

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

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ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 12, 2017.

I ANNOUNCEMENTS FROM COMMITTEES

From Curriculum & Resources Committee:

The Curriculum & Resources Committee approved revision of the Interdisciplinary Major in Social Studies with Certification in Elementary or Secondary Education.

Interdisciplinary Major in Social Studies with Certification in Elementary or Secondary Education.
Requirements for Major

- 14 units including: *Anthropology 238, 248 or 256, Sociology 235 or 240; Economics and Management 101, 102; Geological Sciences 111; History 102, 111, 131, 132, 217, two 300-level history electives (at least one unit of elective must be from African, Asian or Latin American history); and Political Science 101, 235.*
- All courses for the major must be taken for a numerical grade.
- Completion of all other requirements for teacher certification.

Revisions were necessary due to staffing changes in Anthropology/Sociology (see February 1, 2017 Minutes of A&S Department meeting):

Due to staffing changes, our department no longer offers A&S 250: Population and Environment. A&S 248, previously titled Social Change and Development in Africa and taught by a sociologist, was changed to ANTH 248: Africa: People's and Cultures and is now taught by an anthropologist (Dr. Harnish). This course meets all of the same certification standards for the Social Studies major with either elementary or secondary certification.

- We voted unanimously to support replacing ANTH 248 for A&S 250 for the Social Sciences major, with the change to be made by the Education Program

ANTH 240 (Previously A&S 240): Ancient Civilizations also meets all of the certification standards for the Social Studies major with either elementary or secondary certification.

- We voted unanimously to support adding ANTH 240 to the Social Sciences major, with the change to be made by the Education Program.

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C&RC also approved changes to the Academic Status Policy and Procedures:

Proposed Catalog Copy:

Academic Status

The academic record of each student is reviewed at the close of the fall and spring semesters by the Committee on Academic Status and Petitions. Specific attention is given to the student's progress both in completing units of credit and in maintaining the minimum 2.0 cumulative grade point average which is required for graduation from the College. Students who fail to demonstrate satisfactory progress toward graduation may be suspended from the College. The Committee determines academic status and is guided in its decisions by the following:

Good Standing – A student whose semester and cumulative grade point averages are 2.0 or above is considered to be in good standing.

Academic Alert

- Students who have a cumulative grade point average below a 2.30 but above a 2.0 are placed on the status of Alert. While the student is still technically in good standing, their cumulative grade point average is low enough that they are in danger of falling out of good standing.
- A letter will be sent to the student and their academic advisor from the Learning Support Center (LSC) concerning their academic progress and with invitations to participate in LSC support programs.
- Students will be requested to work on an academic success plan with their academic advisor.

Not in Good Standing – A student whose semester and/or cumulative grade point averages are below a 2.0 is considered not to be in good standing and will be placed on one of the following academic statuses:

Academic Warning

- Students with a semester grade point average below a 2.00 are placed on a status of Warning.
- A letter will be sent to the student and their academic advisor from the Provost's office concerning the student's academic progress and with specific recommendations concerning Learning Support Center (LSC) support programs.
- Students are required to review their class schedule for the next semester with their academic advisor and make any course adjustments based on previous academic performance and course selection guidance provided by the LSC.
- Students will be offered the opportunity to participate in LSC support services in the areas of Mindfulness, Self-exploration and Academic Coaching.

Academic Probation

The Academic Status and Petitions Committee will determine the level of support needed for each student placed on probation. Typically, the Committee will follow the following

procedures:

Students with two or more semesters below 2.0

- A letter will be sent to the student and their academic advisor from the Provost's office concerning the student's academic progress and with specific recommendations including:
- Students will be required to take IDY 102 (.25) from staff and/or faculty working with the Learning Support Center (LSC). Additional LSC interventions may be required based on the individual student circumstances.
 - Academic Coaching: upper-class student mentor/tutor
 - Study Table Program
 - Individual Weekly Appointments: with LSC staff
 - Weekly Meetings with Academic Advisor
 - Evaluation of Learning Styles
- Student class registration for the following semester must be reviewed by the Committee on Academic Status and Petitions Committee and the student's academic advisor.
- Students may be subject to academic suspension if they fail to meet the requirements of academic probation.

Terminal Probation: two or more semesters on a status of probation

- A letter will be sent to the student and their academic advisor from the Provost's office concerning the student's academic progress and with specific recommendations including:
- Students will be required to take IDY 100 (.5), Academic Success.
- Student class registration for the following semester must be reviewed by the Committee on Academic Status and Petitions Committee and the student's academic advisor.
- Students may be subject to academic suspension if they fail to meet the requirements of academic probation.

Academic Suspension

A student is subject to academic suspension if his or her academic progress falls below either of the following minimums at the end of the semester listed:

| Semester | GPA | Units |
|----------|------|-------|
| 1 | 1.0 | 2 |
| 2 | 1.5 | 5 |
| 3 | 1.70 | 9 |
| 4 | 1.85 | 13 |
| 5 | 2.00 | 17 |
| 6 | 2.00 | 21 |
| 7 | 2.00 | 25 |
| 8 | 2.00 | 29 |

A student is also subject to academic suspension if he or she fails to obtain a minimum semester grade point average of 2.0 in three consecutive semesters, or meet the requirements of academic probation. In cases where a student has not made sufficient progress toward a degree, he or she may be suspended without having been on academic probation in the preceding semester.

Conditions for Return from Academic Suspension

Students wanting to return to Albion College following an academic suspension must:

- Complete at least 3 units (12 semester credit hours) of college level course work from an accredited college or university with a minimum grade point average of 2.0 in each course. An official transcript of courses must be submitted to the Provost's Office.
- Complete application for readmission and submit to the Provost's and Dean of Students Offices.
- Submit a letter of support for readmission from a faculty or academic staff member from the institution noted above along with your application for readmission.

Academic Expulsion

A student is subject to academic expulsion if the student has previously been academically suspended is re-admitted to the College and is academically suspended a second time.

Students who have been academically expelled from Albion College may not apply for re-admittance.

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Global Category Subcommittee:

The Global Category Subcommittee has approved *ARTH 115: Art of the Western World* (taught by anyone from the department) and *SPAN 300: Spanish for Heritage Learners* taught by Marcie Noble as global category courses.

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From the Faculty Development Committee:

The Faculty Development Committee awarded the following grants:

Small Grants:

David Abbott (Music) for continued research in the piano teaching methodology of Tobias Matthay

Heather Betz (Kinesiology) to take an EKG class

Ashley Feagin (Art & Art History) to purchase frames and gallery pouches for exhibitions

Zachary Fischer (Theatre) for intensive training with the Suzuki Company of Toga on the Suzuki method of actor training

Suellen Henke (Education) to participate in the Intergroup Dialogue and Diversity Education Summer Institute at Hope College

Dale Kennedy (Biology) to purchase an autonomous recording device for her research on House Wrens

Greg Mole (History) for research at Stanford University's Gustave Gimon Collection on French Political Economy

Betty Okwako-Reikkola (Education) to participate in the Intergroup Dialogue and Diversity Education Summer Institute at Hope College

Carrie Walling (Political Science) for the development of a book proposal on "Mass Atrocity Crimes and the Internationalization of the Justice Norm"

Combined Small & Large Grants:

Abigail Cahill (Biology) to support summer research on the population genetics of *Mytilus edulis* in Long Island Sound

Nicolle Zellner (Physics) to support her participation in the Women in Astronomy IV Conference, to complete an analysis of Moulton Crater, and to attend a viewing session for the Great American Solar Eclipse

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

The Editors of **ASIANetwork Exchange** invite submissions for consideration. The journal is a peer-reviewed publication, catering primarily to faculty appointed in liberal arts institutions with programs in Asian Studies. The ASIANetwork Exchange seeks to publish current research, as well as high-quality pedagogical essays written by specialists and non-specialists alike. It is particularly interested in publishing articles that are suitable for incorporation in the undergraduate classroom. Please consult their guidelines available on the journal website for more information (www.asianetworkexchange.org).

All submissions, without exception, must be made through its website's online system at www.asianetworkexchange.org. Please register as an "Author" on the website and follow the directions under "Submissions". Questions may be directed to the editors at: editors@asianetwork.org.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Vicki Baker (Economics & Management) gave the following two presentations:

Baker, V. L., Pifer, M.J., & Lunsford, L. G. (April, 2017). "Faculty Development in Liberal Arts Colleges: A Look at Divisional Trends, Preferences, and Needs." Research paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Pifer, M. J., Baker, V. L., & Lunsford, L. G. (Aprill, 2017). "Aligning Institutional Policies and Faculty Needs: Supporting Faculty Work in Liberal Arts Colleges" Research paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, Texas.

Holger Elischberger and **Eric Hill** (Psychological Science), and **Lynn Verduzco-Baker** (Anthropology & Sociology) and **Jessica Glazier '15** had their paper accepted for publication:

Elischberger, H. B., Glazier, J. G., Hill, E. D. & Verduzco-Baker, L. (in press). Attitudes toward and beliefs about transgender youth: A cross-cultural comparison between the United States and India. Sex Roles. doi: 10.1007/s11199-017-0778-3

David Green (Whitehouse Nature Center) was an invited speaker at the Sustainability Summit sponsored by St. Mary of the Woods College in Indiana on April 28, 2017.

Ian MacInnes (English) presented his paper "'These Violent Delights have Violent Ends': The Sword and the Instant of Time in Romeo and Juliet" at the Shakespeare Association of America in Atlanta in April.

Jill Mason (Library) attended Code4Lib 2017 at the UCLA Luskin Conference Center. Code4Lib is an annual gathering of technologists from around the world, who largely work for and with libraries, archives, and museums and have a commitment to open technologies. Code4Lib is dedicated to providing a harassment-free community experience for everyone regardless of gender, sexual orientation, disability, physical appearance, body size, race, or religion.

Scott Melzer (Anthropology & Sociology) has been invited to serve as a panelist at the Gun Studies Symposium, October 2017, in Tucson, AZ, and subsequently contribute an essay to the Handbook of Gun Studies (Routledge). Separately, his 2013 article on a fight club, "Ritual Violence in a Two-car Garage," was reprinted again, this time in Gender, Sexuality, and Intimacy: A Contexts Reader (Sage, 2017).

Clayton Parr (Music) adjudicated high school choral festivals in Livonia, Ann Arbor, Flint and Brighton in the last few weeks. He also performed in Marquette with the Michigan Educators Male Ensemble.

Katey Price (Communication Studies) presented a paper entitled "Creating a Space for Young-Onset Alzheimer's Disease in *Still Alice*: An Examination of the Film's Empirical Successes and Shortcomings" at the Central States Communication Association annual conference in Minneapolis, March 18, for the Health Communication division.

Katey and **Megan Hill** (Communication Studies) presented their paper "One Less Smile: A Case Study of Gene Wilder's Spiral into Silence Due to the Stigma of Alzheimer's Disease" at the 41st annual conference for the Ohio Association of Gerontology and Education in Toledo, Ohio, on April 21st.

David Reimann (Mathematics & Computer Science) has his artwork, "Quintic" on the April 2017 issue of Mathematics Magazine (Vol 90, No. 2).

William Rose (Political Science) presented a paper titled, "The Place of Critique in Contemporary Socio-Legal Theory" at the Annual Meeting of the Association for the Study of Law, Culture, and Humanities," at Stanford Law School, Stanford University. Bill also served as the Chair of the Program Committee for the Conference (March 31-April 1).

Matt Schoene (Anthropology & Sociology) presented his paper, "Protest Wave or Peaceful Waters: Evidence for the Recent European Protest Wave" at the 2017 North Central Sociological Association annual meeting in Indianapolis, IN.

David Seely (Physics) had his article "AT11515, Line ratios for soft-x-ray emission following charge exchange between O 8+ and Kr," (D. G. Seely, V. M. Andrianarijaona, D. Wulf, et al) accepted for publication in Physical Review A.

In March, **Nicolle Zellner** (Physics) attended the 48th annual Lunar and Planetary Science Conference and presented a poster on her research on lunar impact glasses. Four students (three from Albion and one from Michigan State) were co-authors.

N. E. B. Zellner, P. Q. Nguyen, O. Vesa, R. D. Cook, S. T. Blachut, J. W. Delano, T. D. Swindle, S. Beard, C. Isachsen (2017) Only Specific Lunar Impact Glasses Record Episodic Events on the Moon, 48th Lun. Plan. Sci. Conf., The Woodlands, TX, March, 2619.pdf.

Nicolle also attended the Chautauqua Course on "The Birthplace and Early History of the Atomic Bomb" in Albuquerque, NM, which included a visit to the Trinity Site at White Sands Missile Range.