- The College supports a great many student organizations, and faculty complain that some students become overextended, to the detriment of their academic work. The College should **challenge the misconceptions** students bring from their high school careers about co-curricular activity, encouraging them to see participation not as a resume-building activity, but as a learning experience which should place quality of participation above quantity.
- While the College has made progress in addressing student alcohol use through the good samaritan policy and the new social events policy, **there are still refinements that need to be made**. The Student Affairs Division will reassess the social events policy in the upcoming year.
- The Task Force endorses the efforts of LBIS and the Provost's Office to **develop more consistent policies** on intellectual property rights.
- When appointed, the new director of institutional research **should work closely** with the faculty, the Career Development Office, the Office of Alumni and Parent Programs, and Alumni Council to understand our alumni's career trajectories to better articulate to our stakeholders the value of a Kenyon education.



## 5. Engagement and Service

### Criterion Five:

As called for by its mission, Kenyon identifies its constituencies and serves them in ways both value.



*“Kenyon remains a small college and exemplifies deliberate limitation. . . . Focus is blurred when there is dispersion over large numbers or over a large body of interests. Kenyon remains comprehensible. Its dimensions are humane and not overpowering.”*  
—*Kenyon College Mission Statement*

Kenyon College offers a traditional liberal arts education and, therefore, everything that we do is defined by our understanding of what contributes to liberal education. This means that our students, for the most part traditional-age residential students (eighteen to twenty-two years old), are our chief constituency. The College offers no graduate degrees, extension services, or continuing education programs, although we do participate in several outreach programs as well as academic partnerships that connect the College and our students to the communities in which we live and work.

## 5a. Kenyon College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

### ON THE WEB

① [www.kenyon.edu/x1173](http://www.kenyon.edu/x1173)

Our **Board of Trustees** ① is, in important ways, a microcosm of the constituencies the College serves. While it consists of business people and academics from around the country with close connections to the College, it also includes the bishop of the Archdiocese of Ohio, eight alumni trustees elected by the alumni, four parent trustees, and a Knox County trustee. As outlined in Chapter 1, trustees are selected on the basis of their continuing commitment to the College and to the idea of a liberal arts education. With this commitment, the trustees bring to the board the perspective and experience of the external forces that affect the College, and their input is essential to the planning that we do.

The College uses a variety of mechanisms to learn from its primary constituents—our students. To gain a broader perspective, we use national surveys such as NSSE, CSS, and the CORE Drug and Alcohol Survey, results of which have appeared throughout this self-study. While surveys provide broad measures of satisfaction, we learn more about our students' needs by engaging with them in conversations about those needs, particularly conversations that include students in the ongoing governance of the College. The Campus Senate, for instance is a forum where students, faculty, and administrators communicate and consider matters of general concern to the College. In addition, students sit as voting members on faculty governance committees such as the Curricular Policy Committee and Committee on Academic Standards. They participate in the evaluation of faculty performance. Students' voices are represented in virtually every search, whether it is a presidential search or a search for a visiting faculty member in a department or program. Finally, some departments maintain a student advisory board whose responsibilities include establishing and maintaining formal communication among majors and between faculty members and majors; those that do not have such a board employ informal mechanisms for involving students in the life of the department.

The College also learns from its alumni and parents through various surveys, like the Alumni Survey administered by the Office of Alumni and Parent Programs every three years (results from **2003** and **2007** **DOC** have been cited in the self study). But the College also creates ongoing conversations with its alumni(ae) and with parents of students through its Alumni Council and Parents Advisory Council, which meet regularly on campus. The mission of the Alumni Council is:

- To discuss, adopt, and review programs and policies that **directly affect Kenyon and its alumni**.
- To involve alumni with the College and with one another to **foster a deeper loyalty** to and in support of Kenyon.
- To provide a direct means by which the alumni of Kenyon can **actively participate** in affairs of the College.
- To oversee **regional association activities**, and establish a relationship with association leadership.
- To **maintain, strengthen, and develop ties** among the alumni and between the alumni and the Kenyon administration, faculty, and students through timely and effective written and oral communication.

In addition, an Alumni of Color Collective (AOCC), led by April Yvonne Garrett '92 and Robert King '97, is composed of more than one hundred alumni of color who have volunteered to serve as a resource group to support Kenyon's diversity efforts in admissions, alumni relations, athletics, career development, and student programs. The AOCC is in its formative stage but has already assisted admissions by serving on panels for students of color and by calling prospective students. AOCC leaders met in February 2010 with President Nugent and administrators from all the divisions to offer

their services and to define the ways in which they can assist the College in its diversity efforts.

The Parents Advisory Council (PAC) serves as the executive body of the Kenyon Parents Association. The mission of Parents Advisory Council is to provide a means of communication between parents of current students and the administration, and to promote continuing dialogue between parents, faculty, alumni, administration, and students. The council provides a forum for discussion between College administrators and parents, and assists in the development and implementation of volunteer activities that benefit Kenyon. Council members have the opportunity to discuss questions and topics of concern with College administrators during committee meetings. The Council meets twice annually: once in the fall during Family Weekend and once in the spring. Council members advise College officials on a number of topics through the committees on Academic Affairs, Student Affairs, Advising and Career Development, Parents Fund and Resources, and Public Affairs and Admissions.

Faculty, administration, and staff (College employees) represent yet another constituency of the College. While surveys like HERI, COACHE, and the Administration and Staff Survey offer a snapshot of these constituencies, several formal bodies are also designed to facilitate communication among these groups. For faculty, the associate provost positions have been filled by faculty to facilitate dialogue between the faculty and administration. In addition, the chair of the faculty sits as a voting member of Senior Staff. Executive Committee provides yet another formal opportunity for faculty and administration to come together to discuss and consult on important issues. PACT (the Presidential Advisory and Communications Team) brings together exempt and non-exempt staff to facilitate communication between the senior administration and Kenyon employees. The Faculty Affairs Committee (FAC) is charged with recommending legislation that addresses the needs of the faculty. A good example of projects that have been successfully brought to fruition through the joint efforts of faculty leaders, the president, associate provosts, and FAC are the [parental leave policy](#) <sup>2</sup> (established in 2005-06) and the [Gambier Child Care Center](#) <sup>3</sup> (opened in 2007). Both of these projects have made Kenyon a much more family-friendly workplace than it had previously been. Data from the [HERI Faculty Survey](#) <sup>DOC</sup> and the [Administration and Staff Survey](#) <sup>DOC</sup> confirm this. Results were most dramatic for faculty. In 2000, over two-thirds of respondents in the faculty survey believed that acceptable child care was not available in the area. In 2005, only 5.4 percent of the faculty described the availability of childcare at the institution as a source of job satisfaction; in 2008, 58.7 percent of the faculty cited it as a source of job satisfaction. In 2000, only 9 percent of respondents among staff and administration felt that there was acceptable child care in the area. In 2009, more staff and administrators agreed that available childcare was adequate than disagreed, but they did not rate it as highly as other benefits such as tuition remission.

### *The Kenyon Community*

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. In the spring of 2006, the Student Affairs Division conducted [community focus groups](#) <sup>DOC</sup>, and when asked to respond to the question, "What are aspects of life at Kenyon that are important to you?" students overwhelmingly pointed to the "small town" atmosphere that Kenyon has created in Gambier (nine out of fifteen groups). Students praised the interaction between the Kenyon community and the students, and groups also described this as a spirit of helping one another. The relationships students have with faculty and staff are enhanced by the small-town feeling. One student mentioned receiving personal notes on her bank statement. More importantly, students' relationships with one another are strong. Students know the names, or at the very least recognize the faces, of most of their fellow students on campus.

Community was also the single most frequent answer in the [Essentially Kenyon survey](#) <sup>DOC</sup> to the question, "What are the qualities and ideas at Kenyon that are most enduring?" It turned up in 183 of the 283 responses. Community, for Essentially Kenyon respondents, means having "a sense

#### ON THE WEB

<sup>2</sup> [www.kenyon.edu/x18653#x18846](http://www.kenyon.edu/x18653#x18846)

<sup>3</sup> [www.kenyon.edu/child-care.xml](http://www.kenyon.edu/child-care.xml)

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, the institution,” “teamwork and collaboration,” and “sharing resources.” Respondents pointed to specific places and practices that embody this community. Middle Path, the gravel path that runs through the campus and links the north and south ends, emerged strongly as a geographical symbol for community. One student described Middle Path as “the hallway of our school, where you greet so many students and professors and take a walk through the center of our town.” 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.

Respondents defined community in different ways. Some pointed to friendship and warmth as defining features of a community. This was an especially salient connotation for students. Fifty-two student responses drew upon a set of terms that describe personal face-to-face relationships in a positive way, including “personal interaction,” “bonding,” “accepting,” “welcoming,” “supportive,” “homey,” “kindness,” “friendliness,” “tight-knit,” “warmth,” “caring,” and “haven.”

Of course, there were some respondents who felt, as one administrator succinctly put it, that Kenyon has a “commitment to the idea, though definitely not the practice of, community.” While many of the responses praised what they saw as Kenyon’s strengths, there was also some constructive criticism. Some felt that Kenyon’s “caring” attitude was “coddling, letting students run the institution, and being afraid to educate them about dignity, respect, and the ‘real world.’” Kenyon was described by one respondent as a bubble, a place where experimentation is allowed “without significant consequences.” Another described Kenyon’s notion of community as “elitism, authoritarian and hierarchical.” Although 87 percent of the faculty live in Gambier, Mount Vernon, or Howard, all within ten miles of the campus, some senior faculty believe that community is threatened by a geographically dispersed and more professionalized faculty. Anything that keeps members of the community at arms-length from one another tended to be viewed by some as a threat to the value of community. For example, too much growth and commercialization were both seen as destructive of community values.

The belief that community at Kenyon means an openness to diverse perspectives and opinions was expressed by many Essentially Kenyon comments. One faculty member described community as “having respect for others and their ideas and perspectives—going beyond tolerance to the acceptance and valuing of diverse perspectives and the serious engagement in respectful dialog [sic] 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 feared the challenges diversity might pose to traditional values.

On the whole, respondents to the Essentially Kenyon survey questions strongly reaffirmed the value of community based on face-to-face interaction as a core value of the College, while challenging us through the constructive criticism to live up to those high ideals.

## **KENYON PRACTICES PERIODIC ENVIRONMENTAL SCANNING TO UNDERSTAND THE CHANGING NEEDS OF ITS CONSTITUENCIES AND THEIR COMMUNITIES.**

Because successful management in higher education depends upon the ability of institutions to adapt to rapidly changing external environments, Kenyon continually studies the environment for higher education. Much of this happens at the level of the Board of Trustees (as we suggest above) and Senior Staff, whose members are charged with understanding how social, economic, political, and technological forces external to the institution will affect our ability to accomplish our mission. We have described this activity throughout the self-study, especially in Chapter 2. Environmental scanning is central to our management of our financial and human resources, the master plan, campaign planning, understanding the place of technology in a liberal arts institution, thinking about diversity, and admissions planning. The Academic Division regularly participates in its program of external reviews, which measure each department and program against those in similar institutions to ensure that we continue to offer the best program we can (see Chapter 3).

In 2006, Kenyon's Board of Trustees expressed a desire to know more about the future challenges faced by higher education. Led by the senior advisor to the president, a work group convened to research the changing environment of higher education and the challenges that this environment will pose to the College's growing aspirations in the face of rising operating costs and limited income. In taking up this task, the work group assumed that Kenyon's defining characteristics—close faculty-student relationships, rich residential life, and strong sense of community—constituted the College's greatest assets in years to come. Over the subsequent months, the group examined the environment of higher education, comparing data from peer and similar public institutions (Council of Public Liberal Arts Colleges [COPLAC]), and researching relevant issues in higher education, financial aid modeling, and the attributes of the local community. The group also considered the use of a resource allocation model, finally deciding that our current financial planning models serve us better. The work group completed its tasks in the summer of 2007. This exercise serves as an example of the dynamic nature of long-range planning and our use of work groups to accomplish finite tasks in a timely manner. More importantly, it demonstrates how we engage in environmental scanning; while the work of this group did not lead to any long-term plan or particular outcome, it educated the administration on the challenging environment higher education faces in the coming decades.

### **5b. Kenyon has the capacity and the commitment to engage with its identified constituencies and communities.**

#### **KENYON'S OUTREACH PROGRAMS RESPOND TO IDENTIFIED COMMUNITY NEEDS.**

While the education of traditional-aged undergraduates is Kenyon's primary mission, the College has always recognized that we have an impact on the larger community in which we are located, Mount Vernon and Knox county, and that these communities shape us. Our outreach programs reflect the College's mission but they are also integral to the communities of which we are a part. Whenever possible, our outreach programs contribute to the education of our students at the same time that they are responding to identified community needs. More specifically, Kenyon responds to identified community needs in three distinct areas: academic partnerships; sustainability, land use, and local farming; and community service.

*Collaborative ventures with other higher learning organizations and education sectors.*

### **Kenyon Academic Partnership**

During the 1950s, Kenyon played a key role in establishing what is now known as the Advanced Placement Program (see **The History of the AP Program** ④). During the late 1970s the College built on that tradition of articulation with secondary schools by exploring with a number of Ohio schools the feasibility of a local program that would offer early college courses, taught in secondary schools but awarded college credit. What made this project unique from the outset was the insistence that development of the project would rest with teachers from the participating institutions. This was not to be a program dictated by administrative fiat and handed down to faculties unconvinced of its value. Rather, every aspect of the project, from articulating philosophical goals to implementing procedures, would be created at the grassroots level. And it would remain a local program, involving only schools within an easy drive from Kenyon, so as to foster a partnership between Kenyon faculty and the faculty teaching the courses in the schools. (For a history of the program see 30th Anniversary, KAP 2008 Convocation).

Founded in 1979 as the School College Articulation Program (SCAP) with the help of a grant from the George Gund Foundation, the Kenyon Academic Partnership (KAP, renamed in 2001) is today an early-college program in which forty central and northern Ohio public and independent secondary schools offer various Kenyon College introductory level courses on their own campuses. The program not only permits students to earn college placement and credit before leaving high school, but it imitates as closely as possible a college environment in pedagogy, reading, writing, and laboratory assignments (see **KAP Mission Statement** ⑤). Kenyon's academic standards in the courses are maintained in a number of ways. To guarantee the high academic standards on which the credibility of KAP depends, both student admission and faculty appointment are selective. KAP faculty, who are expected to have considerable experience as well as substantial graduate study, are nominated by their school head; they must forward a resume detailing experience, interest in subject, and special qualifications and be personally interviewed by the Kenyon department concerned. The successful candidate is formally granted a one-year renewable appointment by Kenyon as "associate in instruction."

Students who wish to participate in KAP must submit a transcript of grades and test scores and a recommendation from their previous teacher in the appropriate discipline, attesting to their ability to succeed in college-level work. These credentials are evaluated by the applicable Kenyon academic department. Because of the rigor of the courses, students are further restricted to a total of three credits of KAP courses. Departmental representatives from the College visit and evaluate classes in the schools; course materials and methods are developed jointly by Kenyon faculty members and teachers from the schools; and teachers exchange student written work for cross-grading exercises. More than 1,400 students are enrolled in KAP courses each year. Courses are taught by 120 KAP teachers at the forty participating KAP schools in central and northern Ohio, including nine public and four private schools in Cleveland, six rural schools, fifteen Columbus schools, and six Franklin County schools. The program offers courses in many areas of academic inquiry, including work in color and design, digital art, drawing and design, European and American history, African-American history, English literature, political science, French, Spanish, psychology, physics, statistics, biology, computer science, chemistry, and calculus. KAP involves approximately twenty-seven Kenyon faculty. The program is supported by student fees and annual fees from the participating schools. A scholarship program is available to assist eligible students.

Courses in the KAP program are assessed in two ways. There is continuing peer evaluation by Kenyon faculty of the high school teachers who participate in the program. Participating Kenyon faculty are assigned particular schools, and faculty members are required to visit their schools at least once each year. (For evaluation procedures, see **KAP Protocols** (DOC)). Kenyon faculty review syllabi and assignments. In addition, the program is committed to portfolio assessment of student work in

#### **ON THE WEB**

④ [apcentral.collegeboard.com/apc/public/program/history/8019.html](http://apcentral.collegeboard.com/apc/public/program/history/8019.html)

⑤ [www.kaphelp.org/](http://www.kaphelp.org/)

KAP courses. The protocols stipulate that once per year Kenyon faculty will review a sample portfolio of student papers and exams or use other methods determined and approved by the course committees to assess the quality of assignments and grading standards.

To continue to develop the expertise of our partner faculty, each course committee—composed of all the high school teachers and college faculty members who teach a subject—gathers at Kenyon for a summer workshop every other summer. All teachers—high school and college—are paid stipends for the time they spend at meetings and workshops. Modeled on the successful NEH Summer Seminars for Teachers, these workshops often tackle a particular theme of the course in-depth. High school teachers can request continuing education credit for their participation in the seminar.

### **Summer KAP**

In addition, Summer KAP (SKAP) is a two-section, three-week intensive educational and social experience for students from participating KAP schools (primarily in Columbus and Cleveland), as well as those from other Kenyon-affiliated programs. One group is made up of rising high-school juniors and the other of rising seniors. Students in SKAP I (juniors) engage in academic and social activities designed to introduce them to the college experience. Students in SKAP II (seniors) have a more intense academic experience designed to prepare them for taking KAP courses and for the college admissions process. Students in SKAP II receive .25 unit of college credit (a Kenyon unit equals 8 semester credit hours). While initially very much a part of the KAP program, this outreach program has become more independent of its parent program in recent years.

### **Teaching American History**

Since 2004, Kenyon faculty members Peter Rutkoff and William Scott have been awarded three grants in the Teaching American History program sponsored by the U.S. Department of Education (DOE). These programs are designed to raise student achievement in public schools by improving teachers' knowledge and understanding of, and appreciation for, U.S. history. Grant awards fund partnerships between local school districts and institutions of higher education to develop, document, evaluate, and disseminate innovative and cohesive models of professional development. The DOE awards fifty to one hundred \$1-million grants annually. One such grant, Carolina Connections, awarded to Rutkoff and Scott, is modeled on their successful "North by South" Kenyon seminar, in which Kenyon students travel to sites in the North and South to research the Great Migration of southern blacks northward. In this three-year grant project, a group of Cleveland high school teachers participated in a seminar on the Great Migration. Using Cleveland as the northern terminus, the course moved the teachers to a southern city, where they researched the transmission and transformation of African-American culture and social customs during the Great Migration.

The other two grants partnered Kenyon with fifth- and eighth-grade teachers in Cleveland reassigned to teach American history. In Ohio, fifth and eighth grades are the first times students are exposed to American history. Teachers at this level often do not have the training to teach history. The grant was designed to help these teachers develop strategies for teaching the basics of American history. The first grant covered American history from 1877 onward, while the second one covered American history up to 1877 (see grant report [DOC](#)). Teachers participating in all three projects can earn continuing education credit through Ashland University. Professors Scott and Rutkoff are co-directors and teachers for these programs, which also include among their staff four mentor teachers (high school history teachers) who do much of the curriculum development work (i.e. turning concepts into lesson plans), two full-time project coordinators who are paid through the school district, and an evaluator. The public television station in Cleveland is another partner in the grants, donating space for meetings and summer workshops, so that groups can meet even on Saturdays during the school year.

## Team 9

Working with teachers from Mount Vernon High School, Kenyon faculty have developed an integrated curriculum called “Team 9,” a program designed to encourage talented ninth-grade students who, by virtue of family background or experience, would otherwise be unlikely to attend college. It is an attempt to reach students before they make up their minds not to go to college. Students in the Team 9 program research real tuition costs, identify sources of scholarships and grants, and learn about the application process. Studies suggest that students may have made their minds up about attending college as early as the seventh grade. Providing an opportunity for youngsters to transcend expectations and pursue higher education should occur early enough to allow them to take the necessary steps to make those dreams a reality. The program was implemented in 2007 when seventy ninth-graders went on a field trip to a college campus. Half of them visited Kenyon, and half Mount Vernon Nazarene University, where each was paired with a college student. They attended classes, ate in the cafeteria, and got a taste of college life. Each prepared a list of questions to ask the college-student mentor, and after the visit, each student created a Web site to document the results.

## Howard Hughes Medical Institute (HHMI) Grants

Grants received from the Howard Hughes Medical Institute, although intended primarily to benefit the teaching of the biological sciences to Kenyon students, contained significant community outreach components. The 2004 HHMI Biological Sciences Education Award funded workshops for middle school science teachers in 2002, **2005** **DOC**, and **2006** **DOC**, and a laptop training workshop in **2007** **DOC**. In addition it provided classroom sets of networked laptops for every middle school in Mount Vernon and Knox County. Each school received a set of sixteen wireless laptop PCs from the HHMI award to be used for interactive science teaching. The 2007 workshop offered basic training and experience with the PC lab, demonstrating how schools might use the wireless PC lab in selected interactive applications in the biological and physical sciences. As a condition of the grant, each school was expected to report on classroom use of the PC lab at the end of the **2007-08** **DOC** academic year.

HHMI funds have also supported diversity initiatives in both KAP and in the KEEP program. The Summer Math-Science Workshop, created with grant funds, eventually became the KEEP Data Analysis Workshop, which KEEP students take for .25 units of credit during the summer before they matriculate at Kenyon (see Chapter 1).

## The Kenyon Review

**The Kenyon Review** **6** is a renowned literary magazine founded by the College in 1939. Its first editor, the poet and critic John Crowe Ransom, made the journal into one of the English-speaking world’s best known and most influential literary magazines during the 1940s and 1950s, publishing such writers as Robert Penn Warren, William Empson, Mark Van Doren, Kenneth Burke, Delmore Schwartz, Flannery O’Connor and Robert Lowell, to name a few. Financial problems caused the *Review* to cease publication in 1969, but the College revived it in 1979. The magazine’s financial picture has since stabilized and improved dramatically. The creation of a *Kenyon Review* Board of Trustees and a renewed commitment by the College guaranteed the financial health of the *Review* and freed its editors to pursue excellence.

Today the *Kenyon Review* is not only a thriving literary magazine, publishing four volumes of fiction, poetry, nonfiction, drama, and reviews every year; it has also become an arts organization that sponsors outreach programs for several constituencies. These programs include:

- **Young Writers**, an intensive two-week summer workshop for high-school students. In 2009, the program ran two sessions, with ninety students in each. Students came from thirty-seven states and seven countries. Grants have enabled the program to recruit students in urban and rural public schools, and to provide financial aid for participants.

### ON THE WEB

**6** [www.kenyonreview.org](http://www.kenyonreview.org)

- **The Writing Workshop**, a program for adult writers (over age eighteen) that contributes to the *Review's* mission to cultivate reading and writing in the culture at large. The program includes a general workshop as well as specialized workshops on poetry, fiction, and nonfiction. There is no financial aid for this program, although there are fellows, emerging writers who partner with an instructor in the classroom. Fellows receive tuition and a travel stipend.

While these workshops produce revenue for the journal, they are also programs that connect the College to larger communities, both local and national, and foster wider cultural interest in writing.

- **The Kenyon Review Literary Festival** is held every autumn in Gambier and open to the wider community (indeed, often attracting audiences from throughout Ohio). The festival features readings by local, national, and international authors, as well as workshops, presentations, and panel discussions. One highlight is a reading or lecture by the winner of the annual *Kenyon Review* Award for Literary Achievement. Winners have included such major literary figures as Louise Erdrich, Richard Ford, and Margaret Atwood. For the last two years, the literary festival has sponsored Knox Reads, a community-wide reading and discussion program centered on books by the award winners. A grant from the Big Read program of the National Endowment for the Arts enabled the *Review* to expand this program in 2009 to include a month-long series of reading-related events in Mount Vernon and Knox County.
- **Two annual contests.** The Patricia Grodd Poetry Prize for Young Writers recognizes outstanding young poets and is open to high school sophomores and juniors throughout the world. The contest winner receives a full scholarship to the *Review's* Young Writers workshop. In addition, the first-, second-, and third-place winners are published in the *Review*. The journal's short fiction contest is offered to writers under thirty. The *Review* publishes the winning short story, and the author is awarded a scholarship to attend the Writers Workshop. There is no entry fee for either contest.

### **Kenyon Center for the Visual Arts**

The mission of the Kenyon Center for the Visual Arts (which is expected to open in 2011) is to foster a broad understanding of visual art and culture that enhances the interdisciplinary environment of the College. However, the mission statement also contains a significant commitment to educational outreach in the arts. One educational goal is to foster mutually beneficial long- and short-term partnerships with regional and other institutions—museums and nonprofit arts organizations (NAOs)—to exchange collections, as well as to collaborate on exhibitions, educational programs, and publications. Another goal is educational outreach. The mission documents state, “Educational outreach shall be integral to gallery/museum programming and its conceptualization. Targeting both Kenyon and the communities that surround it (including class visits for K-12 schools in Mount Vernon and Knox County, artists’ visits to schools, and adult education), [the Kenyon Center for the Visual Arts] shall sponsor a dynamic and well-publicized program of lectures and symposia featuring artists, scholars, curators, and critics, as well as gallery talks, docent tours, film and video screenings, and performances. Distinct from the gallery areas, a generous and flexible reception area (that might also accommodate workshop activities) will be necessary for the receipt and staging of incoming school and adult groups.”

### **Music Department Outreach**

One significant area of outreach into the community is through a very active and interactive Music Department. Certain ensembles are limited to undergraduates, but three major music ensembles (the Kenyon Community Choir, the Kenyon Symphonic Wind Ensemble, and the Knox County Symphony) have memberships that mingle “town and gown” musicians. From an initial membership of thirteen singers in 1984, the Community Choir has grown to a record enrollment of twenty-five community members and 104 student members. The Symphonic Wind Ensemble, the youngest of

Kenyon's large groups, boasts sixty instrumentalists, of whom about ten are community members. The Knox County Symphony is an independently incorporated nonprofit organization, but both Kenyon College and the neighboring Mount Vernon Nazarene University award academic credit for students who participate in this volunteer orchestra. The symphony has an average membership of fifty to sixty players, and students make up approximately one-half of this number. Not only does Kenyon provide support for active community participation, but the lives of students are enriched by meeting prominent and talented community members who are doctors, ministers, retirees, teachers, nurses, bankers, writers, and parents. The students learn that there can be a continuing engagement with the skills that they develop in their college years.

The Music Department also sponsors several concert series. The College's Gund Series of Events was established in 1959 with an endowment from George Gund, former chair of the Cleveland Trust Company and a longtime Kenyon trustee. The fund is used to bring the best of different events, speakers, musical artists, or other educational projects to the College for the enjoyment of the community. The Gund Concert Series is the Music Department's most flexible concert series. There are no limitations on the style, repertoire, types of ensembles, and so on. The principal goal of the series is to bring in performing artists of the highest caliber. The Taylor Concert Series was established in 1993 through a bequest from Kenneth L. Taylor, professor of music at Kenyon from 1966 until his death in 1993, and with gifts in his memory. The series presents concerts by leading performers of music composed from the later Middle Ages through the end of the eighteenth century. In order to be featured in this series, performers must employ historical instruments and be musicians of the very highest professional level. The Warner Series of chamber music was established in 1985 in memory of Charlotte Collins Warner, the wife of H. Landon Warner, longtime Kenyon professor of history. Funds for this series are, in comparison to the Gund and Taylor Series, much more limited, and events often feature artists with Ohio or regional ties. This series is devoted to bringing quality chamber music performances to Kenyon.

#### ON THE WEB

7 [www.kenyon.edu/x42583](http://www.kenyon.edu/x42583)

#### Center for the Study of American Democracy

In 2008, the College established the **Center for the Study of American Democracy** 7 (CSAD) to promote the historical, political, and cultural study of our country's fundamental principles and historical practices. The center's goals are to improve public debate on political issues, to transcend conventional liberal or conservative positions, and to encourage genuine deliberative inquiry. With undergraduate education at its core, the center, through public programs, attempts to reach beyond the College to include among its participants eminent scholars, public policy and political experts, and civic and business leaders in dialogue about these fundamental issues. Programs that have already been sponsored by the center include a 2010 conference, "The Future of Political Parties," held on the Kenyon campus April 8-10, and public symposia and lectures on topics like the 2008 national election ("Election Analysis" and "How Obama Won") and on the presidency ("Presidents We Deserved (And a Few We Didn't" and "Presidential Prerogative and the Constitution") that have featured scholars, public policy experts, and civic and business leaders. Ideas for future programs include competitive summer research grants for faculty and students, as well as interdisciplinary summer seminars for Kenyon faculty.

#### *Outreach into the Knox County Community on Sustainability, Land Use, and Local Farming*

Several of Kenyon's outreach programs focus specifically on the rural community of Knox County surrounding campus. These initiatives involve work relating to sustainability, land use, and engagement with local farmers, especially family farmers.

### **Brown Family Environmental Center**

Beyond serving Kenyon's educational mission, the Brown Family Environmental Center (BFEC) seeks to conserve the natural diversity and cultural heritage of the Kokosing River Valley, and to benefit the general public of Mount Vernon and Knox County through environmental education and recreation. The BFEC's mission includes conservation: "Nature has intrinsic value and enriches human culture, so we should enhance and protect ecological diversity in terms of individual species, communities, and ecosystems. We recognize that nature and culture are interrelated, and that conservation policy should include both natural habitats and landscapes reflecting human influence." The mission embraces community service as well: "Service includes being responsive to the needs of the community as well as providing education and recreational opportunities consistent with our values. Supporting the ecological and aesthetic needs of the community is part of our service." Education is a core value of the BFEC. The involvement of Kenyon faculty, staff, and students in the BFEC's environmental education program for elementary school students integrates the center's educational outreach with the College campus. Hundreds of local schoolchildren participate in environmental education programs. Kenyon students report that the program provides opportunities for them to interact with local community in a meaningful way. A 2008 review of the BFEC suggested that "The environmental education program offering for the schools may be a bit too wide and could possibly be refined, in conjunction with local curriculum specialists, to create a more manageable menu that is aligned with state standards and the needs of the schools that are being served." The BFEC also provides for the community regular nature walks, as well as special events like the Earth Day Health Expo, Kokosing State Scenic River Day, the Harvest Festival, the Dog Days Family Trail Running Festival, and The Mud Man Triple Trail Race Series. That these events are both educational and recreational makes the center unique. In 2008, three thousand people attended eighty-eight BFEC programs and events.

### **Philander Chase Corporation and Land Use**

The threat of unchecked development in areas near Kenyon led the College to establish the Philander Chase Corporation (PCC), a land trust, in 2000. The PCC seeks to engage Kenyon and interested local partners in the surrounding community in an effort to preserve the beauty and rural character of Gambier and the lands around it. The **goals, objectives and initiatives** (DOC) of the PCC serve the goals of Kenyon by engaging the community, enhancing the College's reputation, broadening academic horizons for students and faculty, and providing leadership, direction, and supervision in preserving the environment. In serving Kenyon, the PCC also serves the non-College residents of Gambier, farmers and other residents of College Township, and all of Knox County. The PCC is not solely a College agent; it is part of a lively and growing alliance that includes partnerships in Knox County, the city of Mount Vernon, and College Township. One of the goals of the **current campaign** (DOC) is to raise \$4,000,000, enhancing the College's support for the PCC's mission.

### **Sustainability Initiative**

The College has gathered together its curricular, co-curricular, and operational efforts to protect our environment, creating a holistic structure that incorporates sustainability into all areas of collegiate life. Kenyon has undertaken ambitious projects and initiatives in order to foster a healthy and engaged way of looking at our world, on the institutional as well as the individual level.

A statement on environmental sustainability anchors this initiative. It is a broad-reaching statement modeled after those of private liberal arts colleges around the nation. This statement will not only guide Kenyon's policy decisions but also reflect a way of life at Kenyon. Environmental stewardship is a vital area in which Kenyon students can learn leadership. The statement expresses the community's hope that decisions will continually show our care for the environment, the surrounding community, and future generations at this College and in the world at large.

An **administrative structure** **8**, with a formal role for the Sustainability Council and the new position of sustainability director, began to take shape during the 2009-10 academic year. The superintendent of buildings and grounds was appointed as the first sustainability director. This newly formed structure will coordinate the work of several initiatives, organizations, and efforts. A student

sustainability intern will be in place for the 2010-11 academic year. The intern will spend the year helping with administrative and communication duties and will identify a project to be done on campus during the summer, similar to Summer Science Scholars and Summer Legal Scholars. PEAS (People Endorsing Agrarian Sustainability), a student group founded in the fall of 2005, with the help of community member and Kenyon alumnus John Marsh (a 2006 graduate who matriculated with the Class of 1976), promotes

## KENYON STATEMENT OF SUSTAINABILITY

As a liberal arts college, Kenyon College recognizes that it has a responsibility to its students, the surrounding community, and future generations to make conscious decisions that reflect the changing nature of the environment. Kenyon understands that creating a sustainable campus as well as showing respect and care for the environment should be among the core values that guide our teaching, research, service, and administrative decisions.

awareness of where our food comes from and attempts to connect farmers in the community to students and professors at Kenyon. PEAS sponsors local food brunches, speakers, and farm tours, and works closely with AVI Foodsystems, Kenyon's food service, to monitor local food in the dining hall. In the summers of 2008 and 2009, faculty workshops were held on teaching about sustainability, with the goals of providing our students with more opportunities to learn about sustainability and about the environment in which they live, and ultimately of creating special academic initiatives in sustainability and food (see the 2010-11 **course catalog** **9** pages 39-43).

A sustainability collaboration with Denison University and the College of Wooster began in 2008 with a series of workshops at each college featuring the initiatives unique to each institution. Those workshops led to development of a GLCA Academic Innovation Fund collaboration in 2009-10, which involved a major conference at Denison on January 22, 2010, dedicated to the question, "What's Next in Campus Sustainability?" The collaboration also involved a set of special student-faculty projects on each campus (for example, a student garden at Kenyon, a composting project at Wooster, and a wind-energy study at Denison).

### ON THE WEB

- 8** [www.kenyon.edu/x49604](http://www.kenyon.edu/x49604)
- 9** [www.kenyon.edu/x11732.xml](http://www.kenyon.edu/x11732.xml)
- 10** [rurallife.kenyon.edu](http://rurallife.kenyon.edu)

## Rural Life Center

**The Rural Life Center** **10** (RLC) promotes education, scholarship, and public projects about rural life in Knox County, Ohio, to advance the educational mission of Kenyon and address the needs and interests of the surrounding community. The center provides unique educational opportunities that enable faculty, students, and staff to engage meaningfully with the local community. Through collaborative initiatives, the center enhances the quality of rural life.

The center originated in 1994 with the award-winning **Family Farm Project** **DOC**, under the auspices of Kenyon's first National Endowment for the Humanities Distinguished Teaching Professorship. The success of that effort stimulated creation of the RLC, whose activities enable faculty and students to interact with the College's rural environment. The work of the RLC greatly enriches Kenyon by stimulating interdisciplinary dialogue among students and faculty; creating unique opportunities for scholarly and creative work; enhancing diversity through community engagement; building citizenship and sense of place; strengthening College-community relations; and distinguishing Kenyon from its peer institutions in higher education. Prospective students now seek out Kenyon for the unique opportunities afforded by the RLC, and alumni count their work at the center as among their most transformative college experiences.

In RLC projects, students and faculty from a broad range of disciplines discover new opportunities for study and creative work. For example, a philosophy class investigates the ethical implications of local land use policies. Photography students explore food and culture, exhibiting their work at

a recently reclaimed factory building in the county seat (Mount Vernon). American studies majors conduct field research on black history and construct a permanent exhibition for the county historical society. An environmental studies class examines sustainable agriculture through semester-long internships on local farms. In a course on Italian culture, students look at how food traditions are portrayed in film and then prepare a meal using entirely local foods. Other topics have included urban sprawl, traditional music, local architecture, folk medicine, and Amish culture. The materials collected in the course of these projects constitute an expansive archive of rural community life that is maintained with continual student and faculty use, in the RLC.

Students share their work publicly through an impressive array of exhibits, films, radio series, articles, theatrical productions, and scholarly presentations. **These projects** <sup>11</sup> have consistently received national, state, and local awards, including the Rural Sociological Society Best Practices Award for Contributions to Undergraduate Teaching about Rural Diversity; the American Farm Bureau Community Outreach Award; the Telly Award for Outstanding Local Film Production; the Ohio Academy of History Public History Award; the Ohio Association of Historical Societies and Museums Educational Excellence Award; the Knox County Farm Bureau Service to Agriculture Award; and the Community Service Award of the Knox County Daughters of the American Revolution.

The RLC's current major initiative, **Food for Thought** <sup>12</sup>, is building a countywide sustainable local food system to support family farming, enhance the regional economy, and provide safe, nutritious food to consumers. This project constitutes a central component of the county's long-range plan to preserve rural character. Working closely with agricultural organizations, civic groups, and government agencies, the RLC has published a **guide to local food products** <sup>13</sup>, launched a successful farmers market, and encouraged the use of local foods among individuals and institutional buyers. Kenyon's dining hall, for example, now purchases more than a third of its food from local sources. During the 2008-09 academic year, the Food for Thought program in the dining hall took on a more formal structure within the Operations Division of the College. The College committed resources for a full-time local foods coordinator working for the food service provider, AVI. This position is tasked with developing and meeting local food purchasing goals set each year and maintaining relationships with local producers to ensure availability of needed foods for the dining hall. Additionally, the process for identifying core local food products and goals that the College wishes to attain were developed. By formalizing the process, the College hopes to eliminate the up-and-down success it achieved during the first phase of the program. The new formal process also provides a mechanism for evaluating the success of the program, which has been a key missing piece since the beginning. Food for Thought has been hailed nationwide as a model for other communities to emulate, and its activities are frequently presented at professional conferences. In 2009, the Ohio Department of Agriculture awarded RLC its first Indigenous Leadership Award for its pioneering efforts.

Food for Thought actively involves Kenyon students and faculty. Together with sustainability, the local foods effort now represents a special academic initiative in the course catalog. Currently, 10 percent of Kenyon faculty include material on food, farming, and rural life in their courses. These courses stimulate further study through summer field research on topics including attitudes determining consumer food choices, the economics of roadside food stands, dietary implications of meals in area Head Start kindergarten classes, and seasonal food extension practices among senior citizens. This research informs continuing work and contributes to a variety of educational projects to build consumer consciousness regarding the implications of our food purchases. The student organization **People Endorsing Agricultural Sustainability** <sup>14</sup> (PEAS) sponsors a wide variety of campus events to raise consciousness about food and sustainability. Students and faculty also serve on the Knox County Local Food Council, which coordinates Food for Thought.

A certificate program in ecological agriculture provides students with a special opportunity to build intellectual skills and practical knowledge regarding our food and farming system. Created in

#### ON THE WEB

- <sup>11</sup> [rurallife.kenyon.edu/FFT/public.html](http://rurallife.kenyon.edu/FFT/public.html)
- <sup>12</sup> [rurallife.kenyon.edu/FFT](http://rurallife.kenyon.edu/FFT)
- <sup>13</sup> [www.kirklyn.com/hgg/hgindex.htm](http://www.kirklyn.com/hgg/hgindex.htm)
- <sup>14</sup> [www.kenyon.edu/x11590#x35175](http://www.kenyon.edu/x11590#x35175)

cooperation with the **Ohio Ecological Food and Farm Association** <sup>15</sup> (OEFFA), which certifies organic farms throughout Ohio, the program enables students to develop:

- an **understanding** of the complex nature of agro ecosystems;
- **critical analysis** of the social, political, and economic institutions in which the food and farming system is embedded;
- the **capacity for analysis** that includes the interplay of values, responsibility, and the achievement of environmental and social goals.

To earn a certificate in ecological agriculture, a student must complete three relevant courses and undertake a ten-week summer internship on a farm that employs ecological production methods. These two core elements are enhanced by additional program components, including participation in workshops and conferences. Students in the program are eligible to be named an OEFFA campus fellow, a position that supports additional work related to the food system on campus and fosters leadership development.

Farm apprenticeships are a time-honored tradition that can benefit both the farmer and the student. Participating farmers derive satisfaction from helping to nurture the next generation of ecological farmers. Host farmers provide instruction, lead discussions of farming methods, and create learning opportunities. They attend one orientation meeting to acquire the tools needed to provide an effective educational experience. In addition to having extra helping hands, host farmers receive a stipend in acknowledgment of the important role they play in training new ecological farmers. Student work with farmers is complemented by regular discussions about the internship with a faculty advisor assigned to the internship team.

Kenyon has built a national (and international) reputation for its leadership in rural life study, embracing important matters of interest in our society, such as farmland preservation, urban sprawl, nutrition, and food security. In 2009, RLC was invited to become a charter member of the International Consortium for Rural Design, whose mission is to address the challenges facing rural life and to develop sustainable rural communities. Kenyon was the only undergraduate liberal arts college among the forty institutions invited to the organizing conference. In 2005, the RLC hosted the second annual National Farm-to-Table Conference, cosponsored by Farm Aid. In 2002, the center collaborated with the Library of Congress to offer a three-week field school on documentary research. For the past ten years, the RLC and the Ohio Humanities Council have offered the annual Oral History Institute, which trains individuals to plan and implement public oral history projects. These and other events have brought individuals from around the world to Gambier, enriching the Kenyon experience.

### *Community Service Organizations*

As noted in Chapter 4, participation in service-related activities are a critical part of the Kenyon student experience. Students frequently volunteer at sites throughout Knox County, both in Gambier (Wiggin Street School and the Brown Family Environmental Center) and in other communities such as Mount Vernon, Danville, and Centerburg (e.g., the New Directions domestic abuse shelter, the homeless shelter, the Alternative Center, the Humane Society, Knox County Hot Meals, etc.). While some students are exposed to these organizations through one-time service opportunities, such as the Fall Day of Service, others dedicate time on a consistent (often a weekly) basis to organizations in the community.

Student volunteerism and involvement has a visible impact on the Knox County community. Several organizations have come to depend on Kenyon students to support significant aspects of their program, including Wiggin Street School and the Alternative Center (a school setting for children removed from traditional classrooms for behavior problems), where many students volunteer on a weekly basis, working directly with children or teens. Undoubtedly, this saves these programs quite a bit of time and money. Other organizations, such as Discovery Trails at Twin Oak Elementary School,

Habitat for Humanity, and local community gardens, seek groups of volunteers for seasonal work or one-time efforts such as trail cleaning, a Blitz Build, or turning the soil for next year's garden—all of great benefit to the organizations involved. The Pre-Orientation Service Program has become a significant source of support for many local organizations that need help with projects at the beginning of the academic year in August.

These projects alone suggest that Kenyon students have a significant impact on the community; however, this impact has not been assessed on a formal basis. Focus groups with community partners might lead to a greater understanding of this relationship and a fruitful discussion of the role of Kenyon in the community. An important question to address during this conversation is, “Are we meeting the community’s needs?” which speaks to the shared experience and opportunities available for both Kenyon students and community organizations through service-learning. Both experiential learning and service-learning have come to the forefront of many recent conversations about academic life at Kenyon. These discussions will inevitably include dialogue about the relationship between Kenyon’s curriculum, its application to real-world situations, and the College’s responsibilities as an engaged member of the local community.

As the conversation about service-learning and experiential learning continues, questions to address might include: How does the College define service-learning? How do we educate and train faculty about service-learning and implementing successful programs? Do we need a center for service-learning or community service? Who administers and supports such initiatives? What resources (financial, as well as reflection, discussion, and training) are available for faculty and students to support service-learning? Finally, how would a College-wide commitment to service-learning affect or change our relationships with community partners in Knox County, both positively and negatively?

## 5c. Kenyon demonstrates its responsiveness to those constituencies that depend on it for service.

### **KENYON COLLEGE PARTICIPATES IN PARTNERSHIPS FOCUSED ON SHARED EDUCATIONAL, ECONOMIC, AND SOCIAL GOALS.**

#### *Preparing Future Faculty*

Each year up to twelve Kenyon faculty members participate in the Ohio State University’s **Preparing Future Faculty program** <sup>16</sup> (PFF). This program offers Ohio State graduate students the opportunity to experience first-hand the unique challenges and rewards of an academic career at a smaller college or university. PFF has been in place since 1996 and is modeled after the national initiative by the Association of American Colleges and Universities in partnership with the Council of Graduate Schools. Ohio State’s program prepares graduate students from any discipline for the challenges of an evolving professoriate that places increasing emphasis on teaching and service as well as research. The signature feature of PFF is an arranged mentorship with a faculty member at one of Ohio’s leading liberal arts colleges. PFF fellows also engage in a series of professional development workshops and events developed for and limited to students in the program. Kenyon faculty members individually mentor Ohio State graduate students as part of the program’s effort to prepare the next generation of scholars to teach at liberal-arts colleges. Mentoring activities include inviting graduate students to sit in on our classes and more generally helping them develop the knowledge and qualifications necessary to compete for jobs at institutions like Kenyon. In participating in this partnership since 2000, our faculty do significant work promoting the ideal and the practice of liberal-arts teaching.

#### ON THE WEB

<sup>16</sup> [www.gradsch.ohio-state.edu/Content.aspx?Content=62](http://www.gradsch.ohio-state.edu/Content.aspx?Content=62)

#### ON THE WEB

- 17 [www.glca.org/about-glca](http://www.glca.org/about-glca)
- 18 [glca.org/quick-links-put-all-links-under-me/academic-innovation-fund](http://glca.org/quick-links-put-all-links-under-me/academic-innovation-fund)
- 19 [glca.org/quick-links-put-all-links-under-me/pathways-to-learning](http://glca.org/quick-links-put-all-links-under-me/pathways-to-learning)
- 20 [glca.org/programs-groups-a-services/programs/new-directions-initiative](http://glca.org/programs-groups-a-services/programs/new-directions-initiative)
- 21 [www.kenyon.edu/x41512.xml](http://www.kenyon.edu/x41512.xml)

### GLCA

**The Great Lakes Colleges Association, Inc.** 17 (GLCA) was chartered in the state of Michigan and incorporated as a **501(c)(3) nonprofit** (DOC) in 1962. Since its founding, it has been governed by its board of directors and charged with working on behalf of its member institutions, a consortium of thirteen private liberal arts colleges located in Indiana, Michigan, Pennsylvania, and Ohio. The member colleges of the GLCA are: Albion College, Allegheny College, Antioch College, Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, and the College of Wooster. The GLCA offers to its member colleges' faculty and staff a number of programs, administrative support groups, and other services that allow individuals to take advantage of the economies of scale associated with the combined experience, expertise, and knowledge of thirteen institutions. These programs provide faculty and staff with opportunities for professional development and for involvement in areas of interest that are important to sustaining the values of liberal education. Recent GLCA activity on the Kenyon campus has focused on three grant programs: **the Academic Innovation Fund** 18, **the Pathways to Learning Collegium** 19, and **the New Directions Initiative** 20.

The Admissions Office has partnered with thirteen community-based organizations in an effort to promote greater communication between Kenyon and the organizations in support of the students they represent. These groups, located in cities across the country, provide guidance and counsel to high school students in an effort to lead them to, and support them through, college. These foundations include: A Better Chance (New York, NY), Link Unlimited (Chicago, IL), Prep for Prep (New York, NY), The Teak Fellowship (New York, NY), The Wight Foundation (Newark, NJ), Foundation for a College Education (East Palo Alto, CA), Daniels College Prep (Colorado), Daniel Murphy Scholarship Foundation (Chicago, IL), College Track (Oakland, CA), Admission Possible (Minneapolis, MN), Bright Prospect (Pomona, CA), Advanced Placement Strategies (Houston, TX), and Hightsight (Chicago, IL). Kenyon and these organizations share the same goals of helping historically under-represented groups identify different college options, and helping these students enroll and complete four-year undergraduate degrees.

The Kenyon Academic Partnership, the HHMI outreach efforts, and the three American history grants mentioned above are all examples of successful partnerships forged with local schools.

### *COTC Scholarship*

Kenyon offers a \$6,000 Distinguished Academic Scholarship to any Phi Theta Kappa graduate of the Central Ohio Technical College admitted to Kenyon. The scholarship is part of an effort to encourage local community-college students pursue a four-year degree.

### **KENYON'S TRANSFER POLICIES AND PRACTICES CREATE AN ENVIRONMENT SUPPORTIVE OF THE MOBILITY OF LEARNERS.**

Kenyon's **transfer policies** 21 are both consistent with its mission statement and supportive of the mobility of our students. The transfer-credit policy statement is published annually in the course catalog, received by every student and posted on the College Web site. The policies govern the transfer of credit earned at other accredited institutions of higher education, including the transfer of summer school credit, credit from off-campus study programs, and Advanced Placement and International Baccalaureate credit. Most importantly, requests for transfer of credit must meet the following criteria: (1) an official transcript must be sent directly to the Kenyon registrar, (2) the grades earned in courses to be transferred are C- or above, (3) the other institution is fully accredited by a recognized accrediting agency, or the Academic Standards Committee has specifically approved the program for off-campus study purposes, and (4) the subject matter of the courses is within the spirit of Kenyon's curriculum.

## KENYON'S PROGRAMS OF ENGAGEMENT GIVE EVIDENCE OF BUILDING EFFECTIVE BRIDGES WITHIN THE COMMUNITY; COMMUNITY LEADERS TESTIFY TO THE USEFULNESS OF THE ORGANIZATION'S PROGRAMS OF ENGAGEMENT.

The College has a direct impact on the local community, and communication between the governing bodies of the Village of Gambier and College Township is critical. Kenyon's chief business officer attends monthly meetings with the township trustees and Village Council, as well as monthly meetings of the Planning and Zoning Subcommittee of the Village Council. This regular interaction enables the three entities to address issues and concerns at early stages of development. It also fosters continued collaborative efforts to manage village sewer waste disposal and equipment replacement for the College Township Volunteer Fire Department. The College provides ongoing operational support to the fire department through an annual financial donation. In addition, the fire department maintains a corps of student volunteer firefighters.

### *Community Sustainability Group*

The Community Sustainability Group, founded in 2007, brings together people from Kenyon, Gambier, Mount Vernon, and Knox County to focus on efforts to enhance the viability of local businesses and the local landscape. Members now include the College's chief business officer, the mayor of Gambier, local business owners, other College staff interested in neighborhood upkeep, and representatives from College student groups. Projects have included a comprehensive **study of the housing available in the village** (DOC), efforts to site a new local playground, and initiatives focused on the special concerns of local business owners who must compete with the College for business.

### *Local Emergency Planning Committee (LEPC)*

Kenyon has a seat on the LEPC, a committee overseen by the Knox County Board of Commissioners, with representatives from local fire departments, law enforcement, and county offices. This committee meets on a monthly basis to develop training programs, table-top exercises, and full-scale scenarios through which the county meets emergency preparedness requirements set by the federal government.

### *Innovation Greenhouse*

The **Innovation Greenhouse** (22) program, in conjunction with the Mount Vernon and Knox County Chamber of Commerce, Mount Vernon Nazarene University, and Central Ohio Technical College, has formed the Knox Entrepreneur Partnership. The partnership presents training and lectures to an audience of Kenyon students and the surrounding community. This opportunity is of mutual benefit, as the workshops, in addition to providing training on specific topics, give Kenyon students a chance to network with business people in a range of fields who may provide internships or share expertise about their given industry or field. Joel Daniels, vice president for extended campuses and new business development at Central Ohio Technical College, writes that "our community will see many long-term benefits through various workshops, lectures, and other activities directed toward innovative thinking. As a fellow educator, it is easy for me to understand how important it is to combine innovative, entrepreneurial thinking with the traditional liberal arts education of the Kenyon students."

In addition, many Kenyon employees, both faculty and staff, engage in community service with organizations, including (to name only a few) the Mount Vernon-Knox County Chamber of Commerce, the Mount Vernon Rotary, Leadership Knox, the Mount Vernon Heritage Center, Knox County United Way, the Knox County Symphony Board, and the board of New Directions, the local domestic abuse shelter.

#### ON THE WEB

(22) [www.kenyon.edu/x42562.xml](http://www.kenyon.edu/x42562.xml)

## 5d. Internal and external constituencies value the services Kenyon provides.

### SERVICE PROGRAMS AND STUDENT, FACULTY, AND STAFF VOLUNTEER ACTIVITIES ARE WELL-RECEIVED BY THE COMMUNITIES SERVED.

Several civic awards attest to the value of Kenyon's efforts for the community. Professor of American Studies Peter Rutkoff has been honored by both the Mount Vernon Board of Education and the Cleveland City Schools for his outreach efforts in the public schools. The *Kenyon Review* was awarded a **Letter of Commendation** (DOC) from the Ohio Senate for its "remarkable record of service to the arts locally, . . . a reflection not only on the institution itself but also on its dedicated staff . . . and on the community." In 2009, Professor of Sociology Howard Sacks received an Indigenous Leadership Award from the Ohio Department of Agriculture (ODA) for his years of work at Kenyon and in Knox County to develop a local food system. In presenting the award, ODA Director Robert J. Boggs specifically mentioned Food for Thought, which in his words has made Kenyon a national leader in local food initiatives. In 2008, Sacks and his wife Judy (an affiliated scholar) were honored by the Ohio Arts Council with an Ohio Heritage Fellowship for Community Leadership, which is given to individuals or groups whose work in the folk arts has had a significant impact on the people and communities of the state. Michael Levine and Linda Smolak, professors of psychology, have both received awards from the **Eating Disorders Coalition for Research, Policy and Action** (23) in recognition of their outstanding contributions in research, policy, action, and service.

In 2009, the Gambier Child Care Center was the first child care facility in the county to win an award for excellence in early child care and education. In recognition of its ongoing commitment to children, the center received a **One-Star Step Up to Quality Award** (24) from the Ohio Department of Job and Family Services Bureau of Child Care and Development. The state agency is responsible for licensing and promoting high standards among child care programs. According to Terrie Hare of the Ohio Bureau of Child Care and Development, the center offers a standard of care that exceeds Ohio's licensing requirements. The Step Up to Quality Award involves a voluntary rating system in which programs may earn a one-, two-, or three-star rating. The awards are intended to help parents select a child care facility. Although 55 percent of the center's students are children from the families of Kenyon employees, children from the community also attend, and there are eight slots in the program reserved for the children of lower-income families.

When the Kenyon students who created Transition Mission (a community service project that partnered the students with disabled students in local schools) won the Kenyon award for Community Service Project of the Year, the local students with whom they worked attended the awards ceremony.

### EXTERNAL CONSTITUENTS PARTICIPATE IN MANY KENYON ACTIVITIES, CO-CURRICULAR PROGRAMS ARE OPEN TO THE PUBLIC, AND KENYON'S FACILITIES ARE AVAILABLE TO AND USED BY THE COMMUNITY.

While students are the first priority of the Kenyon Athletic Center (KAC), the center does open its doors to the Gambier community. The KAC extends use of its facilities to full-time employees of the food service working at Kenyon, retired faculty and staff of the College and their spouses or partners, College Township Volunteer Fire Department members, College alumni and their immediate families who live in Mount Vernon and Knox County, and Village of Gambier residents who present proof of valid street address. Kenyon annually sponsors a women-and-sports day for Knox County girls, and various Kenyon sports teams offer demonstrations and clinics for area youth teams.

All athletic and cultural events at the College are open to the public (and frequently free). The Craft Center is open to the community, and community members teach classes and take them.

#### ON THE WEB

(23) [www.eatingdisorderscoalition.org/awards.htm](http://www.eatingdisorderscoalition.org/awards.htm)

(24) [jfs.ohio.gov/cdc/StepUpQuality.stm](http://jfs.ohio.gov/cdc/StepUpQuality.stm)

Community members from throughout Knox County (and occasionally beyond) regularly perform alongside students in several musical groups, including the Community Choir, the Knox County Symphony, Symphonic Wind Ensemble, and the Asian Music Ensemble (gamelan ensemble).

College facilities are rented to both local and non-local groups for a variety of uses. The Kenyon Athletic Center hosts a variety of events. In 2008-09 alone, the KAC was host to the following events:

- **NCAA athletic competitions**

- Men's and women's tennis:* NCAC (conference) Tournament

- Men's tennis:* NCAA Regional Tournament

- Women's basketball:* NCAC Tournament

- Women's field hockey:* NCAA Tournament host

- Men's lacrosse:* NCAA Tournament host

- Women's soccer:* NCAA Tournament host

- **Gambier Craft Show**

- **Mount Vernon YMCA Big/Little Swim Meet**

- **High school track meets**

- **Summer conferences and camps**

- **Admissions college fair**

- **Graham Crusade Weekend**

- **Earth Day Fair**

During the summer months, Kenyon opens its facilities to a variety of groups, from barbershop quartet singers to the Rainbow Girls, a Masonic youth service organization for girls. Adults and children come to campus to learn more about art and music, athletics and academics, and much more. About 4,600 visitors pass through the College from June through early August. The campus is populated by scientists, barbershoppers, mimes, and dancers; youth attending sports camps; Episcopalians, Baptists, Adventists, and Unitarians; and, of course, students working closely with faculty. The KEEP program brings incoming first-year students to campus for workshops and internships, and the Summer KAP program brings minority students to Kenyon for three weeks in the summer for exposure to college academic and social environments. The *Kenyon Review* Young Writers Workshop, for students ages sixteen to eighteen, is so popular that it hosts two sessions. For the athletically inclined, there are summer camps for swimming, soccer, football, basketball, and softball. The School for Mime features programs for both adults and children.

## **KENYON PROVIDES PROGRAMS TO MEET THE CONTINUING EDUCATION NEEDS OF LICENSED PROFESSIONALS IN ITS COMMUNITY.**

While it is not a part of Kenyon's mission to license professionals in any field, the College does offer some programs, especially over the summer, that provide continuing education opportunities to high school teachers (although Kenyon does not officially grant the credit for any programs). High school teachers participating in the summer workshops for KAP teachers can request continuing education credit for their work. Teachers participating in the Teaching American History grants can also earn continuing education credits for their work.

## Evaluative Summary for Criterion Five

This chapter suggests that Kenyon has met the requirements for Criterion 5 of the Higher Learning Commission's criteria for reaccreditation. We have demonstrated that, consistent with its mission, Kenyon College serves its constituencies in ways that both value.

### STRENGTHS

- The College's **sense of community**, made possible by our rural location and small size, is widely understood and highly valued by all constituencies.
- The Kenyon administration **regularly receives input** from both alumni and parents through the work of the Alumni Council and the Parents Advisory Council.
- The College's **sustainability efforts** integrate curricular and co-curricular programs, providing opportunities for research, experiential education, and collaboration with the surrounding rural community. Kenyon supports these efforts and programs through administrative structures.
- The College, through the Philander Chase Corporation, has been deliberate in working with local communities to **maintain the rural character of Knox County** in the face of encroaching development.
- The Kenyon Academic Partnership (KAP) **enriches the academic experience** for both teachers and students of central and northern Ohio schools, offering students the experience of introductory-level college courses, as well as the opportunity to earn college credit before leaving high school, and high school teachers the opportunity for continuing education credit through summer seminars on the Kenyon campus taught by Kenyon faculty.
- The *Kenyon Review* **enhances the College's reputation nationally** at the same time that it reaches out to the state and local community through its various writing programs.
- Knox County public school students and teachers **benefit annually** from the many educational and recreational programs offered by the Brown Family Environmental Center.
- The free concerts sponsored by the Music Department (Gund, Taylor, and Warner concert series) dramatically **widen the scope of cultural offerings** to Knox County. The College's joint ensemble groups offer performance opportunities to local musicians.
- The KAC offers **spaces for recreation and for special events** that can be enjoyed by the wider Knox County community.

### CHALLENGES

- The College has **limited mechanisms for engaging** with the economically disadvantaged members of the outlying community.
- The campus's **relative isolation from Mount Vernon** can create geographical as well as ideological obstacles; for instance, since the roads in and out of campus do not encourage walking or biking, it can be difficult for students to get to Mount Vernon if they do not own a car.
- Curricular and co-curricular activities that engage with local communities might not seem central to our mission, leading some to **advocate limited support**.

- Activities such as service-learning that engage with local communities require resources to organize, **posing challenges to our limited budget.**

## RECOMMENDATIONS

- The College needs to actively create opportunities to **enact our community values.** We need to grapple with the challenges posed by diversity within the community and by partnership with local communities.
- The College should more intentionally **integrate community-based projects** with student learning in and out of the classroom.
- To continue to enact the values implied by the sustainability statement, the College should seek **LEEDS certification** for all new buildings.
- Building on programs like Team 9, Summer KAP, and the COTC scholarship, the College should **develop community outreach programs** that encourage economically disadvantaged students in Knox County to pursue higher education.



# 6. Federal Compliance

## 1. Credits, Program Length, and Tuition

*The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program specific tuition in terms of program costs, program length, and program objectives.*

### CREDITS AND PROGRAM LENGTH

Kenyon College offers a Bachelor of Arts (B.A.) degree. To be a candidate for a Kenyon degree, a student must earn 16.0 Kenyon units (the equivalent of 128 semester hours; Kenyon equates 1.0 Kenyon unit to 8 semester hours). Most courses earn half a Kenyon unit (4 semester hours) and most students enroll for 2.0 units (16 semester hours) per semester. Kenyon does not offer courses for which there is a narrative evaluation. Kenyon's degree requirements are consistent with credit requirements (128 semester hours) for similar programs in other accredited liberal arts institutions (see pages 21-22 of the course catalog). We expect most students will graduate within four years.

Our commitment to liberal arts can be seen through our diversification requirements; students are required to take two courses in one department in each of the four traditional divisions (humanities, fine arts, natural sciences, and social sciences). In addition, students achieve focus in their major course of study. However, students are required to take more than half of their credits outside their major discipline to prevent too narrow a focus.

### TUITION

Each year, tuition is set by the Board of Trustees based upon recommendations from the senior administration. Tuition is the same for all students at Kenyon. Certain courses that involve private instruction (e.g. music lessons) carry additional course fees.

## 2. Student Complaints

*To comply with federal regulations, the Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the complaints it has received and their disposition.*

Kenyon College does not have a single "complaint policy" per se. Rather, there are several avenues available for students, depending upon the nature of the concern. For the purposes of the self study, we are defining a complaint as one made by a student either in writing or orally through some formal mechanism (such as a meeting). It does not include requests, petitions, accusations, grievances, or appeals (for which we have mechanisms already documented in Chapter 1 of the self study). The offices of the president, the director of equal opportunity, the dean of students, the provost, and the associate provosts all collect and maintain files of written student complaints.

Student academic complaints are handled by the Provost's Office. When appropriate, students are directed to resolve conflicts with the relevant academic department. Students have the right to appeal grades, initially with the instructor, then the department chair, and finally the associate provost, who will present it to the Academic Standards Committee. If a majority of the committee is persuaded that an injustice has been done, they will authorize the registrar to change the grade. The grade appeal policy is located in the *Kenyon College Catalog* and can also be found on the College Web site.

The Dean of Students Office handles student complaints relating to student life. Complaints are first heard by one of the associate deans or the dean of students. Staff in the Dean of Students Office will refer the complaint to the appropriate office. The student has the right to appeal to the dean of

students if satisfactory resolution is not achieved.

It is the policy of Office of Equal Opportunity to investigate and promptly seek the timely and equitable resolution of complaints of discrimination relating to race, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability. The responsibility for responding to sexual assault complaint and administering the sexual misconduct policy is assigned to the coordinator of judicial affairs in the Student Affairs Division. For discrimination and sexual misconduct, an annual report is written each year that summarizes the types of complaints and cases brought forward as well as a description of how each was resolved. The Student Affairs Division annual report also includes narrative information regarding educational outreach and initiatives, current and anticipated trends, and a review of opportunities and challenges in regard to our efforts to respond to complaints and provide information and education. The discrimination policy procedures and sexual assault policy and complaint procedures are located on the College's Web site.

### 3. Transfer Policies

*The Commission's policy requires that an institution demonstrate that it discloses its transfer policies to students and to the public, and that its policies contain information about the criteria it uses to make transfer decisions.*

#### **TRANSFER CREDIT**

Kenyon's policy on transfer of credit is outlined in the *Kenyon College Catalog* in print and on-line. There is a link to the catalog information from the registrar's Web page. The policy explains the conditions required for credit to transfer as well as who makes the determination, and states the time limit for having this credit applied to the student record. The policy specifies information regarding credit for summer school, off-campus study programs (including Kenyon's own programs), College Board Advanced Placement, International Baccalaureate, and other baccalaureate programs.

### 4. Verification of Student Identity

*The Commission's policy asks that the institution demonstrate that it verifies the identity of students who participate in courses or programs provided to students through distance or correspondence education.*

Kenyon College does not offer distance or correspondence education; however, we verify student identity in our course management system (Moodle) and our network through password-protected login (passwords must be changed every six months and must meet certain criteria of complexity).

### 5. Title IV Program and Related Responsibilities: Compliance with the Higher Education Reauthorization Act

#### **FINANCIAL AID**

Kenyon College complies with the requirements of the Higher Education Reauthorization Act. Documents demonstrating Title IV compliance are on file in the resource room. In regards to financial aid, these documents include:

- Application for Approval to Participate in Federal Student Financial Aid Programs (to demonstrate General Program Responsibilities)

- Federal Student Aid Program Participation Agreement (PPA, to demonstrate General Program Responsibilities)
- Eligibility and Certification Approval Report (ECAR, to demonstrate General Program Responsibilities)
- Fiscal Operations Report and Application to Participate (FISAP, to demonstrate Financial Responsibility Requirements)
- Student Loan Default Rate Reports, FY 2000-2007 (SLDRs, to demonstrate Student Loan Default Rates)
- Kenyon College Financial Reports and Audits, 2000-2009

The FY 2007 official cohort default rates (the most recent cohort default rates available) were delivered to both domestic and foreign schools on September 14, 2009, and the FY 2007 national cohort default rate is 6.7 percent. The FY 2007 borrower default rate for private, four-year institutions is 3.6 percent. Kenyon is not subject to any sanctions based upon the College's FY 2007 cohort default rate of 0.0 percent.

Based upon the findings of the financial auditors who state, "In our opinion, the College complied, in all material respects, with the requirements referred to above that are applicable to its major federal programs for the year ended June 30, 2009" (Kenyon College Financial Report, 74), Kenyon College complies with the U.S. Office of Management and Budget Circular A-133.

## GRADUATION RATES

Kenyon College is in compliance with Title IV requirements regarding reporting of graduation rates. Graduation rates are reported to the Integrated Post Secondary Education Data System (IPEDS) by the Office of the Registrar. Reports of graduation statistics are included in the *Kenyon College Catalog* each year and are available on both the Registrar's Office Web site and the College's Institutional Research Web site.

## CAMPUS CRIME REPORTING

Kenyon College is in full compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Office of Campus Safety publishes on its Web site crime statistics and reporting information for crimes occurring on or near the Kenyon campus. The College's annual security report includes statistics for the previous three years concerning reported crimes that allegedly occurred on campus, in certain off-campus buildings owned or controlled by the College, and on public property within or immediately adjacent to and accessible from campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Applications for employment and admissions packets contain the URL for this report, and e-mails are sent to all employees and students on October 1 and April 1 of each year with a hotlink to the Web site containing the crime statistics. A hard copy of the most current report is available by contacting the Office of Campus Safety at 740-427-5000, or by mail at 101 Scott Lane, Gambier, OH 43022. A daily crime log is maintained by the Office of Campus Safety and is available during regular business hours. Timely warnings are distributed to members of the Kenyon College community whenever a crime or other substantial threat is believed to be present to the members of the community.

## SATISFACTORY PROGRESS AND ATTENDANCE POLICIES

Kenyon is in compliance with the requirement that it makes its policies on satisfactory academic progress and attendance available to the students. Policies on academic progress are described in the *Kenyon College Catalog*, including information on the required number of credits per semester,

conditional enrollment, and committee actions. Satisfactory progress toward the degree is defined as maintaining at least a 2.0 cumulative average and earning credit at the normal rate of 4.0 units per year. The Registrar's Office sends to each student and his or her faculty advisor an audit of non-major requirements in the second semester of junior year and twice during the senior year. The attendance policy is also published in the print and Web versions of the *Kenyon College Catalog* in the section on Conduct of Courses.

### **CONTRACTUAL RELATIONSHIPS/FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS**

Kenyon College does not maintain contracts with third-party entities to provide academic content for its degree program. Kenyon does not have any off-campus sites at which a student can complete 50 percent or more of a degree program.

## **6. Institutional Disclosures, and Advertising and Recruitment Materials**

*Whenever an organization makes reference to its affiliation with the Commission it will include the Commission's address and phone number.*

In the *Kenyon College Catalog*, printed and online, Kenyon College refers to its affiliation with the Higher Learning Commission as follows:

Kenyon College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The address and phone number of the association are:

North Central Association of Colleges and Schools  
30 North LaSalle Street  
Suite 2400  
Chicago, Illinois 60602-2504  
(800) 621-7440

## **7. Relationship with Other Accrediting Agencies and with State Regulatory Boards**

*Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, although the Commission does take cognizance of the standards set by professional societies. An organization identifies in its Annual Report to the commission any adverse actions taken by professional accreditation agencies.*

Kenyon's program in chemistry is accredited by the American Chemical Society (ACS). Documentation is on file in the resource room.

## 8. Public Notification of an Evaluation Visit and Third Party

### Comment

*The Commission seeks comments from third parties about institutions being evaluated for accreditation or candidacy. Institutions scheduled for comprehensive evaluations publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination and timing.*

In preparation for the comprehensive evaluation visit, we have placed the following notice in local newspapers, the Kenyon College *Collegian* (the student newspaper), the *Kenyon College Alumni Bulletin* (the alumni magazine), *Fortnightly* (the faculty-staff newsletter), the *Kenyon News Digest* (an online newsletter sent to alumni and parents), in several places on the College Web site, and e-mails to various College constituencies:

Kenyon College is seeking comments from the public in preparation for its reaccreditation visit by The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). Kenyon College has been continuously accredited by the Commission since 1938. The College undergoes a comprehensive visit every ten years; its last reaccreditation was in 2000. A team representing the HLC will visit campus from September 27-29, 2010 to review our self study, gather evidence that it is thorough and accurate, and make a recommendation on Kenyon's accreditation status to the HLC, which takes the final action.

The public is invited to submit comments regarding Kenyon College. Comments must address substantive matters related to the quality of the institution or its academic programs. All comments must be in writing and signed; comments cannot be treated as confidential. Comments may also be filed electronically at: <http://www.ncahlc.org/information-for-the-public/third-party-comment.html>

Please mail written comments to:  
Public Comment on Kenyon College  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

All comments must be received by August 27, 2010.



Conclusions: *Learning in the Company of Friends*



Kenyon College's self-study for the Higher Learning Commission's reaccreditation review, conducted between 2008 and 2010, demonstrates, first and foremost, that the College satisfies all five of the Commission's criteria for continuing accreditation. Beyond that, we have met our own goals for the self-study, articulated in the Introduction, creating a process that was open, holistic, thorough, reflective, and free from bureaucracy and jargon. The process the Task Force created, we believe, successfully engaged the community in an honest and productive dialogue about Kenyon's strengths and challenges. The process has proven educational and encouraging for all involved, suggesting that in the last decade Kenyon has built on a strong institutional legacy and reputation, that the College has improved in many ways, and that prospects for the the future are bright, despite the many challenges faced by higher education in general and the small liberal arts college in particular. In this Conclusion, the Task Force summarizes what members of the Kenyon community have learned about the institution through the self-study process as we examined the College in the context of the HLC's five criteria for accreditation, and offers a candid and comprehensive assessment of the College's distinctive strengths, its values, and its aspirations for the future.

## STRENGTHS

A major goal of the self-study was to demonstrate that Kenyon College offers an excellent liberal arts education in a supportive residential environment—learning in the company of friends. The College is well served by a clearly articulated mission and strong sense of identity, well understood by all constituencies, that permeate all that we do, from academic programs to residential life to financial planning. The College benefits from a committed Board of Trustees and from a dedicated and effective administration that has provided strong leadership and management. The College’s faculty is highly qualified, dedicated to the liberal arts ideal of teaching and scholarship, highly involved in curricular planning, and committed to developing close personal relationships with students. We continue to attract committed, articulate, and intelligent students. Faculty and students see themselves as collaborators in the production of knowledge, as evidenced by the many opportunities created for students to work individually with faculty conducting research. The College’s sound financial strategy and management, marked by forty consecutive years of balanced budgets, enables Kenyon to support programs of the quality one would expect in colleges with much larger endowments. College staff in every office and department—from Senior Staff members to administrative assistants—are professional and deeply committed to Kenyon’s mission. Among the College’s many assets is a beautiful campus that, over the last decade, has been enhanced by the careful addition of new buildings that complement the campus’s distinctive Collegiate Gothic architecture and that support the College’s mission. Continued careful stewardship of the land has helped to preserve Kenyon’s rural setting.

## OPPORTUNITIES AND CHALLENGES

Besides reaffirming Kenyon’s traditional strengths, the self-study identified several challenges and opportunities that will facilitate planning as we look forward to the next decade; some are new, some are difficult and intractable issues with which we continue to wrestle. But for both, we have in place detailed plans for moving forward.

1. We continue to focus on **building our endowment**. Although we have grown used to thinking of our modest endowment as a challenge, during the economic downturn of 2008 it became an opportunity, as we were able to avoid painful cuts because of our low payout from endowment.
2. We have a sustainable plan in place to **decrease overcrowding in residence halls**, one that allows us to build a number of smaller units as funding becomes available.
3. We continue to grapple with **how to conduct institutional research** that is useful to us; the appointment of a new director of institutional research should enable us to move forward with a plan to integrate more effectively all of the data analysis that is currently distributed among several offices across campus.
4. While we have made gratifying gains in **diversity among the student body and faculty and in the curriculum**, there is still important work to be done, particularly in understanding the ways in which diversity will transform our culture. The Diversity Advisory Council has developed an action plan for the next decade.
5. While we have made substantial gains in our **assessment of student learning**, there is still important work to be done to create incentives, time, and training for faculty and administration and in integrating the results of our assessments into our curriculum and pedagogy. Our goal in the next decade is to move from thinking about assessment as an accountability measure to thinking about assessment as a means of better understanding how students learn.

## STUDENT LEARNING IN THE CURRICULUM AND CO-CURRICULUM

The self-study process, together with new leadership in the Provost's Office and Dean of Students Office, has provided the impetus for a thorough examination of student learning in the curriculum and co-curriculum. A retreat has already been scheduled for August 2010 to consider innovative ideas presented by eight working groups that have been working since April on the following issues related to student learning.

### 1. Transitions

College is full of transitions. Students move from high school into college, and they graduate from college; new faculty arrive, seasoned faculty retire. How do we manage these transitions? How can we meet the needs of underprepared entering students without lowering standards, neglecting well-prepared students, or overextending faculty? At the other end, how do we help prepare students for their life beyond Kenyon? Are our students adequately prepared in basic life skills and responsible decision-making (being held accountable for all their behaviors in and out of the classroom)? How can we teach our students to become more responsible, more accountable, and healthier adults who are capable of managing time and commitments and taking care of themselves? Making career development more helpful to students in this liberal learning environment, and helping students capitalize on the skills they develop through their liberal arts studies—these are only part of the equation. We must also consider how we can create a campuswide conversation on the relevance of the liberal arts to the rest of students' lives.

### 2. Interdisciplinarity

Kenyon's graduation requirements demand that students acquire breadth (distribution) and depth (major) of knowledge. We also expect students to integrate the knowledge they have acquired, in various fields of study, into a cohesive whole. Yet students are left largely to their own devices in this regard, and neither integration nor synthesis are reflected in our formal graduation requirements. How can we better enable students to achieve the synthesis that—along with intellectual breadth and depth—is central to liberal education? What role might interdisciplinary study play in this regard? How do we encourage interdisciplinarity in the curriculum without adding to the expectations we already have of students and faculty? How do we define the relation of departments to interdisciplinary programs? Are there innovations through which we might move from an entrepreneurial model of interdisciplinarity to a more institutionally integrated model?

### 3. Global Education

What are the elements of a liberal arts education that can adequately prepare students for the challenges of a globalized world? What do we mean by internationalizing Kenyon? How do we define an approach to international (global, transnational) education that would go beyond the general and often bland aspirations of multiculturalism or the imperatives of national-security concerns? How can we integrate students' off-campus study experiences more effectively into their overall programs of study after they return to campus? What do we want students to get out of off-campus study experiences?

### 4. General Education and Collegiate Requirements

What should a liberal arts graduate know in the twenty-first century? Is it possible to imagine a core curriculum? What might that look like? What are our students learning by virtue of having completed our language and quantitative reasoning requirements? What changes might we make if we knew what students were learning through those requirements? Kenyon prides itself on being a "writing" school. How can we teach writing better? How do we teach critical as well as creative thinking (both of which are articulated general education goals)? How do we help students to make connections in their coursework? How do we encourage risk taking? How can we allow our students to learn by failing? What is an appropriate capstone experience for a liberal arts education? What goals should it accomplish? Does our current system of Senior Exercises work well, or are there better models we might look at?

## **5. Expectations / Responsibilities / Resources**

What are the expectations, responsibilities, and resources that faculty confront at Kenyon? Framing questions include: How might we better articulate or rethink guidelines for promotions and reviews, especially as a shift takes place toward more interdisciplinary teaching and research? Are there ways to enable faculty better to balance their many responsibilities on campus when pulled between class preparation, advising, committees, meetings, events, and scholarship? Can we create more opportunities for unstructured time, whether for personal reflection or original collaborations? Is there an equitable distribution of campus governance and mentoring at Kenyon? How do expectations for faculty at various stages of their careers differ, and how might we address the pressures felt at each stage? How is the mentoring program working for new faculty, and how do we manage faculty members' transition to retirement? What are some of the ways we can turn great ideas into realities, given limited resources and funding constraints? In sum, the discussion here will take up those recurrent topics so central to the ways we manage ourselves, as faculty, in the interest of our students.

## **6. Experiential Learning**

Kenyon students routinely have access to experiential learning in the form of off-campus study, collaborative research with faculty, and studio, ensemble, and laboratory courses in the sciences and arts. Many faculty members are interested in pursuing other forms of experiential learning that are less well-represented in our curriculum: fieldwork, service-learning, internships, and summer programs involving travel. Should some kind of experiential learning be a part of students' general education? Of majors? What practical changes might we have to make (to the calendar or to accommodate travel) to encourage more creative opportunities for experiential learning? What about living and learning environments or themed housing?

## **7. Innovative Pedagogy**

In the 2008 HERI faculty survey, only 46 percent of the respondents said they had participated in a teaching enhancement workshop (compared to 62.7 percent at our peer institutions). While the McCoy Chair has done a great deal to facilitate discussions of pedagogy (as opposed to course content), the faculty do not have the opportunity to engage in any systematic way in thinking about pedagogy. What is active learning? Collaborative learning? How are they done? How can we encourage exploration and discussion of newer pedagogical techniques (or even older ones, for that matter)? What does the research tell us about how students best learn? How can we apply that research to our own teaching?

## **8. Integrating Academics and Student Life**

How can the faculty and student affairs professionals best work together to make our students' experiences at Kenyon (both curricular and co-curricular) mutually reinforcing? How do we promote not only good relations between the two divisions, but exciting and innovative linkages from which our students might benefit (first-year experience, living and learning, experiential learning)?

Kenyon College will continue in the next decade to build on its historic and current strengths. We intend to continue to nurture “learning in the company of friends.” We will continue to steward our financial and natural resources. We will continue to use the essential tension between tradition and innovation creatively, so that Kenyon will continue to offer a distinctive liberal arts education. Accordingly, Kenyon College respectfully requests continued reaccreditation from the Higher Learning Commission for the next ten-year period.

# Appendix: A List of Acronyms

<b>AAUP</b> . . . . .	American Association of University Professors	<b>CALL</b> . . . . .	Computer-Assisted Language Learning
<b>ACM</b> . . . . .	Associated Colleges of the Midwest	<b>CAPE</b> . . . . .	Computer Adaptive Placement Exam
<b>ACS</b> . . . . .	American Chemical Society	<b>CAS</b> . . . . .	Committee on Academic Standards
<b>ACTR</b> . . . . .	American Council of Teachers of Russian	<b>CASE</b> . . . . .	Council for the Advancement and Support of Education
<b>ADA</b> . . . . .	American's with Disabilities Act	<b>CBO</b> . . . . .	Chief Business Officer
<b>ADELANTE</b> . . . . .	Asociacion De Estudiantes Latino Americanos y de Naciones Tropicales Exoticas	<b>CDC</b> . . . . .	Career Development Center
<b>ADHD</b> . . . . .	Attention Deficit Hyperactivity Disorder	<b>CDO</b> . . . . .	Career Development Office (formerly CDC)
<b>AEPP</b> . . . . .	Agricultural Easement Purchase Program	<b>CEEB</b> . . . . .	College Entrance Examination Board
<b>AI</b> . . . . .	Appreciative Inquiry	<b>CGE</b> . . . . .	Center for Global Engagement (formerly OIE)
<b>AIB</b> . . . . .	Academic Infractions Board	<b>CILS</b> . . . . .	Certificazione di Italiano come Lingua Straniera
<b>All-Stu</b> . . . . .	All Student Distribution List for Email	<b>CIRP</b> . . . . .	Cooperative Institutional Research Program
<b>AOCC</b> . . . . .	Alumni of Color Collective	<b>CITI</b> . . . . .	Collaborative Institutional Training Initiative
<b>AP</b> . . . . .	Advanced Placement	<b>CMS</b> . . . . .	Content Management System
<b>APSO</b> . . . . .	Appalachian Peoples Service Organization	<b>COACHE</b> . . . . .	Collaborative On Academic Careers in Higher Education
<b>ARC</b> . . . . .	Accessibility Review Committee	<b>CONSORT</b> . . . . .	The Combined Library Catalog of Denison University, Kenyon College, Ohio Wesleyan University, or the College of Wooster
<b>ASD</b> . . . . .	Autism Spectrum Disorder	<b>COPLAC</b> . . . . .	Council of Public Liberal Arts Colleges
<b>AT</b> . . . . .	Apprentice Teacher	<b>CORE</b> . . . . .	Southern Illinois University at Carbondale Alcohol and Drug Survey
<b>ATOD</b> . . . . .	Alcohol, Tobacco, and Other Drugs	<b>COTC</b> . . . . .	Central Ohio Technical College
<b>AVI</b> . . . . .	Kenyon's Food Service Provider	<b>COW</b> . . . . .	College of Wooster
<b>AY</b> . . . . .	Annual Year	<b>CPC</b> . . . . .	Curricular Policy Committee
<b>Banner ERP</b> . . . . .	Banner Enterprise Resource Planning	<b>CRC</b> . . . . .	Curricular Review Committee
<b>BFEC</b> . . . . .	Brown Family Environmental Center		
<b>BoT</b> . . . . .	Board of Trustees		
<b>BSRL</b> . . . . .	Board of Spiritual and Religious Life		
<b>BSU</b> . . . . .	Black Student Union		
<b>BUG</b> . . . . .	Banner User Group		
<b>CA</b> . . . . .	Community Advisor		

<b>CSAD</b> . . . . .	Center for the Study of American Democracy	<b>FISAP</b> . . . . .	Fiscal Operations Report and the Application to Participate
<b>CSS</b> . . . . .	College Senior Survey	<b>FPR</b> . . . . .	Faculty Performance Review
<b>CUPA-HR</b> . . . . .	College and University Professional Association for Human Resources	<b>FTE</b> . . . . .	Full Time Equivelant
<b>CURE</b> . . . . .	Classroom Undergraduate Research Experiences	<b>GE</b> . . . . .	General Education
<b>CWT</b> . . . . .	Campus Web Team	<b>GEARs</b> . . . . .	General Education Assessment Reports
<b>DAS</b> . . . . .	Distinguished Academic Scholarship	<b>GGA</b> . . . . .	Graham Gund and Associates
<b>DCCT team</b> . . . . .	Desktop Computer Configuration Team	<b>GLBT</b> . . . . .	Gay, Lesbian, Bisexual, Transexual
<b>DOAPs</b> . . . . .	Departmental Outcomes Assessment Plan	<b>GLCA</b> . . . . .	Great Lakes College Association
<b>DOARs</b> . . . . .	Departmental Outcomes Assessment Reports	<b>GPA</b> . . . . .	Grade Point Average
<b>DOE</b> . . . . .	Department of Education	<b>H1N1</b> . . . . .	Subtype of Influenza A Virus
<b>DTF</b> . . . . .	Diversity Task Force	<b>HEDS</b> . . . . .	Higher Education Data Sharing
<b>DVD</b> . . . . .	Digital Video Disc	<b>HERI</b> . . . . .	Higher Education Research Institute
<b>EADA</b> . . . . .	Equity in Athletics Disclosure Act	<b>HHMI</b> . . . . .	Howard Huges Medical Institute
<b>ECAR</b> . . . . .	Eligibility and Certification Approval Report	<b>HIPAA</b> . . . . .	Health Insurance Portability and Accountability Act
<b>EDUCAUSE</b> . . . . .	A Non-Profit Higher Education Information Technology Association	<b>HLC</b> . . . . .	Higher Learning Commission
<b>EEOC</b> . . . . .	Equal Employment Opportunity Commission	<b>HOH</b> . . . . .	Hard of Hearing
<b>ETS</b> . . . . .	Educational Testing Service	<b>HPLC</b> . . . . .	High Performance Liquid Chromatography
<b>F</b> . . . . .	Fall Semester ( <i>when preceding a 2 digit number</i> )	<b>HR</b> . . . . .	Human Resources
<b>FAC</b> . . . . .	Faculty Affairs Committee	<b>IACUC</b> . . . . .	Institutional Animal Care and Use Committee
<b>Facpac</b> . . . . .	Minutes and reports for faculty meetings	<b>IB</b> . . . . .	International Baccalaureate
<b>FDG</b> . . . . .	Faculty Development Grant	<b>IBC</b> . . . . .	Institutional Biosafety Committee
<b>FERPA</b> . . . . .	Family Educational Rights and Privacy Act	<b>IFDA</b> . . . . .	Individual Faculty Development Accounts
<b>FGFC</b> . . . . .	Faculty Grants and Fellowships Coordinator	<b>INSECT</b> . . . . .	Information Security Team
		<b>IPEDS</b> . . . . .	Integrated Post Education Data Sharing System
		<b>IPHS</b> . . . . .	Integreated Program in the Humane Studies
		<b>IRB</b> . . . . .	Institutional Review Board
		<b>ISSG</b> . . . . .	Institutional Self Study Guide
		<b>KAC</b> . . . . .	Kenyon Athletic Center

<b>KAP</b> . . . . .	Kenyon Academic Partnership	<b>NCAA</b> . . . . .	National Collegiate Athletic Association
<b>KC</b> . . . . .	Kenyon College	<b>NCAC</b> . . . . .	North Coast Athletic Conference
<b>KCDC</b> . . . . .	Kenyon College Dance and Drama Club	<b>NEA</b> . . . . .	National Endowment for the Arts
<b>KEEP</b> . . . . .	Kenyon Educational Enrichment Program	<b>NEH</b> . . . . .	National Endowment for the Humanities
<b>KFS</b> . . . . .	Kenyon Film Society	<b>NESCAC</b> . . . . .	New England Small College Athletic Conference
<b>KILM</b> . . . . .	Kenyon Intensive Language Model	<b>NITLE</b> . . . . .	National Institute for Technology and Liberal Education
<b>KR</b> . . . . .	Kenyon Review	<b>NMR</b> . . . . .	Nuclear Magnetic Resonance
<b>KSA</b> . . . . .	Kenyon Student Athletes	<b>NSF</b> . . . . .	National Science Foundation
<b>KSF</b> . . . . .	Kenyon Student Filmmakers	<b>NSF-REU</b> . . . . .	National Science Foundation Research Experience for Undergraduates
<b>KSSS</b> . . . . .	Kenyon Summer Science Scholars	<b>NSSE</b> . . . . .	National Survey of Student Engagement
<b>LBIS</b> . . . . .	Library and Information Services	<b>OAPP</b> . . . . .	Off-Campus Activities Program in Psychology
<b>LD</b> . . . . .	Learning Disability	<b>OBCRF</b> . . . . .	Operating Budget and Capital Reserve Fund
<b>LEAP</b> . . . . .	Liberal Education and America's Promise program	<b>OCS</b> . . . . .	Off Campus Study
<b>LEARN</b> . . . . .	Linking Educational and Advisory Resources and Needs	<b>ODA</b> . . . . .	Ohio Department of Agriculture
<b>LEEDs</b> . . . . .	Leadership in Energy and Environmental Design	<b>ODADAS</b> . . . . .	Ohio Department of Alcohol and Drug Addiction Services
<b>LEPC</b> . . . . .	Local Emergency Planning Committee	<b>ODS</b> . . . . .	Office of Disability Services
<b>LTCs</b> . . . . .	Library and Technology Consultant	<b>OEFFA</b> . . . . .	Ohio Ecological Food and Farm Association
<b>LTP</b> . . . . .	Lead Tutor Program	<b>OhioLINK</b> . . . . .	Ohio Library and Information Network
<b>MDF</b> . . . . .	Minority Dissertation Fellowship Program	<b>OIE</b> . . . . .	Office of International Education
<b>MED</b> . . . . .	Medical or Health Impaired	<b>OPI</b> . . . . .	Oral Proficiency Interview
<b>MISO</b> . . . . .	Merged Information Services Organizations	<b>OSHA</b> . . . . .	Occupational Safety and Health Administration
<b>MITC</b> . . . . .	Midwest Instructional Technology Center	<b>OSU</b> . . . . .	Ohio State University
<b>MLA</b> . . . . .	Modern Language Assessment	<b>OWL</b> . . . . .	Online Writing Lab
<b>MLL</b> . . . . .	Modern Languages and Literatures	<b>OWU</b> . . . . .	Ohio Wesleyan University
<b>MSSC</b> . . . . .	Math and Science Skills Center	<b>PAC</b> . . . . .	Parents Advisory Council
<b>MV</b> . . . . .	Mount Vernon	<b>PACSWAK</b> . . . . .	President's Advisory Council on the Status of Women at Kenyon
<b>NAF</b> . . . . .	New Arts Facility	<b>PACT</b> . . . . .	President's Advisory and Communications Team
<b>NAFSA</b> . . . . .	Association of International Educators		
<b>NAO</b> . . . . .	Non-Profit Arts Organizations		
<b>NASPA</b> . . . . .	National Association of Student Personnel Administrators		
<b>NBBJ</b> . . . . .	Architectural Firm		
<b>NCA</b> . . . . .	North Central Association		

**PAR** . . . . . Professional Activities Report  
**PCC** . . . . . Philander Chase Corporation  
**PCR** . . . . . Ploymerase Chain Reaction  
**PEAS** . . . . . People Endorsing Agrarian Sustainability  
**PFF** . . . . . Preparing Future Faculty  
**PPA** . . . . . Program Participation Agreement  
**QR** . . . . . Quantitative Reasoning Courses  
**RAAS** . . . . . Resource Allocation and Assessment Subcommittee  
**REACH** . . . . . Recognizing Each Other's Ability to Conquer the Hill Program  
**RLC** . . . . . Rural Life Center  
**S** . . . . . Spring Semester (*when preceeding a 2 digit number*)  
**SAMOSA** . . . . . South Asian Multicultural Organization for Student Awareness  
**SAO** . . . . . Student Activities Office  
**SAT** . . . . . Scholastic Aptitude Test  
**SCAP** . . . . . School College Articulation Program (renamed KAP in 2001)  
**SKAP I** . . . . . Summer Kenyon Academic Partnership (for Juniors)  
**SKAP II** . . . . . Summer Kenyon Academic Partnership (for Seniors)  
**SLAC** . . . . . Selective Liberal Arts Consortium  
**SLDRs** . . . . . Student Loan Default Rates  
**SPACES team** . . . . . Services for Public and Academic Computing and Events Support  
**SURE** . . . . . Survey of Undergraduate Research Experiences  
**TI** . . . . . Teaching Initiative Grants  
**TIAA/CREF** . . . . . Teachers Insurance and Annuity Association/College Retirement Equities Fund  
**Title IX** . . . . . Equal Opportunity in Education Act of 1972  
**TPC** . . . . . Tenure and Promotion Committee  
**TTT** . . . . . Teachers Teaching Teachers Grants

**UCC** . . . . . Upperclass Counselor  
**UCLA** . . . . . University of California Los Angeles  
**VCR** . . . . . Video Cassette Recorder  
**VISTA** . . . . . Volunteers in Service to America  
**VOIP** . . . . . Voice Over Internet Protocol  
**WFAC** . . . . . Women for Action Caucus  
**WKCO** . . . . . Kenyon Local Radio Station  
**WWW** . . . . . World Wide Web  
**YFCY** . . . . . Your First College Year Survey  
**YMCA** . . . . . Young Men's Christian Association

## ACADEMIC DEPARTMENTS AND PROGRAMS

**AFDS** . . . . . African Diaspora Studies  
**AMST** . . . . . American Studies  
**ANTH** . . . . . Anthropology  
**ARHS** . . . . . Art History  
**ARTS** . . . . . Studio Art  
**ASIA** . . . . . Asian Studies  
**CHIN** . . . . . Classical Chinese  
**BIOL** . . . . . Biology  
**CHEM** . . . . . Chemistry  
**CLAS** . . . . . Classics  
**GREK** . . . . . Greek  
**LATN** . . . . . Latin  
**DANC** . . . . . Dance  
**DRAM** . . . . . Drama  
**ECON** . . . . . Economics  
**ENGL** . . . . . English  
**ENVS** . . . . . Environmental Studies  
**HIST** . . . . . History  
**INDS** . . . . . Interdisciplinary  
**INST** . . . . . International Studies  
**IPHS** . . . . . Integrated Program in the Humane Studies  
**LGLS** . . . . . Law and Society  
**MATH** . . . . . Mathematics  
**MLL** . . . . . Modern Languages and Literatures  
**CHNS** . . . . . Chinese  
**FREN** . . . . . French  
**GERM** . . . . . German  
**ITAL** . . . . . Italian  
**JAPN** . . . . . Japanese  
**RUSS** . . . . . Russian  
**SPAN** . . . . . Spanish  
**MUSC** . . . . . Music

**NEUR** . . . . . Neuroscience  
**PHIL** . . . . . Philosophy  
**PHSD** . . . . . Physical Education  
**PHYS** . . . . . Physics  
**PSCI** . . . . . Political Science  
**PSYC** . . . . . Psychology  
**RLST** . . . . . Religious Studies  
**SCMP** . . . . . Scientific Computing  
**SOCY** . . . . . Sociology  
**WMNS** . . . . . Women's and Gender Studies



Kenyon College