

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

VOLUME 49, NUMBER 7
May 10, 2021

ANNOUNCEMENTS FOR THE NEXT *DEANERY* ARE DUE SEPTEMBER 6, 2021.

I ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resource Committee

C&RC approved the publication of the SLOs for the modes and categories currently being assessed with the VALUE rubrics. The SLOs will appear on the Albion College website and in the Academic Catalog, in compliance with HLC accreditation requirements.

Rationale: According to HLC accreditation requirements, Albion College must have SLOs for the core; those SLOs must be published on our website and in our Academic Catalog; and they must be regularly assessed. Until now, the College has not published SLOs for the core, despite the fact that we have been assessing each core component for the last four years. Publishing the SLOs now will accomplish two important goals: 1) It will make the SLOs that the College has been using to assess the modes and categories over the past four years publicly available, and 2) it will bring the College in line with HLC accreditation requirements.

The SLOs that C&RC has approved for publication are the result of discussions in the fall of 2017, facilitated by CSLO, among faculty members who taught the various core components. The SLOs have appeared each year on the VALUE rubrics in campus labs.

Importantly, approving the publication of these SLOs should not be considered a revision of the existing SLOs but rather a procedural alignment of current assessment practices with HLC expectations and requirements. Moreover, publishing the SLOs not only ensures that the College meets an important accreditation requirement; it also increases the likelihood of effectively revising or replacing the SLOs in the future, should the faculty choose to do so, by making them publicly available. The SLOs appear in red.

Existing catalog copy for the core requirement

The Core Requirement

At Albion, the general education requirement is referred to as “the core.” Students begin to fulfill the core in their first semester with Liberal Arts 101; some will be able to complete much of the core requirement by the end of their first year.

I. **Liberal Arts 101** (First-Year Seminar; 1 unit)

II. **Modes of Inquiry (1 unit in each)**

Textual Analysis

Artistic Creation and Analysis

Scientific Analysis

Modeling and Analysis

Historical and Cultural Analysis

III. **Category Requirements (1 unit in each)**

Environmental Studies

Ethnicity Studies

Gender Studies

Global Studies

Students must also complete a distribution as follows: one unit in fine arts (art and art history, music, theatre, honors), two units in humanities (English, foreign languages, philosophy, religious studies, honors), two units in mathematics or natural sciences (biology, chemistry, computer science, geological sciences, mathematics, physics, honors) and two units in social science (anthropology and sociology, economics and management, history, political science, psychology, speech communication, honors).

I. **Liberal Arts 101: First-Year Seminars**

The First-Year Seminars are distinguished by their small class size and close personal attention. Students select from a wide variety of seminars in which academic skills, creativity, active inquiry and collegiality are nurtured. Seminars introduce first-year students to college life by focusing on the process of learning, in and out of the classroom. Seminars share a common weekly community meeting that emphasizes student academic and social transitions. In addition, the First-Year Seminars foster co-curricular outreach. First-Year Seminars have the following characteristics.

1. They are inquiry-based, writing-intensive, focused on developing critical thinking skills, and they emphasize discussion.
2. They are as interdisciplinary as possible, exploring multiple modes of inquiry.
3. They nurture creativity in all forms.
4. They encourage community-building and outreach as well as co-curricular experiences.

Student Learning Outcomes:

- Students will be able to use appropriate and relevant ideas in writing.
- Students will be able to critically interpret or evaluate source material.
- Students will be able to demonstrate innovative thinking.

II. **The Modes of Inquiry**

The Modes of Inquiry core requirement reflects the awareness that there are several fundamental types of analysis that scholars use to understand the world. All Albion College courses require students to employ analytical and creative tools while completing course assignments. A Mode course, however, requires both professor and student to

approach the teaching and thinking process with a significantly higher level of self-awareness and intentionality. Students are required not only to think, but also to think about their thinking.

Textual Analysis

Analyzing a text (including works of art and music, written and oral texts, and rituals and symbols) involves understanding not only what meaning that text holds but also how those meanings are produced, what purposes they serve, and what effects they have, as well as exploring the ways in which a text conveys meaning. In order to fulfill this mode of inquiry, courses must:

1. Focus on the methods of analysis employed by at least one specific discipline or area of scholarship;
2. Foster inquiry into the particular strengths and weaknesses of those methods;
3. Require students to analyze texts in writing;
4. Foster inquiry into the intellectual or cultural systems that produce the text's meaning and effects.

Student Learning Outcomes:

- Students will be able to analyze texts.
- Students will be able to demonstrate an understanding of the intellectual or cultural system that produce a text's meaning and effects.

Artistic Creation and Analysis

Courses in this mode focus on the uniquely symbolic and expressive way in which the arts explore and express ideas and feelings. In order to fulfill this mode of inquiry, courses must:

1. Require the creation or performance, and the analysis of works of art;
2. Work with culturally produced rather than naturally occurring objects or experiences that have artistic, social or historical significance (for example, art objects, works of literature or various types of performances);
3. Introduce appropriate forms of critical inquiry and analysis, including area-specific vocabularies, materials, techniques and/or methodologies;
4. Encourage students to become critical and introspective about their cultural experiences;
5. Focus on the methods and materials by which the work produces meaning as well as what meanings are to be produced, emphasizing the dialogue between form and content in the area of study

Student Learning Outcomes:

- Students will be able to demonstrate strategy or skill within a particular domain.
- Students will be able to consider and articulate acceptable approaches to solving problems.
- Students will be able to review and reflect on results with some consideration of ongoing growth and development.

Scientific Analysis

Courses in this mode involve the observation and interpretation of the natural world. In order to fulfill this mode of inquiry, courses must:

1. Explore the subject matter and methodology of one or more of the natural sciences;
2. Demonstrate how fundamental principles of these disciplines form the basis for deriving specific results;
3. Require students to make observations and formulate hypotheses to explain their observations;
4. Require students to test their hypotheses or other scientific theories to appreciate their strengths and weaknesses;
5. Demonstrate applications to human society and the natural world;
6. Include a laboratory as a significant component of the course.

Student Learning Outcomes:

- Students will be able to propose a hypothesis or solution.
- Students will be able to evaluate hypotheses or theories.
- Students will be able to apply and adapt knowledge learned in this course to a situation in human society and/or the natural world.

Historical and Cultural Analysis

Courses in this mode focus on how human knowledge is determined by its cultural and historical context, and how this knowledge in turn shapes cultures and creates historical change. In order to fulfill this mode of inquiry, courses must:

1. Include material significantly removed from the students' experience either by virtue of cultural or historical distance;
2. Direct students to investigate their own cultural and historical moment from a perspective informed by their study of culture or history;
3. Require students to explore the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from a different historical period.

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from a different historical period.
- Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture.
- Students will be able to demonstrate an understanding of the complexity of elements important to their own culture.

Modeling and Analysis

Courses in this mode derive some essential or simplified features from logical, physical, social or biological phenomena, and describe and interpret them within an analytical framework. In order to fulfill this mode of inquiry, courses must:

1. Explore logical, physical, social or biological phenomena;
2. Enable students to decide which features of the phenomena to describe and what simplifying assumptions to make;
3. Derive predictions from the model and interpret them in the original context;
4. Consider the usefulness and the limits of the model and compare it with other possible models.

Student Learning Outcomes:

- Students will be able to make appropriate judgements based on evidence.
- Students will be able to make appropriate conclusions or predictions based on a model.
- Students will be able to demonstrate an understanding of the limitations and implications of the model.

Category Requirements

A liberal arts education prepares students to play a critical, thoughtful role as citizens in their society. Courses in environmental, ethnicity, gender and global studies deepen students' understanding of themselves, society and the world by introducing them to many different perspectives. To this end, all students are required to take one unit each in environmental studies, ethnicity studies, gender studies and global studies as specified below.

Environmental Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must substantially enhance students' understanding of the earth's environment.
2. It must deal substantially with the consequences of human intervention into natural systems.
3. It must lead students to view the relationship among elements of environmental systems from an interdisciplinary perspective.
4. It must focus on the perspectives that environmental studies brings to the discipline.

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of issues or problems related to the earth's environment.
- Students will be able to evaluate consequences of human intervention in natural systems.

- Students will be able to demonstrate the ability to explain environmental systems from an interdisciplinary perspective.

Ethnicity Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of ethnicity.
2. It must focus on the perspectives that ethnicity brings to the discipline.
3. It must place the issues of ethnicity in their historical context. This may include the rediscovery of marginalized texts.
4. It must provide students with the opportunity to examine their own experiences with ethnicity.

Student Learning Outcomes:

- Students will be able to demonstrate knowledge of cultural worldview frameworks.
- Students will be able to demonstrate cultural awareness of own culture and that of others.

Gender Studies

Students are required to take one unit from the list of courses approved as satisfying the gender studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of gender.
2. It must focus on the perspectives that gender brings to the discipline.
3. It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of the cultural construction of gender.
- Students will be able to understand the perspectives that gender brings to the discipline.
- Students will be able to analyze knowledge from relevant text within a historical/cultural context.

Global Studies

Students have two options in fulfilling this category. (1) They may successfully participate in any approved off-campus study program outside of the United States (or the Border Studies Program) for at least one semester and submit a journal reflecting on their experiences. Detailed journal requirements are available at the Center for International Education. International students may

fulfill the global category by submitting a journal, subject to the same requirements, reflecting on their experiences at Albion. (2) They may take one unit from the list of courses approved as satisfying the global studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must have as an organizing focus topics that are international (focusing on a particular region) or global (focusing on an issue pertaining to multiple regions or countries).
2. It must foster inquiry into the interconnectedness of international issues and students' lives.
3. It should attempt to bring the world into the classroom so that students learn how to function in an international environment and gain a deeper understanding of the world outside the United States.

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of cultures or issues in the world outside the United States.
- Students will be able to consider their connection to global issues.
- Students will be able to consider worldviews, power structures and experiences of multiple cultures.

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- IV. **Liberal Arts 101** (First-Year Seminar; 1 unit)
- V. **Modes of Inquiry (1 unit in each)**
 - Textual Analysis
 - Artistic Creation and Analysis
 - Scientific Analysis
 - Modeling and Analysis
 - Historical and Cultural Analysis
- VI. Category Requirements (1 unit in each)
 - Environmental Studies
 - Ethnicity Studies
 - Gender Studies
 - Global Studies

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Student Learning Outcomes:

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IV. The Modes of Inquiry

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11. Demonstrate applications to human society and the natural world;
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4. It must foster inquiry into the cultural construction of gender.
5. It must focus on the perspectives that gender brings to the discipline.
6. It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.

Student Learning Outcomes:

- Students will be able to demonstrate an understanding of the cultural construction of gender.
- Students will be able to understand the perspectives that gender brings to the discipline.
- Students will be able to analyze knowledge from relevant text within a historical/cultural context.

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Faculty Development Committee

This is a list of Faculty members who were approved for FDC grants in April.

Small Grants

Joseph Ho (History) received an FDC small grant of \$1,500 for “Indexing Support for Developing Mission: Photography, Filmmaking, and American Missionaries in Modern China.”

Sheila Lyons-Sobaski (Biology) received an FDC grant of \$1,062 for “Long-Term Plant Demography” and Attendance at the Virtual Ecological Society Meeting.”

Helena Mesa (English) received an FDC small grant of \$1,650 for “Generative & Revision Workshops.”

Ashley Miller (English) received an FDC grant of \$1,123.53 for “Faculty Success Program and Research Materials to Begin Book Manuscript” and a grant for \$700 for “Building and Using a Teaching Collection of Women’s Dresses, 1560-1860: STAGE 3.”

Carrie Walling (Political Science) received an FDC small grant of \$500 for “The Security and Justice Database.”

Large Grants

Julie Cousins (Kinesiology) received an FDC large grant for \$5,500 for “Changes in Running Dynamics, Body Composition, Body Water, and Phase Angle in the Backyard Ultra: The Race That Has No End.”

Karen Erlandson (Communication Studies) received an FDC large grant of \$4,780 for “Comparison of Training Modules.”

Cliff Harris (Chemistry) received an FDC large grant for \$5,500 for “Development of Green Organic Chemistry Experiments for the new Chemistry curriculum at Albion College.”

Vanessa McCaffrey (Chemistry) received an FDC large grant of \$3,800 for “Manuscript revisions and preparation of two new manuscripts.”

Mick McRivette (Earth & Environment) received an FDC large grant of \$5,495.11 for “(I) Reconstructing the Subduction-Collision-Exhumation Tectonic Evolution of the Scandinavian Caledonides as Recorded in the Seve Nappe Complex,” and “(II) Development of New Field Education Experience for Geology Courses.”

Carrie Menold (Earth & Environment) received an FDC large grant of \$5,060 for “Geochemical Studies of Ultrahigh-Pressure Fluids in Large Mountain Melts - the Swedish Caledonides.”

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II ANNOUNCEMENTS FROM THE PROVOST’S OFFICE

UPCOMING CUR EVENTS & DEADLINES

CUR events are highlighted in **blue**, CUR upcoming deadlines are noted in **green**.

CUR Discussions with CUR-Goldwater Scholars Faculty Mentor Awardees
Virtual | May 12, 2021 @ 2:00 PM ET

Early-Bird Deadline for Centering DEI in UR Conference
Deadline | May 17, 2021

CUR Conversations: You Can Take It With You: Reimagining UR by Carrying Remote Learning Insights Forward
Members Only | June 2, 2021 @ 2:00 PM ET

Annual Business Meeting
Details to follow | June 17-18, 2021

Mentoring 101 for Graduate Students and Postdoc Scholars
Virtual Workshop | June 21, 2021 11:00AM - 3:00PM ET

Centering DEI: Practical Tools for Sustaining Transformative Racial-Equity in URP Workshop
Virtual Workshop | June 22, 2021 11:00AM - 5:00PM ET

Centering Diversity, Equity, & Inclusion in UR + Creative Activity Conference
Virtual | June 23 - 25, 2021

Virtual Proposal Writing Institute
Virtual | July 12-19, 2021

CUR Conversations: Techniques and Tools for Remote Research across the Curriculum
Members Only | July 14, 2021 @ 2:00 PM ET

What Does It Take to Become a CUR-Goldwater Scholar?

You are formally invited to take part in our upcoming discussion on May 12, 2021, at 2:00 PM ET with the 2020 and 2021 CUR-Goldwater Scholars Faculty Mentor Awardees, Steven J. Miller (Williams College) and Dominick Casadonte Jr. (Texas Tech University). Learn about their approaches to mentoring student researchers in the STEM disciplines and how this award has helped their program's undergraduate researchers. Make sure to RSVP today.

Mark your calendar for May 12, 2021, 2-3:00 PM ET

<https://us02web.zoom.us/j/87800841383>

Early-Bird Rates for June Conference End May 17

Don't miss out on early-bird registration for the June 23-25, 2021, Centering Diversity, Equity, and Inclusion in Undergraduate Research and Creative Activity virtual conference. With a variety of sessions including Building a Foundation of Inclusivity, Structures, and Practices That Support Equity in Undergraduate Research, and Diversifying Undergraduate Research through Inclusive Faculty Allies, this three-day conference is filled to the max with a variety of tracks and sessions full of knowledge and tactics. Check out the agenda and register soon to take advantage of early-bird rates.

https://www.cur.org/what/events/conferences/DEI_inURandCreativeActivityConference2021/?utm_source=Email&utm_medium=Email&utm_campaign=InformZ&_zs=aOVmX&_zl=uWfa2

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III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Mark Bollman's (Mathematics and Computer Science) paper “I Signed Up for a First-Year Seminar, But I Got a Math Class: The Challenges of Chance” was published in the recent volume Mathematical Themes in a First-Year Seminar, published by the *Mathematical Association of America*. In this essay, Mark describes his experiences teaching “Chance” in Albion’s First-Year Seminar program, which he has done 8 times since 2002.

Nancy Demerdash-Fatemi's (Art & Art History) article, co-authored with Mary Anne Lewis Cusato (Ohio Wesleyan University), “Experiential Approaches to Teaching African Culture and the Politics of Representation: Building the Documenting Africa Project with StoryMapJS,” will be published forthcoming in the *Journal of Interactive Technology and Pedagogy*, issue 19 (published out of CUNY). She will also be presenting part of her book manuscript at the upcoming DOCOMOMO Israel-Germany Conference, “From Conventional to Experimental: Mass Housing and Prefabrication” held online from June 14-15, 2021. DOCOMOMO International is a non-profit organization dedicated to the documentation and preservation of modernist architecture, urbanism, and ephemera.

Joseph Ho (History) will present a paper at the 2021 meeting of the Yale-Edinburgh Group on World Christianity and the History of Mission, to be hosted by the University of Edinburgh on June 22–24. His paper is titled, “Coincident Images: Chinese Christian Posters, Sino-Western Encounters, and Transnational Visual Culture.”

Joseph was invited to speak at the 12th International Symposium on the History of Christianity in Modern China, to be held on August 12–13 and 19–20, jointly organized by the Society for the Study of History of Christianity in China and the Centre for Sino-Christian Studies at Hong Kong Baptist University.

The University of Michigan’s Lieberthal-Rogel Center for Chinese Studies (LRCCS) has invited Joseph to give a public Noon Lecture on September 28, as part of the LRCCS’s 60th anniversary celebrations.

Deborah Kanter (History) received a Best of Illinois History Award of Superior Achievement from the Illinois State Historical Society for her book *Chicago Católico: Making Catholic Parishes Mexican*. The book was also nominated for the Outstanding Book on the History of Chicago Award by the Union League Club of Chicago.

Perry Myers (Modern Languages & Culture) prepared a talk at the Institut d’Études avancées de Paris, which was recorded and released on their YouTube channel on April 28. The title of the talk was: “When Is Religion a ‘Conversation-Stopper’? The Rise of Religion in the Public Square.” Here is the link: <https://www.youtube.com/watch?v=2NTaFta4KiY&t=17s>.

Krista Quesenberry (English) virtually presented the paper “The Only Peer Review Question That Counts” on the panel *Teaching and Learning Innovations in Professional & Technical Communications* at the Annual Conference on College Composition & Communication (April 7–10).

Krista also was invited by the Ernest Hemingway Society to moderate a virtual “Post-Watch Party” upon the release of the PBS/Ken Burns documentary series Hemingway (April 10). The panel was attended by an international audience and featured prominent Hemingway biographers, as well as documentary screenwriter and longtime Burns collaborator Geoffrey Ward.

Andrea Schmidt’s (Modern Languages and Culture) paper “You’re a Chancellor, Not a GIF:” Angela Merkel in the Popular Imagination,” was accepted for publication in *The Journal of Popular Culture*. Fun fact: It was the topic of my Albion job talk presentation.

Jeff Wilson (Psychological Science) published a paper:

Wilson, W. J. (2021). COVID-19 shelter-at-home effects on replication of Upper’s (1974) unsuccessful self-treatment of writer’s block. *Journal of Irreproducible Results*, 53 (2), p.7.