

Institutional Self-Study Report 2009

Submitted to
The Higher Learning Commission:
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Knox College
Galesburg, Illinois

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Part One

INTRODUCTION

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Chapter 1

SETTING THE SCENE: DEVELOPMENTS OF THE LAST TEN YEARS

The 1999 reaccreditation visit to Knox College took place on what turned out to be the eve of a deep crisis. The College's long history of excellence—carrying forward a founding mission of opportunity and evangelism adapted to a secular but still value-centered institution—disguised the extent to which the College was living beyond its means. The challenges we faced at the beginning of this decade were so acute as to threaten the continued existence of the institution. The financial concerns identified by the 1999 evaluation team were at the heart of the crisis.

The challenges that came to a head in 2000-01 were not a one-time event that could be isolated and remedied. For many decades, the College was chronically poor and yet consistently excellent, maintaining academic excellence well beyond what would be expected from the resources available. Living on a shoestring budget, problems were addressed on an ad hoc basis, one at a time. Innovation was hampered, as people were inured to "think small" rather than to "think big." Also, in the face of technology developments and increased demands in the area of student life, good teaching alone was not enough to sustain us. Rick Nahm, president of Knox from 1993-1998, recognized these problems, and deliberately set us on a course of expanded expectations, the alternative to which was decline and likely disappearance of the institution. It was a gamble; the 1999 evaluators noted the risks. The fiscal year 2000-01 ended with a multi-million dollar deficit, despite a year of deep staff cuts (25 positions out of 226) and an endowment draw rate of 16%. At the close of the 2000-01 academic year, spurred by keen and frank analysis by a new Vice President of Finance, the Board of Trustees passed a resolution mandating "a plan of action to restructure the educational program and to reorganize institutional support systems," a plan that would reflect fiscal constraints stemming from the significant overspending of endowment resources. At this same meeting, the Board accepted the resignation of President Richard Millman. (See Appendix 2, Key Data and Statistics, FY98 through FY08 and Appendix 3, Resolution of the Knox College Board of Trustees, 06/01/01.)

The one extraordinary piece of good fortune was that the College immediately had in place a leadership team that combined intelligence, integrity, and deep personal commitment to the College, all of which qualities were now applied full force to turn around the situation. Roger L. Taylor, Chair of the Board of Trustees, was appointed interim president. Roger's long familiarity with the College (BA 1963, on the Board since 1988, Chair of Presidential search committee in 1992/93, Chair of the Board since 1999) and his devotion to the College, along with the professional skills garnered in the course of a long legal career and a personal style of openness and candor, made him just the right transition leader. Indeed, it worked out so well that the search committee for the next president soon settled on Roger as the first-choice candidate in early 2002. Tom Axtell, in his first year as Vice President for Finance and Administrative Services at the time of Millman's resignation, stayed on board, and with a combination of acumen, daring, and vision, laid out a structure of financial decision-making that has turned

around the College's financial situation. Lawrence Breitborde, Vice President for Academic Affairs since 1995, provided continuity as well as the deep understanding of higher education in general—and Knox in particular—needed for leading the reconsideration of the College's educational plan.

The College's first strategic plan (1993) had called for the building of "Foundations for the Future." While important changes in practice and approach were made in the mid- to late-1990s, it has been in the last eight years, following the nadir of 2001, that those foundations have been constructed. The structures put in place have positioned the College to face the challenges of the future with confidence and optimism.

The most significant structural changes, all of which will be described in detail in subsequent chapters, are:

- a new budgeting protocol, including a commitment to blunt transparency of financial disclosures;
- reduction of the endowment spending rate from a high of 16.6% in 2000 to 5.9% in FY 2009, on its way to a goal of 5% in 2012;
- a curriculum revised with an eye towards its effectiveness in expressing the educational mission of the College and in meeting the needs of today's students;
- an ongoing structure and process for institutional planning; President Taylor laid out the three core goals for college planning: "Nurture academic excellence; strengthen institutional self-confidence; chart a course toward financial impregnability";
- a restructuring of and increased staffing in the (renamed) office of Advancement, incorporating new attitudes towards approaching alumni as donors and more organized stewardship of donors and of funds;
- key donor markers, including the first \$1 million gift from a living person and a \$10 million gift to the endowment, the largest single gift in the College's history;
- significant Admission success, with the attainment of the enrollment goal of 1,200 students, and then beyond to a new goal of 1,350;
- a succession of high profile commencement speakers beginning in 2005: Barack Obama, Stephen Colbert, Bill Clinton, Madeleine Albright.
- increased support for new College endeavors from major external sources (including the Mellon Foundation and the U.S. Department of Education);
- reorganization of the Board of Trustees.

These changes have depended on and also inculcated these key attitudes:

- a willingness of all constituencies to work together to get through the crisis and beyond;
- a sense of possibilities;
- a spirit of openness to innovation.

A measure of how far we have come in these eight years is that faculty and staff new to the College in the last few years do not have a sense of how precarious the College's situation was only a short time ago. This is not surprising, since even while all these changes took place, the College did not put on hold the pursuit and accomplishment of academic excellence. One of the goals of our self-study process has been to educate the current Knox community about the events of the last decade, in order that the signal accomplishments be recognized, while ongoing and new challenges are also publicly identified.

While the accomplishments of the last eight years have been stunning, significant challenges are also before us:

Financial: We are on course, but financial equilibrium—not to speak of impregnability—is still a way in the future. The current world-wide financial crisis will prolong the journey. We need to continue to build revenue through gifts, grants, and tuition.

Academic: Continuing and acting on the assessment of the new educational program will be a priority for the coming years.

Facilities: We have several major challenges in this area:

- redesign and renovation of the Science-Math Center
- more classroom space
- renovation of Alumni Hall
- more space for library collections
- re-thinking of the student union

Morale: Faculty and staff have endured years of low salaries in comparison to peer institutions. The compensation initiative begun in 2005 is beginning to make a difference, but there is a long way to go.

Even with the enormous progress that has been made on the financial side, each year begins with a projected deficit that needs to be cut back through the budgeting protocol. This is particularly hard on the vice-presidents and other budget managers who have to devote creative thinking time to cut-backs rather than new projects. It would be nice to start the year in the black!

A heated debate in spring 2008 over the role of fraternities and sororities at Knox created acrimony and opened divides within the faculty and between faculty and administration, in an institution previously noted for collegial relations across faculty/staff lines.

Leadership transition: Stability of leadership has been one of the strengths of the last eight years. Leadership transition is likely within the next several years, perhaps more change closer together than is easy for the institution to assimilate. The positive changes made in the last decade are deep and pervasive enough that we expect them to endure beyond the individuals originally responsible for their enactment. This expectation will likely be put to the test before long.

Chapter 2

INSTITUTIONAL GOALS FOR THE SELF-STUDY, THE ORGANIZATION OF THIS REPORT, & THE SELF-STUDY PROCESS

INSTITUTIONAL GOALS FOR THE SELF-STUDY

We have been committed from the start to making the self-study process meaningful and fruitful for the college community, while also meeting the requirements of the Higher Learning Commission. We were encouraged in this approach by various presentations at the 2008 HLC annual meeting, as well as by communications from Sylvia Manning, the President of HLC (for example, her September 12, 2008 letter to Presidents). In previous preparations for decennial self-studies, our approach had leaned towards imposing as little as possible on faculty and others, concentrating the discussion and data-gathering effort in a small number of people. This time, while still respecting the preciousness of people's time, we created a process that drew widely on the involvement of all constituencies. We hope that this more extensive involvement will have results beyond the creation of an excellent self-study, including:

- 1) engagement across campus in thinking about the College and its mission;
- 2) curiosity about the results of the self-study and the HLC evaluation;
- 3) commitment to using the results of the self-study and team evaluation in an ongoing process of improvement of student learning and of institutional effectiveness.

More specific institutional goals for the self-study process include:

- Take stock of the last ten years and disseminate the big picture across campus. Newer faculty/staff do not have a sense of the crisis faced in the early years of the decade, nor of the enormous and creative effort that led us out of the crisis. This is an opportunity to celebrate our successes as well as to identify ongoing and new challenges; looking back will help us to also look forward.
- Make the mission statement more widely known on campus, and more actively used as a set of goals for institutional assessment and action.
- Help us move forward to develop a culture of assessment: putting methods in place and making use of the evidence gathered; infusing formal and consistent assessment practices into the culture.
- Integrate assessment and the self-study process with strategic planning by helping us to develop a to-do list and by helping us to look ahead—to think more about the future at the same time as we focus on pressing current concerns.
- Further strengthen connections among faculty, staff, and students—within these groups and between these groups—and to advance mutual understanding: by doing meaningful work together on the self-study, by community commitment to examining the College in light of its mission statement, and by modeling transparency for the campus.

Because of these internal goals, some parts of this self-study report are longer than might be needed for the accreditation review (e.g., a lengthy chapter on financial resources). Where we thought additional material would be helpful for the purposes of internal institutional review, we have included it.

ORGANIZATION OF THE SELF-STUDY

We have organized the self-study around major elements within the mission statement of the College. The explicit goals embedded in the mission statement provided guideposts for assessing the accomplishments of the last ten years and of the challenges that lie ahead. We have thus modeled a process of assessment: starting with the goals in the mission statement, gathering evidence to determine whether and how the goals are being met, analyzing the evidence, disseminating the results in the self-study, and then feeding those results into the ongoing planning process at the College so that we can further advance the quality of learning at Knox. As part of the process, we have made the College's mission statement more widely known and used on campus, a good in itself.

We have also taken care to insure that all criteria and core components have been addressed in the course of the study. The final chapter provides a summary of compliance with the HLC criteria and core components, with cross-references to relevant sections of the self-study.

THE SELF-STUDY PROCESS

The Coordinator of the Institutional Study was appointed in spring, 2008: Penny Gold, Professor of History and former Coordinator of the Faculty Development Program (2002-2007). Five members of the Self-Study Steering Committee attended the April 2008 HLC annual meeting, and the rest of spring term was taken up with planning the self-study process. The Committee membership included staff, faculty, students and trustees. Trustee members met with us three times a year—when they were on campus for Board meetings—otherwise keeping in touch through e-mail. The Steering Committee members:

Penny Gold, Coordinator (Professor of History, former Coordinator of the Faculty Development Program)

Tom Axtell (Vice President for Finance and Administrative Services)

Lawrence Breitborde (Vice President for Academic Affairs)

Stephen Bailey (Associate Dean of the College)

Charles Clark (Director of the Office of Institutional Research & Assessment)

Kevin Hastings (Registrar, Professor of Mathematics, Director of Teagle Grant involving assessment of majors, '76)

Heather Poppy (Associate Dean of Students and Director of the Center for Career Planning and Professional Development)

Frank McAndrew (Cornelia H. Dudley Professor of Psychology, person with major involvement in last two self-studies)

Liesl Pereira (student, '10)

Emily Putnam (student, '10)

Laurel Andrew (Trustee, Vice Chair for Education, '86)

Deborah DeGraff (Trustee, Secretary of the Board, Professor of Economics at Bowdoin College, '80)

Richard Riddell (Trustee, Vice President and University Secretary at Duke University, '72)

The committee endeavored to keep the self-study process in line with key values of Knox culture, including: democratic process, collaboration, openness, respect for individuals, flexibility. An ongoing challenge was to balance a democratic process and widespread participation with a respect for the time constraints on individuals. The coordinator of the self-study did her work as a half-time assignment, giving her the time to serve as primary author/editor of the study. The central mechanism for widespread participation was the production of smaller self-studies across campus. The Steering Committee developed self-study guides for the President's Senior Staff, for academic departments and programs, and for student groups. Studies done by senior staff often included sub-area self-studies, involving staff at the Director level or lower. (See Appendix 4 for the guides and Appendix 5 for a list of all the smaller self-studies completed and on file in Resource Room.) The Steering Committee also developed a detailed chart of evidence that would be needed to analyze the various elements of the mission statement. For evidence not expected to come in the self-studies, we had these additional sources:

- Internal surveys administered to students, faculty, staff, and recent alumni. These surveys were developed by a sub-group of the Steering Committee; our new Office of Institutional Research & Assessment was a great help to the process of developing and administering surveys. (See Appendix 6 for a description of these surveys.)
- External surveys routinely used by the College (CIRP, NSSE).
- Information from data routinely gathered by the Registrar.
- Targeted queries made for any remaining details.

Contributing to the self study effort were three workshop opportunities for faculty: a June 2008 assessment workshop held at Knox, led by Professor Kevin Hastings; an October 2008 assessment workshop at Lake Forest College, sponsored by the Associated Colleges of the Midwest; a December 2008 self-study retreat for all academic areas held at a local conference center, including guest speaker/facilitator Marie Baehr, Dean of the College at Coe College. All self-studies were due by early February 2009, and surveys were administered in February also. The bulk of the self-study was written by the coordinator, with some sections drafted by the Vice President for Academic Affairs and the Vice President for Finance and Administrative Services. Drafts of chapters were vetted as they were completed by the Self-Study Steering Committee and other relevant parties, with revised chapters then available online; a full draft of the study was made available to the campus in summer 2009. Faculty were kept informed about the progress of the self-study at monthly faculty meetings, and the Board of Trustees were given an update at each of their meetings.

We plan to disseminate the self-study report broadly during fall 2009, encouraging discussion of the contents in a variety of venues. The Institutional Planning Group (IPG), will then take up the report and the results of the discussions for incorporation into the College's planning process. The Board of Trustees will consider the self-study at its October 2009 meeting. Once the report of the HLC evaluation team is complete, its analysis and recommendations will be shared with the campus community, IPG, and the Board, to help with further discussion and planning.
(See Chp. 10 for further details on the connection to institutional planning.)

Chapter 3

RESPONSE TO 1999 CONCERNS OF EVALUATION TEAM

The last re-accreditation review of Knox, in 1999, resulted in full re-accreditation for the College, with the next visit scheduled for the maximum increment of ten years. The report concluded with a summary of strengths as well as concerns. Each of the concerns raised by the 1999 evaluation team (shown in bold) are addressed below, with a summary of what has been done in each area in the last ten years, and what remains to be done. Reference is also given to the chapter in this report where each topic is addressed at greater length.

1. *Assessment activities are still in early stages.*

The 1999 team had good reason to put this concern at the top of their list. For a detailed consideration of the state of assessment at Knox, with an analysis of what has been done since 1999 and what remains to be done, please turn to the detailed discussion of assessment in Chp. 10.

2. *Cost of financial aid cannot be sustained in the near future.*Progress

- This concern has been addressed; our discount rate has gone from 49-50% to 42%. Our aim is to hold the rate at 42% (Chp. 14).

3. *Uneven distribution of administrative resources; student services and residential life staffing is too thin to meet needs; thin administrative support for Academic Vice President; question whether administration is top-heavy.*Progress

- Four additional professional staff positions in student services and residential life (Chp. 7).
- Additional professional staff in Advancement (Chp. 13).
- Some re-alignment of assignments at the Vice-President level (Chp. 11).
- Addition of a three-person Office of Institutional Research and Assessment. In addition to doing many new things, this office has taken over data requests previously handled by others, providing welcome relief (e.g., tasks previously done by the Registrar and Dean of the College), although these requests are being transferred gradually rather than all dumped at once. Also, assessment oversight, which was previously located in the Dean's office, is in the process of being moved to the Director of Assessment Support as of August 2009 (Chp. 10).
- Plans are underway for a reshaping of the office of the Dean of the College. Starting in January 2010, the current Associate Dean of the College will leave that position to be half-time Director of the Center for Research and Advanced Study, taking with him the various duties of the Associate Dean's position connected to student research. This will open up the possibility of moving some of the responsibilities of the Dean of the College to the new Associate Dean. But taking away the research program

from the Associate Dean's position still leaves responsibilities close or equivalent to a full-time job, so this alone will not solve the problem.

- The top-level administrative staff has been re-organized, with Finance and Administrative Services now under one Vice-President rather than two.

Still to be done

- Even with the changes listed above, the office of the Dean of the College is still understaffed, with the Dean, one Associate Dean, and two secretaries. The understaffing in this office—and the overburdening of the individual who serves as Dean of the College—has a significantly negative impact on many aspects of the College, as various projects are delayed in implementation. It is the College's good fortune that the energy, commitment, and good humor of the current Dean remain undiminished in the face of the unrealistic demands of this understaffed office. Figuring out a reconfiguration of the office is a priority.
- The President's office is also understaffed in comparison to that of other colleges.¹ The 1999 position of "Assistant to the President" was a half-time faculty position, a temporary arrangement that has not been continued. Before and since, the president has had one executive secretary, with no other assistance.

4. *Career Services staffing thin for the work required.*

Progress

An internship coordinator has been added to the office, enabling us to greatly expand support to students seeking internships (Chp. 6).

5. *“Spending ahead” – the source of great optimism – may create some expectations extremely hard to satisfy.*

Yes, spending ahead was creating expectations that were difficult to satisfy; it was also bankrupting us. The strategy of expansion in the late 1990s had been essential to bring the College out of a slow downward spiral. But the increased revenue and enrollment needed to sustain the expansion did not materialize as hoped. Under urgent conditions, a new strategy and new practices were developed, and the financial gains of the last seven years have given us a solid foundation instead of sand. While much of the accumulated endowment gain has been wiped out in the larger financial crisis of 2008/09, the process we have developed for dealing with financial challenges puts us in a more secure, confident position than many other educational institutions. (Full details in Chps. 13 and 14.)

Progress

- The size of the staff was reduced by 11% (25 FTE out of 226 positions eliminated) in 2000; the reductions were primarily in administrative and building services, with almost all cuts achieved through retirements, reassignments, and closing vacant positions. As the financial situation of the College has improved, some of the cut

¹ Of thirteen ACM colleges, three (including Knox) have just one staff person in the President's office. Four have two on the staff, and the others more.

positions have been reinstated and other new positions added, so that the total number of staff positions in 2008/09 is now 232, or six higher than before the cuts.

- 8.67 FTE faculty positions (about 10% of the faculty) were cut, beginning in 2001, bringing the student-faculty ratio to 12:1. These cuts were implemented gradually, and all positions eliminated were either tenure-line positions occupied by visitors, non-tenure-track positions, or had occupants scheduled to retire.
- A moratorium on tenure-line hiring was put in place in 2001. As the College's financial situation improved, five "temporarily visiting" faculty positions have been converted back to tenure-track appointments. In addition, new tenure-track positions have been created in economics/business, anthropology/sociology, and in history. The actual teaching strength, which includes sabbatical leave replacements and other temporary visitors, remains guided by a targeted 12:1 student/faculty ratio.
- Salaries were frozen for faculty and staff in 2000-01 and 2003-04.
- During FY 2001, operational budgets in non-external relations areas were cut by 25%.
- In FY2000, the endowment spending rate was an unsustainable 16.6%. In June 2001, the Board of Trustees mandated that the rate be reduced to 5% by 2012. We have met each year's goal on that path, with the rate in FY 2009 down to 5.9%.
- Between 2003 and 2007, the size of endowment increased by more than 50%, reaching a high of \$80.3 million in September 2007. After market setbacks of the last year and a half, the endowment was \$53.1 million as of March 31, 2009.
- In 2002 the College had a negative figure for net unrestricted assets. As of June 30, 2008, such assets were \$15.4 million.
- A strategic focus on Admission has led to a significant increase in net tuition revenue and an enrollment of 1,350 students.

Still to be done

- The College needs to continue on the path set in 2001/02, with the new challenge of a worldwide financial crisis and recession.

6. *The library's book and periodical holdings are seriously limited for meeting the College's educational goals. Acquisition budgets are exceptionally low.* The library's acquisition budgets are certainly less than ideal, though the judgment of "exceptionally low" is not accurate if the comparison is to relevant peer institutions. The library itself uses comparison to a dozen selective private liberal arts colleges with similar student enrollment and with endowments of not more than \$200 million (more than twice that of Knox). Our collection size and numbers of items added annually compare favorably to these peers. On the other hand, these are not necessarily schools with the academic distinction that we claim for ourselves or to which we aspire. The acquisitions budget has increased by 30% since 1998/99, but the increase has been entirely in higher allocations for periodicals and for the new category of digital materials. The development of our online periodical collections has succeeded in providing students with immediate access to a much higher number of periodical titles, and interlibrary loan

requests for articles have decreased dramatically as a result. In contrast, with a flat budget for book purchases, and increased ease of borrowing from other institutions through I-Share, interlibrary loan requests for books have gone up (Chp. 6).

Progress

- Dramatic improvement in periodical access through online subscriptions.

Still to be done

- As noted by the 1999 team, we do not take library costs into account when adding courses and academic programs. Recently added programs such as neuroscience, environmental studies, and journalism are building collections incrementally, but were not given an initial "startup" amount to build a base collection. Also, the acquisition budget was not increased to take into account these new programs; rather, the same budget was divided among more programs.
- Find the means to increase the budget for book acquisitions.
- Further issues regarding space issues and environmental conditions in the library are addressed in Chp. 6.

7. Students need more chance to take responsibility and exercise authority in their governance processes.

The structure of the Student Senate has been changed so that it is now more representative of the student body and more responsive to student concerns. Ten years ago, the Senate consisted of 22 at-large members (8 first-years and 14 upper-class students), in addition to student members of committees. Under the current constitution, membership is elected on the basis of residential districts. Another recent change is that committee chairs are elected in spring term, along with the four officers, rather than being appointed by the president. In the last few years, the Senate has successfully worked through several proposals that have then been brought to the college administration for action (e.g. elimination of trays in the cafeteria, the Campus Safety Officer as a sworn/certified police officer, institution of a Green Fee for student-initiated sustainability projects, gender-neutral housing). Through its new Sustainability Committee, the Senate has been very involved in the prioritization of sustainability on campus—in shaping policy, in promoting the policy, and through implementation of the student Green Fee.²

8. All parts of the College are stretched to the limits. Additional support staff (especially secretarial staff) is badly needed, to relieve faculty for more attention to teaching and scholarship.

And it got worse, given the staff reductions implemented in 2000. In the two years of the reductions, we eliminated staff cleaning of residence hall bathrooms, mandating that students clean the bathrooms themselves. That didn't last long. As financial conditions improved, staff positions have slowly been added, bringing us several positions past the 2000 numbers, but the increases have not been primarily in support staff. The end result: we are still "stretched to the limits," with inadequate support staff for faculty (Chps. 13 and 14).

² For further detail, see the Student Senate Self-Study, in the Resource Room.

Progress

- One additional half-time faculty secretary has been added, so that each of the four main academic buildings now have a half-time secretary.
- Two permanent positions for lab coordinators have been created, in Biology and Chemistry, turning previously ad hoc positions into ongoing ones.
- The College's purchasing agent makes plane reservations for candidates in job searches, a significant relief to search chairs.
- An Office of Instructional Technology, designed to provide additional support to faculty and students, has been established.

Still to be done

- Add further hours of faculty secretary time—and educate faculty as to how to make good use of the support available. (The small increase noted above gives us a faculty-to-secretary FTE ratio of about 56:1.)
- Add facilities coordinators for the fine arts areas comparable to lab coordinators in the sciences.

9. Regular evaluation processes are needed (though about to begin) for administrators and staff.

This has been discussed but not implemented, and it is not on the agenda. The Board of Trustees evaluates the president every year, and the President does informal reviews with members of senior staff. A few offices carry out evaluation of staff (Advancement, Dining Services, Athletics). No general review system for staff has been implemented, and there is no system for awarding merit raises or bonuses to staff comparable to that in place for faculty. When problems with an individual staff member arise, the situation is dealt with. (Chp. 13)

Chapter 4

**THE KNOX COLLEGE MISSION &
THE CHARACTER OF THE KNOX COMMUNITY**

THE KNOX COLLEGE MISSION

Although Knox College did not adopt a formal mission statement until 1993, the core mission of the College "to explore, understand and improve ourselves, our society and our world" (1993 mission statement) has been present from the founding. Knox was established as a manual labor college in 1837 by a group of Presbyterians and Congregationalists from upstate New York. The Reverend George Washington Gale, leader of the group, was a central figure in the evangelical Great Revival, a movement that resulted in the founding of Oberlin College as well as Knox. The Christianity preached was a "practical" Christianity, looking to convert the individual "from self-interest to unselfish benevolence."¹ The college and the town founded by Gale lived up to this mission by their deep involvement in the anti-slavery movement, earning a reputation as "the Abolition nest."² Following an 1849 rift between the Presbyterians and Congregationalists on the Board of Trustees, the College became non-denominational, and the religious cast to the motivation of the founders was eventually replaced by a strongly secular orientation. But the democratic spirit of openness to all—the purpose of the manual labor character at the founding—and the commitment to educate oneself in order to serve a larger community, these commitments have been present throughout the history of the College.

At its core, the College is a community of teachers and students, working closely together and dedicated to the values of independent thought, personal integrity, and community responsibility.³ These values, rooted in Knox's early history, continue after 170 years to guide the College and its educational mission. The College is proud of its heritage as one of the first colleges open to both African-Americans and women. Knox's founder, Reverend Gale, was indicted for harboring fugitive slaves, and its first president, Hiram Huntington Kellogg, opposed discrimination against women. It was at Knox that Abraham Lincoln, in 1858, spoke out publicly to condemn slavery on moral grounds in his historic debate with Stephen Douglas. Two years later, the Knox College Board of Trustees awarded Lincoln his first honorary degree, to aid him in his fateful campaign for the presidency. Knox graduated one of the first Black students in Illinois, Barnabas Root, and the first Black U.S. Senator, Hiram Revels, was also educated at Knox. S. S. McClure, "muckraking" founder of the influential *McClure's Magazine*, was a Knox graduate, as was John Huston Finely, long-time editor of *The New York Times*. Knox was also the first liberal arts college in Illinois to receive a Phi Beta Kappa charter (1916).

¹ Hermann R. Muelder, *Fighters for Freedom: A History of Anti-slavery Activities of Men and Women Associated with Knox College* (Knox College, 2005; first published by Columbia University Press, 1959), 11.

² *Ibid.*, 1.

³ This paragraph is slightly adapted from the description of "A Knox Education" in the 2008/09 Knox College catalog, 4-5.

The College's current mission statement was developed as part of the institution's first modern strategic planning process, in 1992/93. Members of the strategic planning committee did wide-ranging interviewing with individuals and ran focus groups from all college constituencies, including the Galesburg community, in order to draft a mission statement that reflected a broad consensus on the fundamental goals and aspirations of the College. The mission statement was approved by the faculty in the spring of 1993. When presented to the Board of Trustees, one member of the Board, a prominent educator, objected vociferously to the vision (or, he would say, lack of vision) of liberal education presented.⁴ Presidents McCall, Nahm, Millman, and Taylor, not themselves seeing such problems in the mission statement, did not bring it back to the faculty for further consideration. The Board wished to avoid altercation on this matter, and was content to have the College use the mission statement as drafted. Since 1993, the College has, in fact, used that statement as the public expression of our mission. President Taylor brought the issue back to the Board in 2007, and after a year-long process of review and discussion, the Board adopted the mission statement without change in October 2008.

The mission statement has been readily available in the College catalog and on the web, and it was held in mind by the group that developed a "Statement of Educational Goals," a position paper approved by the faculty in 2000 as part of the development of new graduation requirements in 2001-02. But the mission statement has not been widely referenced in campus discourse. Perhaps its length has been an impediment, perhaps the non-approval of the Board. In the spring of 2008, when the Self-Study Steering Committee considered its charge and how to proceed, we decided that one of the goals of our self study process would be to make the mission statement more widely known on campus by using it as a set of goals for institutional assessment and action. We made the mission statement central to the self-study process for administrative and academic units, as well as student groups, and we distributed a mission statement bookmark to all faculty, staff, and students, something we plan to repeat in fall 2009. (The bookmarks have also been ordered in bulk for use in the Admission and President's Offices.) To facilitate use of the mission statement as a set of goals to be assessed, we created a new document, "Elements of the Knox Mission," that reorders the content of the mission statement into a list of five major goals, with a longer list of the means through which those goals are carried out. (Both statements are provided in Appendix 1, and can also be found on the double-sided bookmark.)

Alongside the official mission statement, the expression "Freedom to Flourish" has become a kind of unofficial mission statement of the College, widely referenced by students and others. Originating as the theme of a new generation of admission publications in the early 1990s, it is so widely used that we decided to include it as a tagline at the bottom of the mission bookmark.

In the self-study guides, we asked all units to consider their goals and accomplishments in light of the College's mission statement. We also asked them, in a further step, to

⁴ Karl Joachim Weintraub, Donnelly Distinguished Service Professor of History and Dean of the Humanities at the University of Chicago, was a member of the Knox College Board of Trustees from 1978 until his death in 2004.

consider whether the College's official mission statement is in accord with their own vision for the College, and what changes to the statement, if any, they would recommend. Most respondents were satisfied with the mission statement as it stands, though several commented that it could be shortened. There were also several suggestions for additions or deletions:

- add internationalism
- add community service and experiential learning
- add pursuit of academic excellence
- drop reference to "Midwestern surroundings"
- either drop reference to interdisciplinary work or "live up to it"

THE CHARACTER OF THE KNOX COMMUNITY

The core of this self-study is found in Part Two, a study of the four means through which the College claims, in its mission statement, to carry out that mission: our *curriculum*, the character of our *learning environment*, our *residential campus culture*, and our *community*. The character of the Knox community, though last in the list, is referenced throughout the discussion, so we here consider this aspect of Knox.

Shared mission and values: The mission statement claims that a key component of the Knox community is a shared mission and values. To explore the issue of common values, the dozen members of the Self-Study Steering Committee developed a list of values we believed to be commonly held and acted upon at Knox, and then gathered evidence via campus surveys to see how widely shared these values were across campus. In the following list, we give examples of the kinds of institutional structures and common behaviors that led us to put these values on the list, and discuss for each the extent to which we found agreement across campus, as measured by responses on surveys administered to faculty, students, staff, and recent alumni (classes of 2007 and 2008) in February 2009, and as evidenced in data from recent CIRP and NSSE surveys.⁵ Two of the nine values on the surveys were not generated by the committee, but were included because they are explicitly mentioned in the College's mission statement: engaged and tolerant. While this section focuses on shared community as a key feature of Knox culture, there are also issues and circumstances that divide us, which are taken up in the concluding section of this chapter on "Challenges to Community."

The following chart shows the values in order of how often they were judged "somewhat characteristic" or "very characteristic" of Knox,⁶ with the most agreed-upon values at the top. The third column below indicates where the biggest gaps were in terms of how one group or another rated a particular value.

⁵ See Appendix 6 for an account of how these and other surveys were administered and for an explanation of CIRP and NSSE, and Appendices 7 and 8 for summaries of data from the internal surveys. Summary results from the 2008 CIRP and NSSE surveys are available in the Resource Room.

⁶ Other choices were "neutral," "somewhat uncharacteristic," and "very uncharacteristic."

Shared Values at Knox

Value	% judging this "somewhat" or "very" characteristic (combined rating of all four groups)	largest amount of gap between two groups (group with higher score listed first)
friendly	91	15 (alumni/staff)
supportive	85	20 (alumni /staff)
diverse	84	13 (alumni /students)
engaged	84	13 (alumni /staff)
open	84	21 (alumni /faculty)
tolerant	79	15 (alumni /staff)
flexible	78	26 (alumni /staff)
informal	77	23 (alumni /students)
egalitarian	60	37 (faculty/students)

Some general observations from the data⁷:

- There was generally strong agreement that all nine values are characteristic of Knox; with just a few exceptions, all values were rated at 70% or higher in all constituencies. The exceptions: Regarding the value of "flexible," staff gave only 64% positive ratings. Regarding the value of "egalitarian," staff gave a positive rating of 59% and students 51%—though recent alumni gave a positive rating of 74%.
- Recent alumni (classes of 2007 and 2008) were the most positive group for every item except "egalitarian." Alumni were more positive than current students on every item, with a 10 point or higher difference on "egalitarian" (23 points higher), "informal" (23), "diverse" (13), and "flexible" (11).
- Staff are the least positive on 5 out of 9 values (engaged, flexible, friendly, supportive, tolerant).
- Students are the least positive on 3 values (diverse, egalitarian, informal).
- Faculty are the least positive on only one value—"open"—with staff just one percentage point more positive.

We now take up each value in turn, talking about the ways in which each is likely to be experienced on campus, and providing supporting data from external surveys where available.

Friendly: It's not surprising that this value was the most strongly agreed upon value in the Knox survey, with a combined score of 91%. When asked why they came to Knox, many students answer, "Everyone was so friendly when I visited." A welcoming attitude pervades one's experience at Knox, whether visiting campus as a prospective, lecturer, job candidate, or alum, as well as for those who inhabit the campus daily. The Admission Office sets the tone, self-consciously attentive and helpful to all who visit. Faculty and staff who have visited other campuses with their children can attest to the fact that the Knox way—so obviously the right way to us—is not always practiced

⁷ See Appendix 8 for a full summary of internal survey data on Knox values.

elsewhere. But the campus is friendly not just on Admission Open House days. Walking across campus, people will smile at you and say hello. If you're looking a bit lost, someone will ask if they can help, and probably offer to walk you to where you're going. This habit of friendliness may seem a small thing, but it functions as a kind of precondition for a feeling of community.

The value of welcoming friendliness is also at the heart of a nearly 100-year-old campus tradition of Pumphandle, a ritual held every year on the day before classes begin. At 4:30 p.m., the President begins a line, with each person moving down the line until each has shaken hands with all. Scattered costumes and humorous name tags keep the spirit light, and at the end of the ritual, you've said hello to just about everyone on campus; a shared picnic completes the afternoon. Besides a chance to touch base with friends, teachers, and colleagues not seen since June, and to get a look at a new crop of students, faculty, and staff, it's also a great way to see at a glance the physical evidence of Knox's diverse population.

Supportive: That Knox provides a supportive campus environment for students is confirmed in data from the 2008 NSSE survey; the "benchmark comparison" that combines several questions measuring "Supportive Campus Environment" shows Knox ahead of its selected peer institutions, especially as reported by seniors⁸:

	Knox seniors mean	NSSE selected peers mean	level of statistical significance ⁹
Supportive Campus Environment	70.0	63.6	***

The array of student organizations available provides an important arena in which students find support from their peers (see Chapter 7). The supportive character of the learning environment for students is detailed in a later section of this study, focusing on the ways in which faculty and staff provide supportive structures and forge supportive relationships with students (see Chapter 6). Formal and informal networks of faculty, staff, and students insure that a student in distress or trouble is sought out by someone who may be able to help. The Associate Dean of the College gives his direct phone number to students who may need to contact him without a wait, and the Dean of Students answers phone calls and e-mails at every hour of the day and night. Regular consultation occurs between the Academic Affairs and Student Development offices concerning individuals in difficulty.

⁸ The mean for Knox first-years was also higher than that for selected peers (69.4 to 67.7), but this difference is not strong enough to be statistically significant at a level of .05 or higher. The mean for Knox seniors is slightly higher than for Knox first-years (70.0/69.4) while the mean for seniors at peer institutions is lower than for first-years (63.6/67.7).

⁹ NSSE uses asterisks as a readily visible symbol of statistical significance:

- * significant (at a level of p<.05)
- ** highly significant (at a level of p<.01)
- *** very highly significant (at a level of p<.001)

See the "Guide to Survey Data in the Self-Study" card in the front pocket of the self-study notebook for an explanation of statistical significance, of the surveys, and of peer institutions to which Knox is being compared; a more detailed explanation is in Appendix 6.

The positive relations that students perceive themselves to have with faculty, administrators, staff, and other students are another sign of a sense of supportive community. Looking at the student survey administered for the self-study, we can see how students characterized their relations to four campus groups:

students' relations to:	% positive or very positive
faculty	94
other students	85
staff (secretarial, food service, etc.)	76
administrators	63

The NSSE survey also asks students to rate the quality of their relationships with other students, with faculty members, and with administrative personnel and offices. Here too, relations with administrative personnel are rated lower than with other groups (as answered by both first-years and seniors), yet they are significantly higher than those relations are rated at our selected peer institutions (at a .001 level of statistical significance). (Knox ratings of relationships with other students and with other faculty are about the same as at peer institutions—a bit higher on most measures, but not at a statistically significant level.)

The community is a supportive one for faculty and staff as well. As mentioned below with regard to flexibility, individual circumstances are taken into account when needed. Help is extended in more widespread ways as well. It has long been the practice to take meals to colleagues with a newborn, or who are in the midst of other unusual stress such as illness or death.¹⁰ The faculty-staff e-mail distribution list facilitates such cooperative endeavors—not only for soliciting help with meals, but for getting recommendations on anything from doctors to seamstresses, and the occasional item for sale. This is a valuable enough resource that people have generally learned not to abuse it, and the great majority of the traffic on the list relates to college business. A subset of the list is used by parents, who share information on a variety of child-related issues.

Diverse: The value put on diversity is evident in the mission statement itself, both in the central goal "to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means," and in its characterization of the Knox community as "a diverse community of students, faculty and staff." The demographic makeup of the Knox population demonstrates that such diversity is, indeed, in place. Knox students come from 47 states and 48 countries. Eighteen percent are students of color; 7% are international students; and 24% are first-generation college students. (See Chapter 13 for further demographic data on students, faculty, and staff.)

The value put on diversity is embedded in Knox life well beyond the demographic makeup of the population. As a social/intellectual issue, "diversity" was first introduced to the campus through the student development office, as evidenced in "diversity training" and

¹⁰ The coordination of meals used to be handled by the Faculty Wives group. When this group faded away in the 1980s, the practice stopped for a while, but it was then revived and is now handled on an ad hoc basis by a departmental colleague or Knox friend of the person involved.

in attention to the needs of students of color and international students. In the last decade, diversity has come to play a more self-consciously central role in the curriculum as well. Two developments have affected all students and many faculty: First, when revising graduation requirements in 2001, we added several "key competencies" that students have to demonstrate; one of them is "understanding diversity." This requirement is met by a course or experience that "help students (a) to think about the cultural limitations of their own perspectives; (b) to explore the power relations that help define groups and their interactions; and (c) to develop skills and strategies that enable them to interact effectively with people different from themselves."¹¹ In addition, the First-year Preceptorial, a common course required of all entering students, while for many years incorporating authors representing diverse groups and perspectives, has recently focused more self-consciously on the issue of understanding diversity, as reflected in the course title since 2006, "Conversations in a World of Strangers."

Data from the 2008 CIRP and NSSE surveys confirms our self-image as a community in which diversity is central. On the following six measures, concerning aspects of campus life relevant to diversity, Knox is consistently ahead of our selected peer institutions.

In your experience at your institution during the current school year, about how often have you done each of the following?

1=Never, 2=Sometimes, 3=Often, 4=Very Often

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (1e) ¹²	3.25 ¹³	3.02	***
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (6e)	3.21	2.97	***
Had serious conversations with students of a different race or ethnicity than your own (1u)	3.09 ¹⁴	2.78	***
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (1v)	3.17 ¹⁵	2.91	***

¹¹ Knox College catalog, 2008-09, 21.

¹² Numbers and letters after each measure refer to the numbering in the NSSE survey.

¹³ For first-years: Knox **3.20** vs. 3.01 at selected peer institutions, significant at a level of .01 (**). We focus here on NSSE data from seniors, as the first-years take the survey when they have completed only one term at Knox. Where Knox first-years differ significantly from first-years at selected peer institutions, that is noted in a footnote.

¹⁴ For first-years: Knox **3.02** vs. 2.84 at selected peer institutions, significant at a level of .05 (*).

¹⁵ For first-years: Knox **3.14** vs. 2.99 at selected peer institutions, significant at a level of .05 (*).

To what extent does your institution emphasize the following?

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (10c)	3.04 ¹⁶	2.67	***

Percentage of students who, during the past year, "frequently":

	Knox seniors	peer seniors	change at Knox ¹⁷	change at CIRP peers
Socialized with someone of another racial/ethnic group	64.2%	50.8%	-8.8	-15.9

On one measure, the increase at Knox is the same as at peer institutions, but since Knox students entered with more commitment to this objective, Knox seniors also are higher than at peer institutions:

Percentage of students marking an objective as or "essential" or "very important":

	Knox seniors	peer seniors	change at Knox	change at CIRP peers
Helping to promote racial understanding	49.7%	35.9%	5.3	5.2

And on a final relevant measure, Knox seniors are higher than peer seniors, despite a decrease since being first-years.

Percentage of students marking an objective as or "essential" or "very important":

	Knox seniors	peer seniors	change at Knox	change at CIRP peers
Improving my understanding of other countries and cultures	70.5%	61.1%	-6.7	7.3

It is puzzling why the objective of "improving my understanding of other countries and cultures" would decrease at Knox when it increases at peer institutions, but Knox students enter so much higher than first-years at peer institutions (**77.2%** vs. 53.8%) that this may tell us more about the students we attract than about the effect of the institution. This particular objective (out of 21 objectives on the CIRP list) is the one with the highest score for entering Knox students, with the next highest being "helping others who are in difficulty" (71.5%). At CIRP peer institutions, the objective with the highest score for

¹⁶ For first years: Knox **3.26** vs. 2.97 at selected peer institutions, significant at a level of .001 (***).

¹⁷ The CIRP survey includes a measure of longitudinal change over students' time at Knox. A negative number indicates a decrease in the percentage of students reporting a particular behavior or attitude; a positive number indicates an increase.

entering students is "raising a family" (72.7 vs. 56.6 for Knox first-years), with the next highest being "helping others who are in difficulty" (65.2%).

Engaged: Engagement in activities and commitments beyond oneself are characteristic of many in the Knox community, most especially of Knox students. This engagement in the community within and beyond Knox is fostered and supported by institutional structures as well as by the story the College tells of itself (with the first two paragraphs of this chapter an example of the latter). The many facets of engagement at Knox are detailed in Chapters 6, 7, and 8 of this study: engagement in learning in Chapter 6, student engagement on campus in Chapter 7, and Knox involvement in the local community, across the United States, and around the world in Chapter 8. Here we focus on how Knox compares to other institutions on "student engagement," as measured in the National Survey of Student Engagement. One way that NSSE reports the data is with related questions grouped into five "benchmark" measures: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Over the seven-year period in which Knox has administered the survey four times (2002, 2003, 2006, 2008), scores of Knox seniors on all five benchmarks have risen:

Knox Seniors on NSSE Benchmarks, 2002-2008

Benchmark	2002	2003	2006	2008
LAC	61.4	64.1	65.8	65.0
ACL	50.1	51.2	53.4	55.7
SFI	51.7	60.3	57.0	61.6
EEE	[measure not used in 2002 or 2003]		59.0	61.6
SCE	62.6	69.2	68.1	70.0

Benchmark scores, like other NSSE scores, are compared with selected peer institutions, Carnegie Class institutions, and all NSSE institutions; in addition, they are also compared with the top 50% of NSSE institutions and the top 10%. Looking at the most challenging comparisons—our selected peer institutions, and the top 10% of NSSE institutions—and using the 2008 data for seniors, we compare very favorably. We are above our selected peer institutions at a statistically significant level on four of the five benchmarks; we are similar on the fifth (active and collaborative learning). Compared to the top 10% NSSE institutions, we are significantly above on three benchmarks (SFI, EEE, SCE), similar on one (LAC) and significantly below on the fifth (ACL).

[see next page]

NSSE Benchmarks Compared, Seniors, 2008

Benchmark	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
LAC	65.0	62.9	*	63.3	--
ACL	55.7	54.0	--	59.7	** (low)
SFI	60.2	52.0	***	55.2	**
EEE	61.6	55.2	***	54.3	***
SCE	70.0	63.6	***	66.7	*

Given that institutions participating in the NSSE survey are already limited to those who care about measuring student engagement, Knox's high (and increasing) scores on these benchmarks is a very positive confirmation that being "engaged" is, indeed, a prevalent characteristic of the Knox community.¹⁸

Open: The College's characteristic of "openness" can be understood in two senses: the openness of campus activities to participation by all, and transparency in the College's decision-making process. Some examples:

Openness of campus activities:

- The openness of student clubs is not just a policy; just a few examples: A.B.L.E. (Allied Blacks for Liberty and Equality) includes whites; the Hillel Club has non-Jewish participants; the International Club includes many U.S. students. While fraternities and sororities are, by their nature, not open to all, the parties sponsored by fraternities generally are.
- Many of the athletic teams have a no-cut policy, allowing anyone who wants to be on the team the opportunity to participate in the sport.
- Faculty are able to indicate their preferences for committee appointments. When ad hoc groups are set up, volunteers are routinely solicited as one part of the selection process.

Transparency in College's decision-making (see also Chapter 12):

- Meetings of faculty committees—except the Faculty Personnel Committee and the Faculty Affairs Subcommittee of the Executive Committee (FASCom)—are open to any faculty, students, or staff who might want to attend. This policy of openness was clarified and reaffirmed by the faculty at its January 2009 meeting.
- A detailed account of the financial situation of the College is shared with faculty, with a much greater degree of depth and frequency since Tom Axtell has been VP for Finance (1999).

¹⁸ Discussion on the benchmark on which we did not perform as well—active and collaborative learning—will be found in Chapter 6. Comparison of Knox First-Years to Seniors on these benchmarks will be found in Chapter 9.

- Agendas of the Senior Staff meetings are circulated to FASCom in advance of meetings.
- The President practices openness in a variety of ways, including: he shares with faculty and staff the summary of senior staff activities prepared for each of the meetings of the Board of Trustees; he shares with faculty and staff the annual list of Priorities and Initiatives prepared by each member of senior staff; he gives a detailed written report to the faculty before each faculty meeting, with updates as appropriate between meetings; he circulates itineraries of his off-campus meetings and travel to FASCom, Senior Staff, and to those faculty who have indicated an interest receiving them; he keeps his office door open and encourages people to stop by at any time.
- Committee minutes from major faculty committees are posted on the web: http://deptorg.knox.edu/Faculty_Committees (although in the current format they are difficult to search).
- When faculty committees were reconfigured in 2001, we added a Financial Development and Budget Committee. This was an important step towards an ongoing practice of keeping faculty informed and involved in the large financial questions facing the College, though the "informed" portion of the committee charge has been more successfully carried out than the "involved" portion. (See Chapter 11 for further details.)
- The capital projects list is shared and discussed within both senior staff and IPG (Institutional Planning Group, established in 2002). Suggestions for priority items on the list are also sought from the Instructional Technology Committee.
- All College business, including new staff appointments, are discussed in senior staff, rather than being the result of behind the scenes negotiation between a department and the president.

Tolerant: As used in our mission statement, the word "tolerant," as a characteristic of the College community, is certainly meant as a positive value, especially in its pairing with the words "reflective" and "engaged." Also, a campus so strongly identified as "diverse" needs a good measure of tolerance in the face of difference. But there are ways in which a habit of "tolerance"—in the sense of enduring, or putting up with—is not the best we might aspire to in the face of conflicting views and diverse experience. An indigenous term at Knox identifies the habit of tolerance-as-endurance: "Knox nice." The term is most often used in a pejorative sense, referring to the campus culture's high priority on surface civility, an endemic avoidance or smoothing over of difference or conflict.¹⁹ Of course there is a positive side to this habit as well, as seen in the prominence of "friendly" as one of the characteristics most agreed upon as typical of Knox. If we are content with the notion of "tolerance," then we can act out "Knox nice" and stay on friendly terms all around. But what happens when issues of principle arise, when decisions have to be made on the basis of one principle or another? Given the

¹⁹ Amy Singer, Assistant Professor of Sociology, is currently engaged in a comparative study of "niceness" with a colleague from another liberal arts campus that has an equivalent term to "Knox nice," though it carries different connotations.

diversity of our community, and the significant divisions that exist between us, such issues do arise from time to time, and they usually result in serious strain to the community. We are so in the habit of being nice to each other that we don't always handle serious, principled disagreements very well; a few examples are given in the section below on "Challenges to Community." None of the examples come from a classroom situation. In the environment of the classroom, Knox faculty and students every day carry out just the kind of critical, nuanced, evidence-based argumentation and attentive listening that one needs to solve intellectual problems. But when it comes to college problems, aired in faculty meetings, hallways, and administrative offices, the discussions, it seems, are sometimes troubled, perhaps because the aim is often action rather than understanding. In a classroom setting, disagreement is often fun; outside the classroom, disagreement may be more likely to be taken as a sign of hostility.

Flexible

Knox has as many rules as most colleges, but there is also a sense that individual circumstances will be taken into account when appropriate. This can sometimes be too much of a good thing—as those on the Curriculum Committee responding to petitions regarding graduation requirements might report—but the principle is generally considered as positive. Indeed, when reconsidering graduation requirements in 2001, we were encouraged to think of them as "guidelines" rather than "requirements," and each component of the revised curriculum includes a wide latitude for student choice, and allows for experience other than course work to fulfill some of the requirements (not just the Experiential Learning requirement). This flexibility applies to faculty and staff as well, particularly with regard to adapting work situations when an individual is affected by serious illness or other personal circumstance.

Informal

The feeling of informality at Knox is connected in some ways to the egalitarian character of the place—with first-name practices supporting both values. Many administrators tend to dress formally, with men wearing jackets and ties, but most faculty dress casually. It's easy for students to stop by faculty offices, since classrooms and offices are usually in the same academic building. Having major administrative offices in three buildings that also house classrooms and faculty offices (Old Main, the Center for Fine Arts, and the Science-Math Center) also facilitates informal interaction among staff, students, and faculty. And at how many institutions of higher learning would the first faculty and staff meetings of the year conclude with a music combo consisting of the President (lead), VP for Finance (on spoons), and VP for Academic Affairs (on accordion)—"Roger Taylor and the Fulton County Boys"—playing their original (humorous) compositions?

Egalitarian: As is clear from the responses on our internal surveys, egalitarianism is experienced differently among college constituencies. Below is the percentage of each group that identified the value of "egalitarian" as "somewhat characteristic" or "very characteristic" of Knox. The combined percentage (60%) was not only the lowest of all the values, but it also had the widest spread between groups.

Egalitarian	
faculty	88
recent alumni	74
staff	59
students	51

The differences are understandable in terms of the positions of each group within the structure of the College, and the nature of their roles, particularly in the contrast of faculty with staff and faculty with students, but the extent of the difference indicates an issue worth exploring further. That alumni only two years out rate this 23 points above current students is probably an effect of the new strictures alumni face in the world or jobs or graduate school as compared to college life.

It is difficult to interpret this data without comparative information from other institutions, but we would maintain that, despite these differences, there is a strong sense of ownership of college life among all constituencies, and that the educational mission is understood to be a collaborative endeavor, dependent on the efforts of all components of the community. Some of the ways this is manifest on campus include:

Informal practices:

- Terms of address: Professors rarely expect to be addressed as "Doctor" and many develop first-name-basis relationships with students. President Taylor is "Roger" to all.
- It is common for faculty to invite students to their homes. The first contact a new student has with their faculty advisor, on the first day of orientation, is dinner with the advisor, usually at the advisor's home.
- Parents of entering students may be surprised to see the President of the College helping new students move into the dorms.

Institutional structures: All faculty committees have student members (except for the Faculty Personnel Committee and the Faculty Affairs Subcommittee of the Executive Committee). The student members of the Executive Committee are also members of the Institutional Planning Group. Five student observers from Student Senate attend monthly faculty meetings, and there are also student observers at the meetings of the Board of Trustees. Knox seniors choose the annual commencement speaker.

Physical structures:

- There is one mailroom for all, so students, faculty, and staff all cross paths by their mailboxes. Now that so little mail comes through the mailroom, this is less of the social venue than it used to be.
- Three out of the four major academic buildings are mixed-use buildings, with administrative offices as well as faculty offices and classrooms.
- There are not separate restrooms for faculty/staff (except in Old Main).

CHALLENGES TO COMMUNITY

When being diverse is one of the central values of a community, challenges to community are built into the picture. It would be easy for everyone to get along if we were a homogeneous group. But with a community as diverse as Knox's—diverse not only by racial and ethnic characteristics, but also by cultural, social, economic, regional, religious, and political backgrounds—the sense of community, strong as it is, is also regularly challenged by one or another issue that arises out of our differences. Some of the sharpest challenges tend to be episodic, rather than endemic, and the anger and hurt caused by some episodes is exacerbated by the feeling that "we shouldn't have these conflicts." The internal survey administered in winter 2008 asked each respondent to think back over the last ten years (or less, for those not here that long) and to list "one or more examples of significant challenge(s) to the sense of community at the college—either specific events or ongoing structures or patterns that have diminished community." The responses are summarized in the chart below, where issues that were noted by at least 10% of any constituency are listed.

Challenges to the Community at Knox

Issue	Students N=513	Faculty N=71	Staff N=164	Recent Alumni N=144
responses to political differences ^a	25%	20%	23%	22%
Greek system ^b	22%	42%	3%	23%
student/administration relations	2%			10%
faculty/administration relations		11%		
divisions within the campus ^c	5%			12%
faculty-faculty relations ^d		13%		
finances		10%		
new curriculum ^e		10%		

^a This category includes a variety of instances where political differences were a source of conflict, often when a controversial speaker was on campus, but also such things as the issue of racism in an article in the student newspaper and the defacing of posters.

^b This refers to controversy over the place of fraternities and sororities in campus life and over the role of faculty in decision-making regarding Greek organizations.

^c This category gathers comments made about divisions between students on a variety of factors, such as race, sexuality, Greeks, theatre, wealth, athletes, science/arts, international/domestic.

^d This category includes comments like "too many ideologues," "too much niceness," "inability to talk about contentious issues."

^e This refers to the curriculum voted in during 2001 and the process of its implementation.

Significant patterns in these responses:

- About one-fifth to one-quarter of all constituencies think that political differences—or the way in which people deal with political difference—are a significant challenge to the community.
- About one-quarter of current students and recent alumni and about two-fifths of faculty find the current issues raised about the Greek system—or the way in which we have dealt with these issues—a significant challenge.
- Faculty have more clusters of concerns (that is, five challenges that were noted by 10% or more of respondents). Other groups had longer lists of challenges, but smaller numbers noting particular items.

With 24% of all respondents thinking that responses to political difference have been a significant challenge to the community, that leaves 76% of respondents who didn't mention it. Still, it is worth exploring further the two areas that received the most comment.

Response to political differences: According to data from the 2008 CIRP survey, entering Knox students more frequently characterize their political views as "far left" or "liberal" than entering students at peer institutions. Most Knox students stay on that end of the scale, though some increase in the "conservative" category at Knox and some increase in the "liberal" category at peer institutions brings them a bit closer together by senior year. Still, the difference is significant: **67.5%** of Knox seniors identify as liberal or far left compared to 44.7% at other non-sectarian four-year colleges. (For further discussion of Knox students' political views and activities, see Chapter 7.)

Student Political Views (CIRP 2008)

	Knox first-years	Knox seniors	peer first-years	peer seniors
far left	5.3%	6.6%	4.0%	4.9%
liberal	62.9%	60.9%	33.9%	39.8%
middle-of-the-road	25.8%	25.2%	37.4%	36.6%
conservative	4.6%	6.6%	23.1%	17.8%
far right	1.3%	0.7%	1.7%	0.8%

Given these numbers, it is not surprising that many people would identify Knox as a "liberal" place. For the majority of students, this is a comfortable fit, but for the quarter who are "middle of the road," it may well be less comfortable, and the 7% who characterize themselves as "conservative" or "far right" would justifiably feel themselves on the margin. It may be that the disproportionate distribution among different political views exacerbates controversy when it occurs. On a day-to-day basis, "Knox nice" generally prevails, but the spectrum sometimes turns into an unbridgeable chasm, most noticeably when a prominent, potentially controversial speaker has been invited to campus, with examples from the last ten years including Dinesh D'Souza, Admiral William Crowe, and John Ashcroft. What constitutes free speech? What constitutes appropriate protest? These are not easy questions, and we haven't resolved them.

Greek system: Several new fraternities and sororities have formed at Knox in the last few years. Faculty questioned what the development of new fraternities and sororities meant for the campus, a report was made, questions were raised about the report and about the role of Greek organizations on campus, and conflict escalated from there, resulting in divisions between and among faculty, administration, and students. (See Chapter 7 for a detailed discussion of the issues at stake and of the sequence of events.) Will this still be a dominant issue in four years, when we plan to do another survey? It will be interesting to see.

* * * * *

In 2005, following some conflicts on campus on the issue of religion (so long ago now that they were mentioned on only one survey response), the College submitted a proposal to the Ford Foundation's "Difficult Dialogues" initiative. The proposal focused on "Facilitating Productive Dialogue about Religion on a Predominantly Secular Campus," while also recognizing the larger context of campus conflict in general, and the need for us to work together more productively on controversial issues. The grant was not funded, and we have not come back to the endeavor—either regarding religion in particular or dealing with conflict in general, instead dealing with episodes as they occur on an ad hoc basis. In order to live up to our mission goal of being "a reflective, tolerant and engaged campus community," a community characterized by a "critical exchange of ideas," we need to find more productive ways of working with and through the conflicts that are inevitable in a community dedicated to learning and truth.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths:

- Extensive agreement among diverse constituencies on the nature of the mission of the College, and considerable evidence that we are living up to it.

Challenges:

- Living up to community ideals, particularly with regard to working out differences in a way that is both engaged and respectful.
- Possibly revise the mission statement to be shorter and to include elements not currently highlighted.

Part Two

CARRYING OUT THE MISSION

The Knox statement of mission sets out the overarching goals of a Knox education, and identifies four means through which the goals are carried out. This section of the self-study takes up each of these areas in turn, analyzing the elements of each area mentioned in the mission statement (shown in the bulleted lists below). Small adjustments have been made where a topic has been covered elsewhere in the self-study. The section concludes with a chapter that summarizes the impact of a Knox education.

5 CURRICULUM

- ◆ inquiry in traditional as well as newer disciplines
- ◆ the integrative perspective of interdisciplinary work
- ◆ skills of writing, reading, calculating and critical analysis
- ◆ sophisticated research and creative expression

6 THE CHARACTER OF OUR LEARNING ENVIRONMENT:

- ◆ critical exchange of ideas
- ◆ high expectations and persistent demands for rigorous thinking
- ◆ supportive and egalitarian environment
- ◆ informality and openness that mirrors our Midwestern surroundings

7 OUR RESIDENTIAL CAMPUS CULTURE:

- ◆ encouraging personal, cultural and intellectual growth
- ◆ a reflective, tolerant and engaged campus community
- ◆ supportive residential opportunities
- ◆ numerous student organizations
- ◆ wide array of creative activities and cultural programming
- ◆ intercollegiate and recreational sports

8 OUR COMMUNITY:

- ◆ shared mission and values
- ◆ a diverse community of students, faculty and staff
- ◆ commitment to make learning matter at the level of the individual, the college and local communities, and the world beyond

9 THE IMPACT OF A KNOX EDUCATION

Chapter 5

CURRICULUM

The College mission statement asserts that our goals are carried out in the curriculum, in the following ways:

- ◆ inquiry in traditional as well as newer disciplines
- ◆ the integrative perspective of interdisciplinary work
- ◆ skills of writing, reading, calculating and critical analysis
- ◆ sophisticated research and creative expression

We take up each of these after an introduction on the new curriculum, established in 2001/02.

INTRODUCTION: THE NEW CURRICULUM

The shape of the Knox curriculum changed little between 1975, when the Freshman Preceptorial program was instituted, and 2002, when a new curriculum was adopted. Given that the College did not have an official mission statement until 1993, it is not surprising that the pre-2002 curriculum was unconnected to a specifically Knox mission. Rather, it was typical of a generic kind of liberal arts curriculum, requiring a demonstration of breadth (distribution courses) and depth (a major), along with mathematics and foreign language requirements. The Preceptorial Program was a distinctive element, in its origin an ambitious three-course sequence for first-year students, but it was difficult to sustain.¹ The faculty undertook a systematic review of the general education curriculum in 1999, conducted by an appointed Curriculum Task Force. The Task Force proposed a "Statement of Educational Goals" that was adopted by the Knox faculty in fall 2000 as a guide to subsequent steps of the curriculum review. (See Appendix 9). The College's mission statement was part of the process of rethinking the curriculum, with all five major mission goals relevant in one way or another to the substance of the discussion:

1. to understand and improve ourselves, our society and our world; to put learning to use to accomplish both personal and social goals;
2. to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means;
3. to challenge students with high expectations and persistent demands for rigorous thinking in the pursuit of fundamental questions in order to reach their own reflective but independent judgments;
4. to foster a lifelong love of learning;
5. to foster a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others.

¹ After a number of years, the three courses were reduced to two, and then to one course for first-years and a second for seniors (an advanced interdisciplinary course); then after several years the Advanced Preceptorial course was dropped. We currently have in place as part of the new curriculum a revitalized one-term common course for first-term, first-year students.

But as the curriculum review project continued during 2000-2001, another set of concerns, arising initially from the College's market research efforts (Lipman Hearne 2000), persuaded us that we needed to broaden our frame of reference to take into account important changes in the ways in which students, parents, and the general public understand and evaluate liberal education, particularly in the small residential college setting. In broadest outline, the market research identified the increasing tendency of prospective students and their families to view undergraduate education narrowly in terms of its pragmatic benefits, and identified a corollary propensity to regard liberal education, especially the liberal arts college experience, as either unnecessary or of questionable value in achieving students' personal and career goals. Thus, external considerations (the positioning of the College in the market place, the perceptions of the public) joined with internal considerations (the need to review and re-affirm the principles of a general education program) as a context for the curriculum review. We undertook to revise the curriculum with an eye towards its effectiveness in expressing the educational mission of the College and in meeting the needs of today's students. The June 2001 resolution of the Board of Trustees provided a further spur and a firm deadline (September 2001), instructing us to develop a compelling educational program, one informed by the twin lenses of academic mission and market appeal. The program would be carried out within the constraints of reduced endowment support and a reduction in faculty (eventually 8.67 FTE).² A Campus Working Group was convened in June 2001 and worked non-stop through the summer, resulting in the "Plan for the (Re)New(ed) Knox," which was presented to the Board of Trustees in August 2001 and to the campus in September. The plan proposed the creation of four curricular "Areas" (giving Arts a separate existence rather than being subsumed within Humanities), the creation of six co-curricular "Centers," and the restructuring of the general education program and graduation requirements.³ Taken together, these new structures were guided by four themes:

Preserving the essentials: maintaining the proven strengths of a liberal education, including a structured introduction to the foundations of liberal learning, the acquisition of key competencies, and mastery of a major field of study.

Adapting to an interconnected world: infusing both the curriculum and students' residential experience with an awareness of the increasing interdependence of cultures, technologies, and forms of knowledge.

Connecting knowledge and experience: integrating experiential forms of learning, including community engagement, throughout the educational program.

Personal ownership of one's education: giving students the ability to shape their educational path in ways that will help them achieve their personal and career goals; and leading them to take greater personal responsibility for their own educational choices.

² This was the net reduction, resulting from some additions as well as reductions.

³ The six Centers: Global Studies, Career and Pre-Professional Development, Teaching and Learning, Community Service, Intercultural Life, Research and Advanced Study. For a listing of departments by Area, see <http://www.knox.edu/academics/courses-of-study.html>.

The degree requirements of the new curriculum consist of five components⁴:

Foundations: First-Year Preceptorial and at least one designated Foundations course in each of four broad areas of human inquiry (Arts, History and Social Sciences, Humanities, and Mathematics and Natural Sciences);

Specialization: a major field of study, plus a second field of concentration (a second major, or a minor, or two minors);

Key Competencies: writing, oral presentation, quantitative literacy, information literacy and informed use of technology, second language, understanding diversity;

Experiential Learning: an out-of-classroom hands-on learning experience;

Educational Plan: developed in consultation with the pre-major advisor, by the end of the sophomore year.

Even where elements of the new curriculum repeat features of the old (e.g., quantitative literacy, second language, a major), the re-naming (as "key competency" and "specialization") more effectively signal the underlying purpose of the requirement.

The task of turning the curricular plan into reality was greatly helped by two grants from the Andrew W. Mellon Foundation in 2002 and 2003. The Foundation's \$250,000 support made possible a variety of meetings, workshops, and course development; grants from this prestigious Foundation also boosted our confidence in the new direction we were taking. The curriculum was implemented with enthusiasm and some haste, before all details were put in place. The benefit of speed was that the curriculum, popular with prospective students, was offered to students quickly, certainly a component in our admission success of the last several years. The downside is that some elements were not developed completely, and there are still loose ends. We are also only at the very early stages of assessing the curriculum (other than First-Year Preceptorial, which is assessed annually by its directors). First steps taken include:

- a 2007/08 survey of faculty opinion regarding the graduation requirements, which identified Educational Plans and Experiential Learning as areas with the most questions.⁵
- development of a reporting form for Experiential Learning, which will be put into use beginning with fall term 2009; once the reporting mechanism is in place, assessment of EL can proceed.
- a working group established to set up assessment of Educational Plans and the appointment of a faculty member to take on a review of the advising system more generally.

⁴ For further details, consult the section of the College catalog on "The Academic Program." The curriculum is explained for an audience of students (and advisors) in the pamphlet *Academic Knox: A Guide for the First Two Years*, also available on the web: <http://www.knox.edu/Academics/Academic-Knox.html>.

⁵ Faculty concern with a not fully effective implementation of the Educational Plans is confirmed by the low percentage of students who have completed them by the mandated time of the end of the sophomore year. In Fall 2008, only 26% of those with junior standing had completed the EdPlan, and only 51% of seniors.

- a survey of the graduating classes of 2007 and 2008 (the first classes to be entirely under the new curriculum) includes questions about graduation requirements.

The results of the survey of the graduating classes of 2007 and 2008: These recent alumni were asked to rate the importance of each element of the new graduation requirements, the effectiveness of the current format, and how much change they would like to see. The requirements fell into two groups: seven of the nine elements of the curriculum generated very positive responses (the five key competencies, Foundation area courses, and experiential learning), while two (the Educational Plan and First-Year Preceptorial) had a less positive response. The full set of responses can be found in Appendix 7.

We anticipated beginning a more systematic and complete assessment of the new curriculum during 2008/09, but were waiting for the support and leadership of a to-be-hired Associate Director for Assessment Support. The search took longer than anticipated, however, and the new Associate Director did not begin work until August 2009.

The rest of this chapter will examine the curriculum by taking up the relevant elements of the mission statement, examining the extent to which the basic mission goals are carried out in the following ways:

- inquiry in traditional as well as newer disciplines
- the integrative perspective of interdisciplinary work
- skills of writing, reading, calculating and critical analysis
- sophisticated research and creative expression

INQUIRY IN TRADITIONAL AS WELL AS NEWER DISCIPLINES

Knox has self-consciously maintained its array of majors in the core disciplines of liberal arts education, strengthening several fields even in this period of consolidation, with faculty positions added or restored in anthropology/sociology, biology, history, English, and psychology. New programs have also been added to the curriculum. Two of these, Neuroscience and Film Studies, were added in response to student and faculty interest in these newly developing disciplines. Asian Studies was established in 2008, made possible through a new hire in Chinese (re-allocated from Russian, no longer offered at the College), and building on long-standing offerings in Japanese and Southeast Asian studies. Four other programs were added in response to student desire for more explicit career pathways: Business and Management, Journalism, Social Service, and Financial Mathematics⁶ (first three minors only, the last a major as well as minor).⁷ We also added

⁶ The Financial Mathematics program has been suspended for the duration of a mathematician's term as Registrar, as his reduced teaching load makes it impossible to offer the courses needed for this field.

⁷ The College has other ways, of course, in which students' career aspirations are addressed. We have long-standing programs of support for students interested in law and medicine, and a number of cooperative programs with schools of Architecture, Business, Engineering, Forestry/Environmental Management, Law, Medical Technology, Medicine, Nursing, Occupational Therapy, and Optometry. The Center for Career

a position to Environmental Studies, a newer interdisciplinary field established at Knox shortly before our last self-study. The new second position has enabled us to add the teaching of GIS, supported by a \$30,000 grant from the Scripps Foundation. Some of the new programs have also involved the hiring of additional faculty. Neuroscience was first introduced as a minor and then expanded to a major when a dedicated faculty position was added, initially funded through a grant from the Howard Hughes Medical Institute. Two part-time positions were created in Journalism, Business and Management was expanded from .5 to 1.0 FTE, and Social Service has a one-third-time position. In a period when the size of the faculty has experienced a significant cut and then recuperation, these additions have been possible because of attrition in other areas.⁸

In establishing these new programs, we have taken care to emphasize the interdependence of practical aims with the self-conscious critical thinking of the traditional liberal arts and our overarching educational goals. The mission statement of the Journalism program gives a clear example of how a practice-oriented field is closely connected to liberal arts learning:

The distinctive knowledge, skills and ethical concerns that mark the field of journalism find their origins in and share the values of the liberal arts. Journalism as a specific mode of inquiry gathers together the fundamentals of liberal learning in the service of civic wellbeing. Good journalists know how to identify problems and issues, how to formulate questions and find answers, and how to present what they discover in truthful and compelling reports—both textual and visual—addressed to the broad public of their peers. They understand the particular civic and ethical responsibilities that are inseparable from the field of journalism, as well as the roles their institutions play within the larger society and world. The discipline is of value not only to those interested in professional careers in journalism, but also to anyone with an interest in becoming more empowered and critical consumers of contemporary media and in participating effectively in national and global civic life.⁹

The new Business and Management program has taken a similar path, embedding business within a liberal arts framework. Some years ago, Knox had a department of Economics and Business Administration, but "Business Administration" was dropped from the department and major in the late 1980s. A dozen years later, in 2002, spurred by information from our Admission Office about how many prospective students we were losing because of the absence of a Business program, we developed a program in Business and Management that would appeal to such students, while also shaping it to explicitly build on and integrate with core curricular values of Knox. The resulting program is self-standing and interdisciplinary (rather than being joined with the Economics Department) and centers on critical thinking, effective writing, quantitative

and Pre-Professional Development serves all students seeking internships, graduate or professional school, and employment. See Chapter VI for further consideration of CCPPD, pre-law and pre-medicine/health.

⁸ For further information on numbers of faculty and changes over the last ten years, see Chp. 12 and Appendix 17.

⁹ Journalism self-study, available in the Resource Room.

literacy, problem-solving, and a skills-based approach, along with an explicit focus on ethics and social responsibility.¹⁰ As with Journalism and Social Service (the two other new, and explicitly career-oriented fields), the Business and Management program is a minor, with no intentions of developing it into a major. Students thus have the opportunity for a structured pre-professional program, while maintaining their major in a traditional liberal arts discipline. The College has for many years helped students preparing for careers in law and medicine through designated advisors. Adding these structured programs in fields of strong appeal to Knox students is an excellent way for us to make even more explicit the contribution of liberal arts learning to life beyond the academy. Business, Journalism, and Social Service are logical fields for us to focus on given that business is the single largest career-area for Knox alumni, and Journalism and Social Service have strong connections to the historic mission of the College.

That these programs are having an impact is indicated by a jump from 2003 to 2008 in student responses on a question in the NSSE survey that asks about acquisition of job or work-related knowledge and skills. Knox went from a rating of 2.73 to 3.03 on a scale of four, and moved from even with peers to ahead.¹¹

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (on a scale of 1-4 from very little to very much)

2003	Knox seniors mean	Bac-LA ¹² seniors mean	level of statistical significance
Acquiring job or work-related knowledge and skills (11b)	2.73	2.86	--

2008	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Acquiring job or work-related knowledge and skills (11b)	3.03	2.76	***

We have, in general, enhanced the role of minors in the curriculum, first by opening up minors to standing departments about ten years ago (they existed before only as interdisciplinary concentrations), and then, in the new curriculum, by requiring students to have a second specialization. The motive for requiring a minor was to build in a combination of breadth and depth, but it also serves our students well in giving them two ways to identify themselves, which for some means one "practical" field and one "passionate-interest" field.

¹⁰ The Admission Office was correct about the potential appeal of this program: Business and Management is by far the most popular minor in the College, 12% of all declared minors between 2003 and 2008.

¹¹ See the "Guide to Survey Data in the Self-Study" card in the front pocket of the self-study notebook for an explanation of the surveys, peer institutions, and measures of statistical significance; a more detailed explanation is in Appendix 6.

¹² The comparison group in 2003 was all Baccalaureate (Liberal Arts) Colleges participating in NSSE.

THE INTEGRATIVE PERSPECTIVE OF INTERDISCIPLINARY WORK

Advanced Preceptorial and its legacy: At the time of the last self-study, interdisciplinary work was embedded in the graduation requirements for all students through the Advanced Preceptorial (AP) program, an array of interdisciplinary courses developed by two or more faculty and intended for students to take in the senior year; sample topics included "Violence," "Postmodernism," "Dying and Death," "Science and Ethics." The program was phased out of the curriculum in about 2000; it had become too difficult to sustain the program in the face of unanticipated difficulties of student scheduling and of student hostility to a required course outside the major in the final year at Knox. A few of the courses have continued as ongoing offerings: "Gay and Lesbian Identities," "London Arts Alive," and "Science and the Social Construction of Race and Gender." A half-dozen other interdisciplinary courses developed since AP are also offered from time to time, including: "Institutions of Childhood" (taught by faculty in Sociology and Educational Studies); "Slavery in the Americas" (History, Gender & Women's Studies), "Environmental Racism" (History, Environmental Studies), "The Black Image in American Film" (History, Gender & Women's Studies), "Alternatives to Consumerism" (Psychology, Environmental Studies), and "Election 2004" and "Election 2008" (several Social Science faculty). One course first offered thirty years ago has been a model for many that followed: "Islam and Social Change" was developed with the support of a grant from U.S. Department of Education. This collaboration between faculty from political science, economics, and anthropology also resulted in a textbook on *Politics and Change in the Middle East: Sources of Conflict and Accommodation*, now going into its tenth edition with Prentice-Hall.

First-Year Preceptorial (FP): The main venue for faculty collaboration across disciplines is in the First-Year Preceptorial program. Originally introduced in 1975 as a three-term sequence, it now consists of one common course, required of all first-year students in their first term at Knox and designed as an introduction to liberal arts learning. The course is not interdisciplinary in the sense of grounding questions and analysis in the methods of specific disciplines. Rather, it is a broadly based inquiry into fundamental issues that define the human condition and inform significant choice, with readings chosen from a wide variety of perspectives and approaches. In its current form, the course is organized around several topics basic to the way in which people define themselves and their relations to other people: the seemingly contradictory impulses toward individualism and membership in society; our attempts to find purpose through faith, creative inspiration, and reason; and, finally, the conflicts that we face and the strategies that we devise as we move to action. Questions are posed that humans face in an increasingly interconnected and diverse global society: Where do our guiding values come from? Are there universal values binding on all communities? How do we interact with people whose values appear very different from ours? What obligations do we have towards people inside and outside our communities? What are the sources of conflict within and between communities and what strategies for action should we devise in light of these conflicts?

Assessment of FP: FP is assessed annually by its co-directors, with analysis of aggregate teaching evaluations from the course sections as well as data from student surveys

tailored to the material of the course. A more extensive assessment was done in 2005/06 because of declining student evaluations and some faculty dissatisfaction with the course. The altered course has fared better with both students and faculty. The co-directors and steering committee are currently analyzing the survey responses from recent alumni.

Interdisciplinary programs offering minors/majors: As is evident from the above account of new programs, one of the ways in which interdisciplinary work is encouraged at Knox is through the existence of interdisciplinary programs. The entire list follows:

American Studies*+
 Black Studies*+
 Biochemistry*+
 Business and Management+
 Environmental Studies*+
 Film Studies
 Gender and Women's Studies*+
 Integrated International Studies*+
 Journalism+
 Latin American Studies*
 Neuroscience+
 Religious Studies*
 Social Service

**Programs in place before 1998*

+Programs with a dedicated appointment

Many of these programs offer a 100-level interdisciplinary course that introduces the field, as well as a 200-level interdisciplinary methods course. Eight of the twelve programs have one faculty position dedicated to the field; Environmental Studies has two. These dedicated appointments help counter the reliance on cross-listed courses from other programs in the College for putting together an array of courses for minors and majors. The reliance on other departments is a challenge for all the programs, as what-is offered-when is determined by the "main" department of these offerings, and changes in faculty (and their sub-fields) in the cooperating departments can mean a sudden absence of a course or two that was previously a central part of the interdisciplinary program, but of secondary importance to the cooperating department (for example, the loss to Environmental Studies when the history department hired a new U.S. historian who does not teach environmental history,¹³ and the loss to Latin American Studies when the Anthropology/Sociology Department replaced a Latin Americanist with someone in a different field). A further difficulty is staffing of the introductory and methodology courses, given that they are not cross-listed. Some programs are reliant on faculty from other departments for these offerings, or would be much helped by additional staffing, but many departments are reluctant to "release" faculty to teach such non-departmental courses, even on an occasional basis, as this reduces the number of departmental offerings.

¹³ Although environmental history was lost, the new person contributes to two other interdisciplinary programs: Latin American Studies (also a field of the previous person) and Gender & Women's Studies.

Self-designed majors/minors: In addition to the above interdisciplinary majors and minors, many more have been designed by students themselves. Self-designed majors and minors are always interdisciplinary in nature, and cover a variety of possible combinations.¹⁴ Self-designed majors undertaken in the last four years include areas such as Child Development, Criminal Justice, Land Use/Urban Planning, Neurobiology, and Visual Culture. Self-designed minors have included topics such as Aesthetics, Art Therapy, Comparative Health Care, Education Policy, Environmental Economics, Middle Eastern Studies, and Political Psychology. In 2008, five students (out of 289) graduated with self-designed majors, and nineteen with self-designed minors. (For a full list of self-designed majors and minors for the years 2005-2008, see Appendix 10.)

Two specializations: The new graduation requirements include two fields of specialization. In addition to a major, students must pursue at least one minor, and many undertake two minors or a second major.¹⁵ One of the benefits of requiring two fields of specialization is that it provides students with an extended opportunity to see interconnections between two fields, not through a structured program but through their own choices of fields and courses. In the combinations of fields that students choose, we can see that they are most often selecting fields where combining the two perspectives are both possible and productive. For example, the most popular second majors or minors for students majoring in History in spring 2008 were English Literature, Creative Writing and Political Science (16 out of 40); for students majoring in Physics: Math and Biology (6 out of 9); for students majoring in Biology: Environmental Studies, Chemistry, and Psychology (20 out of 48); for students majoring in Economics: Business, Math, and Anthropology/Sociology (41 out of 68; 31 of those Business). On the other hand, all of these majors had a smaller number of pairs with very different fields, for example: History and Chemistry, Physics and Japanese Studies, Biology and Music, English and Biochemistry, Economics and Dance. The students specializing in disparate fields perhaps best exemplify one of the original intents of requiring two fields of specialization—that of building breadth as well as depth in one's educational program.

Multiple-course programs: While the number of interdisciplinary courses offered since 1998 is now lower than before, given the demise of the Advanced Preceptorial program, two multi-course interdisciplinary experiences have been developed that provide exciting examples of the deep learning facilitated by interdisciplinary work: Green Oaks Term and Japan Term.

Green Oaks Term: Green Oaks Term was offered for the first time in 2002, and has been offered every other year since. The Green Oaks Term is a residential off-campus program in which twelve students reside at Knox's Green Oaks Biological Field Station for the entire spring term and undertake full-time study in a curriculum spanning the fine arts, natural history and cultural anthropology. Admission into the program is competitive, and students of all majors and academic years are encouraged to apply. Although the program's courses and credits are formally listed within the Environmental

¹⁴ Self-designed majors (previously called "Independent Majors") have been an option at Knox for decades; a new name and revised guidelines were established in 2008. Self-designed minors were introduced in the wake of the new curriculum, in 2002.

¹⁵ For tables of majors (since 1999) and minors (since 2002), see Appendix 11.

Studies curriculum, the program is largely autonomous. Each Green Oaks term is planned and taught by an interdisciplinary team consisting of a program director and two other participating faculty, all of whom share time in residence at the facility. Students live in a fully equipped dorm and classroom facility with cooking and dining space, and they are responsible for collectively planning and carrying out the tasks of daily life; faculty live in a separate cabin but share meals and various chores with the students.

Students in the program have formal classes in four academic tracks: (1) Deep Maps of Place, taught by an anthropologist; (2) Natural History of Green Oaks, taught by a biologist; (3) The Natural Imagination, first taught by a poet and more recently a painter/sculptor; and (4) Dynamics of Intentional Community (1/2 credit), taught by the anthropologist. In addition to the formal classes, the program relies heavily on co-curricular field trips, workshops, speakers, hikes and other educational activities in which all three faculty routinely participate, including an overnight trip to intentional communities in Missouri and a week-long trip to Southwest Wisconsin to visit sites of ecological, literary, natural and historical interest. A more diffuse part of the learning experience, but a centrally important one nonetheless, is the students' involvement in the processes of shaping daily life cooperatively to address the practical challenges of daily living, interpersonal relations, and decision-making as well as peer learning.¹⁶

The diverse and wide-ranging elements of a curriculum that embraces artistic creation, cultural analysis and scientific observation do not simply occur alongside one another; rather, these are integrated whenever possible within a seamless web. The program exemplifies the fertility of creative synthesis among widely differing academic perspectives. When things are at their best, a single activity—for example, a visit to Aldo Leopold's cabin—touches simultaneously on the ecological, cultural, and artistic facets of the program. Not surprisingly, students in the program have represented a broad range of academic majors spanning all four divisions of the College curriculum.

The creators of the Green Oaks Term self-consciously conceptualized this program in terms of the College's stated mission. Central themes of the program include a cooperative and egalitarian learning environment where students and faculty alike engage in the give-and-take of peer teaching and learning. The intimacy of communal living, along with a sharing in the tasks of daily life and the stewardship of the facility and environment, create a bond that would be difficult if not impossible to achieve in a traditional academic setting. A strong ethos of common purpose is combined with an engagement of individual needs and differences, and the issues arising from these different dimensions of community occupy creative attention in evening communal meetings around an indoor or outdoor fireplace. This social environment calls forth a level of tolerance and engagement seldom required in more traditional settings, and students testify to their experience of personal and social, as well as intellectual, growth.

¹⁶ For the history of and further details about this program, see the self-study for the Green Oaks Term (Resource Room). The planning, material preparation, and execution of the program's first offering was made possible in part by grants from the Education Foundation of America, a memorial bequest from the Schurr family, and a Rockefeller Brothers Foundation Grant in Environmental Studies.

One of the stated goals of the program, reflected in the structure and content of the curriculum, is to foster each student's ability to explore the various dimensions—natural, aesthetic, and cultural—of any environment they encounter. The program stresses the idea of cultivating habits of inquiry—of seeing more deeply into, and connecting more fully with, the places one encounters through the course of one's life. Alumni of the Green Oaks Term testify that, for a one-term program, it has a disproportionate influence on their lives. Program faculty tend to remain closely in touch with these alumni, and regularly hear that the experience was formative for them, and that their career choices have been nurtured and inspired by their participation.

Japan Term: Japan Term is another very successful multi-course interdisciplinary program, first offered in 2006, and again in 2008. This program integrates concurrent enrollment in courses in Japanese language, history, and philosophy during a single term, combined with a two-week trip to Japan after the end of the term. Students also enroll in a required 0.5 credit course, IIS 240 Japan Term. This course consists of weekly meetings to deal with the mechanics of the program, to cultivate survival skills for travel in a foreign country, and to help students reflect on the broader issues of cross-cultural learning. The travel in Japan centers on three major cities: Tokyo, Kyoto, and Hiroshima. The program balances group activities centered on sites relevant to the history and philosophy courses, with individual and small group projects tailored to interests developed during the term. Students have the option to enroll in an additional 0.5 credit course during winter term, IIS 241 Japan Term II. This course operates as a seminar for students to discuss their experiences and complete longer research and creative projects based on their experiences.

Japan Term has five major academic goals: (1) offer a concentrated, interdisciplinary language and area studies program on campus within a single term; (2) cultivate student interest in Japan and build confidence in their abilities to serve as interpreters of another society; (3) develop students' ability to relate work in a classroom to the reality outside it; (4) encourage habits of preparation and reflection as lifelong skills for travelers; (5) integrate classroom and travel experiences through student-initiated summary projects.

Interest in the program has been strong, with 22 and 23 students participating, along with the three teaching faculty. There has also been an opportunity in both years for another faculty member to accompany the group as a faculty fellow, helping with the supervision of the students while gaining a faculty development experience.

Off-campus programs: Finally, off-campus study is frequently a venue for interdisciplinary study. In addition to Green Oaks and Japan, other sites for Knox programs (often offered during our December break) have been London, Vienna, Mexico, China, New York, and Chicago. In addition, a number of ACM and other off-campus programs, in which Knox students frequently participate, are interdisciplinary, such as the Newberry Library Program, Urban Studies, Botswana (Culture and Society in Africa), Costa Rica (Latin American Society and Culture), and more.

Facilitating interdisciplinary courses and team-teaching: There is a strong interest among faculty in interdisciplinary work and team-teaching. Some things we could consider if we wanted to further encourage and foster interdisciplinary teaching:

- Promote the "IDIS" course code that is available for course listings but little used.¹⁷
- Make more widely known the common practice for handling teaching credit for interdisciplinary courses, and consider the possibility of a more generous policy if at all possible.¹⁸
- Consider ways to free-up faculty from departmental commitments so that teaching non-departmental courses is not seen as a burden on the department. For example, might it be possible for many departments to lower by one the number of courses required for a major? Could an expectation be built that all departments contribute to one or another form of interdisciplinary teaching, in addition to the current expectation of contribution to the First-Year Preceptorial program?

SKILLS OF WRITING, READING, CALCULATING AND CRITICAL ANALYSIS
(as well as speaking, information literacy/informed use of technology, second language, and understanding diversity)

The "Key Competencies" component of the new curriculum makes explicit the notion found in our mission statement: that certain skills are fundamental to attaining the knowledge, habits, and abilities to foster learning throughout one's life and in a range of fields, including fields not previously studied. A "sense of competence and confidence" is also fostered through the development of these fundamental skills of intellectual inquiry. Of the four skills identified in the mission statement, two are included in the new curriculum as "key competencies" (writing and quantitative literacy), along with second language and a new attention to competency in speaking, information literacy and informed use of technology, and understanding diversity. The skills of reading and critical analysis are integrated with every aspect of the curriculum; a few case studies as well as survey data will illustrate their place at Knox. We will also look at the ways in which "understanding diversity" is fostered by the work of the Global Studies Center.

Through Key Competencies

Writing: The writing competency requires students to pass with a grade of C or better three "writing-intensive" or "W" courses. One of those is First-Year Preceptorial (FP), a second must be in the student's major, and the third can be any designated "W" course. The course in the major insures that students learn modes of writing specific to a given

¹⁷ Former Advanced Preceptorial courses use a "Preceptorial" course code, though few on campus now would know why. Even a recently introduced course on Visual Culture Theory uses this obsolete code.

¹⁸ Current practice: The first time two faculty members team-teach a course (interdisciplinary or otherwise), they both get full teaching credit for the one course. For subsequent offerings of the same course, there are two possibilities: either one person takes over the course, or both teach the course, but in two separate sections. Often the two sections will be offered at the same time, so that the large group (of the two sections combined) can meet together on occasion.

field of study (e.g., mathematical proofs, lab reports, literary analysis). "W" courses are limited to twenty students, and, no matter what the subject, writing is emphasized as central to the process of learning; written assignments are sufficiently frequent to constitute a key component of the continuity and sense of progress of the course. After implementation of the new curriculum, writing workshops were offered to help faculty learn how to incorporate writing and instruction in writing into their courses. In addition, the staff of FP has an annual retreat, where teaching writing is usually one of the main topics. Since the "hibernation" of the Faculty Development Program in 2007 (see Chp. 13), regular workshops have stopped; this is an ongoing need that perhaps could be picked up by the Center for Teaching and Learning.

Assessment of writing: No assessment of the success of the writing key competency has been undertaken. The requirement of passing the W courses with a grade of C or better does not even give the minimal guidance of the quality of the writing, as many W courses include components to the final grade other than writing. That is, a student's writing assignments might average as a D+ but the final grade could still be a C (or vice versa). Assessing the writing in FP would be a straightforward approach, as we could see the writing of many students in the same course, with similar writing assignments. But it may be more valuable to assess writing later than the student's first term at Knox, after another one or two writing intensive courses. Assessing writing within the major would be a logical place for this, given that one of the W courses has to be in the major. Some departments have set up their 2009 assessment exercise to focus on capstone writing projects (e.g., Anso, Economics, History, Integrated International Studies, Neuroscience). These projects will give us a helpful starting point. We can also learn from the efforts of other schools where systems of writing assessment have been set up. Some relevant data is available from administration of the Collegiate Learning Assessment (CLA) in 2006/07, which has first-year students and seniors writing three essays, focused on different analytical tasks. A second administration of the CLA in 2009/10 would give us longitudinal data for the first-year students tested in 2006.¹⁹

NSSE and CIRP provide data indicating that Knox students are in the range of their peers at other institutions²⁰:

NSSE: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (on a scale of 1-4 from very little to very much)

	Knox seniors mean	NSSE Selected Peers	level of statistical significance
Writing clearly and effectively (11c)	3.44	3.43	--

¹⁹ The CLA exam was taken by 77 first-year students and 61 seniors. It is difficult to discern a simple, straightforward conclusion from the CLA results. For a detailed analysis of CLA results, see the report by Kevin Hastings, Registrar (Resource Room).

²⁰ See Chapter 6 for an analysis of NSSE data on the level of challenge in Knox writing assignments (section on "High Expectations and Persistent Demands for Rigorous Thinking).

CIRP: Compared with the average person of his/her age, student rated self “above average” or “highest 10% in:

	Knox first-years	peer first-years	Knox seniors	peer seniors	change at Knox	change at CIRP peers
writing ability	66.9%	56.0%	70.1%	65.4%	3.2	9.4

Speaking: While attention to writing has always been an important part of the Knox curriculum, even before it was highlighted in the new graduation requirements, including oral presentation skills as one of the key competencies was a new direction, reflecting the recognition of the importance of a range of communication skills for our graduates. This competency is "housed" in the student's major department, recognizing that forms of presentation vary by field. Each department has specified the way in which the requirement is fulfilled by majors, often through a course (limited to an enrollment of 20), but sometimes through other kinds of presentations. A series of workshops were held mid-decade in order to help faculty develop well thought out assignments for and assessment of oral presentations. From these workshops, a body of material was developed for continued use.²¹ An example of a department where the impact has been especially high is Computer Science, which added a new writing component as well as a speaking component to several courses, additions that have "really helped focus our majors on both reading and writing in the discipline."²² Despite the fact that these additions have meant the removal of some topics previously taught, the department holds that the positive impact on students of increased attention to communicating in writing and speech far outweighs any loss.

Assessment: During the faculty development workshops, significant attention was paid to the issue of how one evaluates student presentations,²³ but no attention has yet been given to assessment of the oral presentation requirement. A model might be provided by what is done in the mathematics department, where all faculty observe senior presentations and then discuss them, working from a common evaluation form. On a simple measure of presence of oral presentation assignments, data from the 2008 NSSE shows our first-year students behind those at peer institutions, while senior students pull even with peers:

[see next page]

²¹ Resources for faculty are available on the Faculty Development website: http://deptorg.knox.edu/facdev/oral_presentation_stuff/main_page_OralPres.html.

²² From the Computer Science self-study (Resource Room).

²³ See sample evaluation and self-evaluation forms: http://deptorg.knox.edu/facdev/oral_presentation_stuff/main_page_OralPres.html.

In your experience at your institution during the current school year, about how often have you done each of the following? Scale of 1-4 from never to very often.

	Knox first-years mean	NSSE selected peers mean	level of statistical significance
Made a class presentation (1b)	2.12	2.38	*** (low)
	Knox seniors mean	NSSE selected peers mean	level of statistical significance
	2.76	2.87	--

These 2008 numbers are also higher than Knox student responses in 2003 (1.97 for first-years and 2.61 for seniors); this is not a dramatic shift, but it is in the right direction.²⁴

Quantitative literacy: The QL key competency has two components: (1) Demonstration of **proficiency** in mathematics at a level at least through advanced high school math. Students can satisfy this requirement either through a sufficiently high score on the math ACT or SAT, or by taking a college-level mathematics course. (2) Demonstration of **quantitative reasoning and problem solving**, satisfied by taking a designated QL course. Besides courses in the Mathematics department, other departments offer QL courses (e.g., Chemistry, Economics, Physics). A newly developed Statistics 200 course, taught by faculty from several different departments, is a popular way for students to satisfy the requirement.

Assessment: As part of their participation in the Teagle assessment grant, four departments have undertaken assessment of "quantitative reasoning" in their departments: Economics, English, Educational Studies, and Mathematics.²⁵ The Mathematics Department, as a result of its study, has re-designed Math 121, a course often taken by math-averse students to fulfill the college's "quantitative literacy" requirement, changing the course from "mathematics appreciation" to an applications-based course that addresses many of the topic areas identified in the Mathematical Association of America's report, *Quantitative Reasoning for College Graduates*. On another front, four Knox faculty (from Economics, Educational Studies, and Mathematics) attended a 2008 conference at Carleton College on "Quantifying Quantitative Reasoning in Undergraduate Education: Alternative Strategies for the Assessment of Quantitative Reasoning"; the group has initiated a rethinking of the QL criteria in place at Knox. The Statistics 200 course is also an important element of QL to assess. The course is taken by two divergent audiences: students who are taking it to only to fulfill the key competency and students who taking it because it is the first step in a statistics sequence required by their major. The second group provides a further complication, in that the statistics needed vary by discipline. One department has already decided to re-introduce its own

²⁴ CIRP data from 2008 also shows us even with other institutions in students' rating of themselves on "public speaking ability": 50.6% of Knox seniors rating themselves "above average" or "highest 10%" compared to 51.6% of seniors at peer institutions. NSSE data from 2008 show us even with peers on "speaking clearly and effectively" (11d): 3.23 compared to 3.22 on a scale of 1 to 4.

²⁵ See Chp. 10 for further information on this grant. Copies of the departmental Teagle reports are available in the Resource Room.

introductory-level statistics course. Assessment would help us decide on future directions for this critical course. CIRP data suggests we have far to go in increasing students' self-confidence in quantitative skills. When asked to compare themselves with the average person of his/her age, fewer Knox students rate themselves "above average" or "highest 10%" than do students at peer institutions. Sadly, this percentage decreases from first to senior years at both at Knox and at peer institutions (to 42%). It is not much solace that Knox's decrease is slightly less than that at other institutions.

	Knox first-years	peer first-years	Knox seniors	peer seniors	change at Knox	change at CIRP peers
rating self above average or highest 10% in mathematical ability	34.8%	48.8%	21.9%	42.4%	-5.7	-6.6

Information literacy and informed use of technology: Like oral presentation, this competency is embedded within a student's major, since, beyond certain baseline abilities, the most useful technological tools and the avenues for effective gathering of information (electronic and otherwise) vary by field. Each department developed a plan of how the information literacy/informed use of technology competency would be met in their department, with each plan approved by the College's Curriculum Committee; these can be found in each program description in the College catalog. The professional staff of the college library has played a central role in teaching faculty as well as students key concepts and methods of information literacy—both the search for information and the critical analysis of the reliability of information, an increasing challenge given the nature of information resources on the web.²⁶ We have also been helped by the workshops available through NITLE (National Institute for Technology in Liberal Education); many faculty have attended their workshops, several of which have been held at Knox. The College also recently established an Office of Instructional Technology Support, which provides support to both faculty and students.

Assessment: In 2006-07, Knox participated in a multi-institution survey on "Understanding the Research Practices of First-Year Students: An Institutional Benchmark Profile of Student Perceptions, Experience, and Proficiency."²⁷ This Research Practices Survey was developed to provide baseline information about the information literacy experiences, attitudes, approaches, and skills of incoming first-year students in liberal arts institutions, and was administered at twenty institutions to over 4,000 incoming students. Nine of those institutions, including Knox, administered the survey to the same cohort of students again, toward the end of their first year of college (spring 2007). The information literacy assessed in this survey is at the level of the "essential skills" that we expect Knox students to develop early on. Knox students followed the pattern found in general: "[T]he data suggest that students do a considerable

²⁶ See, for example, the library webpage on "Evaluating Web Sites": <http://www.knox.edu/Library/Research-Help/Evaluating-Web-Sites.html>. The library's home page is an enormously useful first stop for students (and faculty) beginning any kind of research: <http://www.knox.edu/Library.html>.

²⁷ The report, prepared by Shauna J. Sweet, Research Consultant, is available in the Resource Room.

amount of research in their first year and do improve in their ability both to recognize sources from their citations and appropriately document sources; unlike writing, which students are less likely to view as an easy task at the end of their first year, survey results do not suggest that outgoing students are any more likely to view research as a complex or difficult task." That is, students tended to view research tasks as simple or easy, even when they did not answer correctly the questions about particular research tasks. While participating in this survey was a useful start, and it gives us information about some research tasks relevant across disciplines, we have yet to consider what aspects of information literacy we are most interested in assessing, and whether a departmental approach might be more helpful to us (or helpful in addition to a library-generated assessment), given that this competency is embedded in departments.

With regard to computer skills, CIRP data shows Knox students at about the same level of confidence as students at peer institutions²⁸:

CIRP: Compared with the average person of his/her age, student rated self "above average" or "highest 10% in:

	Knox seniors	peer seniors	change at Knox	change at CIRP peers
computer skills	40.5%	44.4%	17.1	15.0

Second language: Students demonstrate understanding of a second language by passing a language course numbered 103 or above.²⁹ For some students, of course, even one year of a language is viewed as a significant challenge to be endured. But many students go well beyond the requirement, taking further work in one language, or starting yet another. For example, looking at 2008 graduates, 11% of students did coursework in at least two languages.³⁰ The availability of courses in Chinese and Japanese is also a spur to third-language learning by some students, who may fulfill the language requirement by continuing a European language begun in high school, but who then go on to try another. Other students do more than one year of work in a language. Beyond those majors that require multi-year study of a languages (language departments, Classics, Integrated International Studies), the wide student participation in study abroad programs, some of which require two years of language study, also boosts multi-year study.

Assessment: The Modern Languages department set as its 2009 assessment project the assessment of the effectiveness of its first-year sequences; it administered to late-spring-term students the exam used a year earlier for placement purposes. (Results of this and other departmental assessment projects will be available in the Resource Room.)

²⁸ 2008 NSSE data also shows Knox students even with peers on "using computing and information technology": 2.92 compared to 3.01 on a scale of 1 to 4.

²⁹ A student who reads, writes, and speaks a language other than English may petition the Associate Dean of the College to have the requirement waived.

³⁰ Between 2003/04 to 2007/08, the percentage ranged from 8% to 16%, with an average of about 12%; information from the Office of the Registrar.

Understanding diversity: This key competency aims not simply at the study of another culture or human group, but at understanding the challenges of comprehending and interacting with people different from oneself. Courses approved as "DV" courses by the Curriculum Committee must be designed to help students (1) think about the cultural limitations of their own perspectives; (2) explore the power relations that help define groups and their interactions; and (3) develop skills and strategies that enable them to interact effectively with people different from themselves. Approved courses include courses such as "Stereotypes and Prejudice," "School and Society" and "Postcolonialism" as well as "Introduction to Black Studies," "Women and Latin American Politics," and "Judaism, Christianity, and Islam."³¹ Few of these have been developed with the primary intention of gaining DV approval; rather, they are pre-existing or new courses in which extended, self-conscious attention to the understanding of diversity is already been in place or has been enhanced in order to meet the criteria for approval. In addition to the required DV courses, consideration of issues related to diversity is a central part of the required First-Year Preceptorial course. The focus on understanding of process and interaction as opposed to the mere exposure to difference is connected with the goal in the Knox mission statement of "putting learning to use." While some at Knox would prefer a focus on "learning for its own sake," and all would agree that learning, in and of itself, is an engaging and enriching activity, there is a widespread sense at Knox that learning especially matters when it has consequences for one's own life and for the lives of others; that we should strive for learning that enables us to "improve ourselves, our society and our world." In this, we continue in the tradition of the founders of the College, who looked to convert the individual "from self-interest to unselfish benevolence."³² Making "understanding diversity" a "key competency" rather than a subject-matter requirement is one means of carrying out this aspect of our mission. (See next section for consideration of the role of the Global Studies Center in fostering understanding of diversity.)

Assessment: No assessment of this competency has been undertaken, and figuring out an assessment instrument that would get at such a complex intellectual and social competency would be a serious challenge. It is possible that the qualities of mind and heart that we care about most are the ones that are most difficult to assess. On the other hand, there is extensive data from CIRP and NSSE that suggests that diversity is a widely shared and practiced value at Knox; analysis of this data was presented in Chapter 4. One further measure in NSSE not mentioned there is the fundamental intellectual inclination to look at something from another person's perspective:

³¹ For a full list of approved courses, see the section of the College catalog on The Academic Program: <http://www.knox.edu/Offices-and-Services/Registrar/Catalog/Academic-Program.html>.

³² Hermann R. Muelder, *Fighters for Freedom: A History of Anti-slavery Activities of Men and Women Associated with Knox College* (Knox College, 2005; first published by Columbia University Press, 1959), 11. For a more extended discussion of the early mission of the College, see the opening of Chp. 4.

During the current school year, about how often have you done the following? (on a scale of 1-4, from never to very often)

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (NSSE -6e)	3.21	2.97	***

Throughout the curriculum: While our six key competencies serve to highlight the intellectual skills needed for "a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others," many of these same skills, and others, are found across the curriculum, embedded in the courses students take well beyond the ones that have fulfilled one or another of the competency requirements. In particular, the skills of "reading" and "critical analysis," mentioned explicitly in the mission statement, are considered so fundamental that they are integrated throughout every aspect of the curriculum, rather than marked out through separate requirements. Folding "reading" into the more general category of "critical analysis" (since it is reading critically that is key), we will open a window on the curriculum through a sampling of "Foundations" courses and through a sampling of majors. We will then look at how attention to "understanding diversity" goes well beyond the one required course, not only in course work but in special college programs.

Critical analysis: The goal of the "Foundations" requirement is to introduce students to the basic modes of inquiry characteristic of each of the four broad areas of human inquiry. One example from each area will give a representative idea of what is done in Foundations courses:

ARTS: Music 101, Introduction to Music: One of two new introductory courses in Music, this course will give students a sense of chronology of musical style, while also exposing students to musicological methodology and non-canonic repertoires. Emphasis will be on the ability to listen actively, critically and creatively and the ability to discuss music clearly, engagingly and persuasively. Students will examine the relationship of music to other aspects of culture such as politics, religion, visual arts, etc, and will gain experience analyzing and synthesizing primary sources from a variety of media.

HUMANITIES: Theatre 123, Introduction to Drama and Theatre: This course focuses on how to read playscripts, both as historical documents and as blueprints for production. Students are introduced to, and required to practice, the analysis of dramatic action (featuring, for instance, structural concepts like 'inciting incident' and 'rising action'). The course also surveys theatre history from ancient Greece to the present, so that students are required to read the plays in their historical contexts, and consider the evolution of dramatic form. The class is writing-intensive, so students must demonstrate in written assignments their comprehension of

both aspects of the course: reading of drama informed by what they have learned about theatre history, and analysis of playscripts in relation to production on stage.

MATHEMATICS AND NATURAL SCIENCE: Biology 110,

Evolution, Ecology and Biodiversity: Given that biology is a huge field encompassing tremendous complexity and diversity, the introductory sequence is covered in three courses, each with a different focus: Bio 110, 120, 130. Biology 110 focuses on ecology, evolution and biodiversity, and is the course most likely to be taken by non-majors as a Foundations course. Students learn how ideas about ecology and evolution developed as well as the vocabulary biologists use when discussing those areas. In laboratory sections students use the scientific method as the basis for exploring questions about species diversity, natural selection, population genetics, animal behavior and similar topics. The scientific method provides the logical framework for critical analysis in the sciences and thus introduces students to the ways biologists design studies and analyze their results.

HISTORY & SOCIAL SCIENCES: Economics 110, Principles of Microeconomics: Microeconomics investigates how societies coordinate through markets, cultural and legal norms, and government agencies the production and trade of a bewildering number of goods and services. Using concepts like marginal benefit, marginal cost, and equilibrium, and employing quantitative methods, students analyze how markets coordinate choices made by households and firms, and they assess the social efficiency and fairness of transactions in settings ranging from pure competition to monopoly. Understanding the interdependence of our economy and culture and the power of private and government decision makers to have far reaching effects on our economy, society and environment, empowers students to reflect critically on how well different markets achieve efficiency and fairness, on the role of institutions, and on the foundations of the discipline itself.

Admittedly, one course in each area accomplishes exposure, more than being the basis of significant competence. For that we rely on students' two fields of specialization. That is, we made a choice in the new curriculum for depth in two fields, rather than depth in one field and a smattering in the three broad areas previously required for "distribution" (two courses in Humanities, Social Sciences, Math and Natural Sciences). By doing a minor (or major) in a second field, students advance well beyond introductory work in a second discipline.

While critical analysis is introduced in Foundations courses, it is in the major that the modes of analysis particular to each of the disciplines are developed most extensively and systematically. Majors at Knox typically include the following components: (1) introductory-level courses in which main content areas of the discipline are surveyed and the characteristic modes of analysis introduced; (2) intermediate level courses that go more

deeply into a limited number of more narrowly defined topics; (3) one or two courses dedicated to concentrated work in the theory and/or methodology of the discipline; (4) advanced courses in which students apply all that they have learned to produce their own independent work in the discipline, usually in a capstone project. Many of our students come from high school programs in which the main goal of education was to accumulate as much content in each subject area as possible. At Knox, as is characteristic of liberal arts learning generally, the goal is very different, centering on the questioning of information at the same time that it is gathered. Each discipline is characterized by its particular object of study, but also by the kinds of questions that it asks and the methods through which answers are pursued. One sample department from each of the four areas of the College will illustrate how critical analysis is pursued with the majors.

ARTS: Studio Art. In Studio Art, the text to be read and analyzed is visual. Coursework is designed to provide skills of visual analysis that will be put to use as students develop their own creative work; the linking of analysis to invention is a keystone of Knox's studio art pedagogy. The studio art curriculum defines three distinct but overlapping arenas of student learning: the material, the visual, and the conceptual, and each of these require the development of appropriate skills of analysis and evaluation. Introductory courses in various specific media provide an entrée for both non-majors and prospective majors. Even at the introductory level, which focuses mainly on the material and visual aspects of art making, these aspects are framed in relation to philosophical and cultural categories; the material, visual, and conceptual are realms consistently represented as complexly interrelated. Studio Seminar, required as intermediate students begin to develop their identity as artists, focuses on more clearly defining models and standards for the critical analysis of art. Two credits of the Advanced Intermedia Studio Workshop and 2-3 credits of Open Studio give students sustained experience in the creation and critique of work. In these courses, students direct their own creative progress, but in an intensively critical climate, learning from each other as well as the multiple instructors. Group critiques promote ongoing development of critical skills and language, and demonstrate the value of multiple perspectives, while promoting an appreciation of the complex entanglement of art in broader cultural, intellectual, and social meanings. Students who proceed through the major also do work in art history, thus gaining the additional perspectives of the contextualization of art and current theoretical discourses, perspectives frequently applied in studio critiques as well.

HISTORY AND SOCIAL SCIENCES: Anthropology/Sociology. In Anthropology/Sociology the subject of study is human social behavior, taught in a comparative framework. Combining the methods and insights of anthropology and sociology, the departmental curriculum provides students with introductory and intermediate-level courses on a wide range of "social material" from around the world, combined with consideration of the various methodologies through which human society may be

analyzed—from content analysis and fieldwork to survey research. Majors proceed on to a two-term sequence on theories and methods, which carefully prepares students for their two-term independent senior research projects. The guidance of faculty research supervisors as well as the feedback of student peers in their research groups help to make this final project a true capstone to the students' undergraduate work in anthropology/sociology.

HUMANITIES: English Literature. The 100-level courses in the English department are oriented more to non-majors, although Eng 120, "Introduction to Literature," is required of students going on in creative writing, a second major within the English department. English literature majors are required to take a theory/methodology course on "Ways of Reading" early in their work in the department. Exactly because any college student has already in high school read a significant number of works of literature, it is crucial to introduce majors early on into the process of analyzing and assessing their own assumptions about what constitutes the act of "reading." The course entails an investigation of the processes of representation and interpretation in order to consider the many different ways of reading and thus ascribing meaning to texts. Integrating theory and practice, the usefulness of several different interpretive movements is explored. Students in the major then extend their familiarity with English literature through an array of courses designed to provide breadth in the regions, periods, and authors of English literature; all of these courses give the student repeated experience in the methods central to literary study: close reading, textual analysis (increasingly informed by theory at the upper-level), and synthesis. One required course in creative writing or journalism gives students comparative experience in the "Arts" side of the field. The major concludes with a Senior Seminar focused on a current issue in literary scholarship; the course culminates with a conference at which each student presents a research paper and answers questions from the audience.

MATHEMATICS AND NATURAL SCIENCES: Psychology. The subject matter of psychology is the human brain, mind, and behavior, understood through a scientific approach. Psychology 100 introduces students to a range of broad issues in the field, looking at how biological, developmental, environmental and social factors influence behavior, thought and emotion, and emphasizing methodology, theory and empirical evidence. Majors explore the traditional subfields as well as applied areas of psychology in intermediate-level courses. The core of the major involves a two-term sequence in statistics and research methods that prepares them for hands on (e.g., laboratory or therapy) experiences in their advanced-level courses in specific subfields, as well as for an original independent research project done over two terms of their senior year. Even while content knowledge of the discipline is central to the major, the department's self-study emphasizes an interconnected array of research

and critical thinking skills, including: understanding and applying the scientific method (including understanding of the limitations as well as benefits of using the scientific method when studying human behavior); the ability to summarize and critique the arguments of others; the ability to formulate one's own research question; the skills to find and apply evidence in support of an argument; the ability to design and carry out a research study (gathering, analyzing, and interpreting data) and to communicate findings verbally and in writing. The senior research, undertaken in an area of special interest to the student, provides the opportunity to bring together the interconnected goals of the major.

Assessment of critical analysis: It may be that the best place to assess critical analysis is at the departmental level, and we expect that the assessment work undertaken in departments in the past year will give us an important start on this centrally important information. "Critical thinking" was one of the learning goals to be assessed under the Teagle grants, so those four participating departments have already made significant progress in this work.³³ We also have information from one sitting of the CLA exam, and may administer the exam again in 2009/10, but the results are not easy to interpret, and do not yield obvious paths to improvement.³⁴ Information from student responses on NSSE surveys is also suggestive. Looking at the various questions related to "critical thinking," and at how Knox compares to those institutions selected as our peer institutions, we summarize below the data suggesting more experience of critical thinking among Knox seniors than at peer institutions. There were many questions on which Knox seniors were about the same as seniors at peer institutions, there were no questions on which Knox seniors were lower, and there were several directly related to "critical thinking" on which Knox seniors stood out from their peers:

In your experience at your institution during the current school year, about how often have you done the following? (on a scale of 1-4, from never to very often)

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Put together ideas or concepts from different courses when completing assignments or during class discussions (NSSE 1i)	3.28	3.08	**
Examined the strengths and weaknesses of your own views on a topic or issue (NSSE 6d)	3.03	2.86	*
Learned something that changed the way you understand an issue or concept (NSSE 6f)	3.25	3.06	**

³³ Economics, English, Educational Studies, and Mathematics; reports available in the Resource Room.

³⁴ For a detailed analysis of CLA results, see the report by Kevin Hastings, Registrar (Resource Room).

During the current school year, how much has your coursework emphasized the following mental activities? (on a scale of 1-4 from very little to very much)

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (2a)	2.28	2.45	*
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (2b)	3.54	3.43	*

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (on a scale of 1-4 from very little to very much)

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Solving complex real-world problems (11m)	3.06	2.81	***

Understanding diversity: Special programs: The College's mission statement includes as goals "to understand and improve ourselves, our society and our world" and "to contribute to the well-being of others." Given the strong presence of international and global issues at Knox, it is surprising that the mission statement says so little about the world beyond Knox.³⁵ Although students sometimes refer to a "Knox Bubble"—a campus life insulated from the larger world—it is more accurate to say that from within the protected environment of the Knox campus, students gain an understanding of the outside world, and of how important it is to step outside Knox, Galesburg, and the U.S. in order to better understand the wider world. To know that one's own assumptions, values and experience are not the necessary measure for others, to be able to judge where and how one might contribute to the well-being of others—these are part of "understanding diversity" on a global scale. The College has long been committed to international studies both within its own curriculum and through facilitation of off-campus study. These commitments have been extended and highlighted in the last ten years by three notable developments: the establishment of the Center for Global Studies in 2002, the establishment of the Peace Corps Preparatory Program in 2007, and the creation of new courses focused on international studies.

Center for Global Studies: One of the six centers established since 2001 under the "New Knox," the CGS demonstrates the positive results of giving a name, place, and dedicated staffing to an array of functions, many of which the college was already doing. The identification as a "Center"

³⁵ One of the questions in the departmental self-study guide asked for comparison of departmental and College mission statements. Several programs (Political Science, Latin American Studies, Integrated International Studies, Modern Languages) noted the paucity of language about international studies and global commitments in the College's statement.

gives visibility on campus and constitutes an entity that can attract funding, as well as being a spur to the development of programming well beyond what was previously offered. The aim of the CGS is to expand international knowledge and expertise across campus, not by offering courses (this is done by academic departments), but by supporting departments, programs, and individual faculty and students in a variety of pursuits. In synergy with our program in Integrated International Studies, established in 1996 and since 2002 chaired by the same two faculty members who co-direct the CGS, and reinforced by the large population at Knox of international students,³⁶ the study of international issues on campus and the exploration of societies outside the United States have a well-established place at Knox.

Most activities of the Center fall into three categories:

(1) The Center administers student participation in off-campus programs, beginning with information sessions to first-year students and continuing on through the application process, including pre-departure orientation and returnee reorientation programs. Half of Knox students study off-campus at some point during their college career, with five-sixths of these going to programs outside the United States. The application for study abroad is integrated into the student's academic plan, and students must make a case for how the particular program fits within their larger plan of study. Knox, like most institutions, experienced a decline in study abroad in the aftermath of the September 11 attacks, especially as military conflict in the Middle East escalated in 2002-03. The numbers have slowly returned to pre-9-11 levels in recent years.³⁷ Knox supports study off-campus not only through the information and activities of the Center staff, but also financially. Knox financial aid can be used on any program that receives the approval of the Off Campus Study Committee during its review of applications, and a recent \$100,000 gift to the Center for Global Studies, the Joseph J. Hartog Endowment for Global Studies and Scholarship, supports student travel abroad. The Center has also been a major factor in (and sometimes sponsor of) the development of a series of innovative short-term study abroad programs that utilize our calendar to combine course work with travel during the December or spring break. Destinations have included Japan, London, Mexico, Russia, Vienna, Benin, Ghana, Peru, China, and England. The newest addition, run for the first time in fall/December 2008 and anticipated to be repeated every two years, is a program in which students take a course on teaching English as a second language in fall term and then go to China for three weeks, teaching English at Anhui Normal University. In alternate years, students from Anhui will come to Knox. We have also recently initiated a student exchange with the University of Flensburg in Germany.

³⁶ In 2008-09, international students came from 48 countries and made up 7% of the student body.

³⁷ For details on numbers of students going to which areas of the world, see the CGS self-study, Tables 1 and 2 (Resource Room).

(2) The Center supports faculty development, faculty research, and independent student research on international topics. The Center has organized international faculty travel as a professional and curricular opportunity, including group trips to Germany, Tanzania, Japan, and China. It provides financial support to individual faculty and student research projects, and to curriculum development for faculty. A faculty exchange with Fudan University (Shanghai) has recently been established. Professor Gu Limei of The School of International Relations and Public Policy was our first visitor in the fall of 2007, giving a course on contemporary China to students and a faculty seminar on the same subject to the eight faculty who were about to undertake a faculty development trip to China in December. Fudan University will host Knox Professor Steve Cohn, Economics, during spring term 2010.

(3) The Center works to advance knowledge of international issues on campus more broadly by sponsoring guest lecturers; hosting international visitors; organizing—or helping student and faculty groups to organize—panel discussions and workshops; and sponsoring and providing financial support for internationally-focused student activities on campus as well as student trips off-campus. The Caterpillar Distinguished Lectureship in Global Studies has supported a number of visiting speakers, including His Excellency Zhou Wenzhong, Ambassador to the United States for the People's Republic of China in May 2007. Other recent speakers include: Senator George Mitchell; Major General David P. Fridovich, who, at the time of his talk in February 2007 was responsible for Theater Special Operations Command in the Far East, since promoted to lieutenant general and director of the Center for Special Operations, the unit within the U.S. military's Special Operations Command that directs anti-terrorism campaigns; Randall Borman, a leader among the Cofan indigenous group in rural Equador; Bruce Cumings, Norman and Edna Freehling Professor of History at the University of Chicago, who spoke about the current regime in North Korea; and Barry Bearak, Pulitzer Prize winning international journalist from the *New York Times*. (Fridovich and Bearak are both Knox alumni.) In addition, each year the Center arranges a series of lectures around a common theme. In 2008/09, three speakers addressed the subject of women in world politics from a variety of geographic and methodological perspectives.

Peace Corps Preparatory Program: Knox has a long tradition of sending graduates to the Peace Corps. Approximately 160 Knox graduates have served in the Peace Corps since 1961, when the agency was formed; in the 1960s, Knox had one of the highest percentages of graduates in the Peace Corps of any college in the nation. This strong connection to the Peace Corps contributed to the choice of Knox as the first college or university in the country to have an official Peace Corps Preparatory Program. The agreement between Knox and the Peace Corps went into effect in the fall of 2007, and the Peace Corps plans to use the

Knox program as a model for other colleges throughout the country. The program features a curriculum designed to prepare students to serve in the Peace Corps or in international service. It includes coursework in international studies, education, and foreign language study, as well as a community service project or study abroad. Candidates for the Peace Corps Preparatory Program will be required, beginning in the spring of 2010, to take a half-credit seminar on international service. The course will address ways in which Americans can work to assist others beyond our borders, studying the organizations engaged in international service and the experiences of those who participate in the work of those organizations. The seminar will also address critical environmental, economic, and educational issues in our increasingly globalized world and the history of international service. Interested students apply to the Peace Corps Preparatory Program as sophomores, then spend their junior and senior years fulfilling the program's requirements. Participants are not guaranteed acceptance into the Peace Corps, but the program is designed to make applicants more competitive for service. In 2007/08 we had ten students or recent alumni apply for the Peace Corps. All ten were accepted.³⁸

New courses in international studies: Ten years ago, there were no courses at Knox with “global” in the title and only a few with “international.” The last decade has seen a proliferation of new transnational/globalization courses across the curriculum—in effect, an internationalization of disciplines. For example, in the Political Science/International Relations department, nine of ten newly developed courses have international subjects: including courses on "Al Qaeda," "Democracy and Globalization," and "Religion and World Politics."³⁹ Other courses on globalization include "Media and Globalization" (Journalism) and "Globalization and East Asian Culture" (Anthropology/Sociology), along with the longer-standing introductory course in Integrated International Studies, "Introduction to Globalization." Coverage of key areas of the world has been added through new faculty hires, most notably in Africa (Integrated International Studies), East Asia (Asian Studies, Anthropology/Sociology), and the Middle East (History).⁴⁰

SOPHISTICATED RESEARCH AND CREATIVE EXPRESSION

Knox has long fostered opportunities for advanced independent work, a commitment that is soon to be centralized, supported, and staffed through the new Center for Research and Advanced Study; the establishment of the Center is aided through a recent grant from the Mellon Foundation. The Center will provide extensive support for the advanced work that goes on in a number of arenas. Included in its agenda are the following goals: help faculty develop the pedagogy of student research, provide opportunities for increased communication among students doing research, develop "mini-courses" on specific

³⁸ None of these applicants were part of the new Peace Corps Preparatory program, then in its first year of recruiting sophomores.

³⁹ See the Political Science/IR self-study for a complete list (Resource Room).

⁴⁰ This last area is included in a newly defined position in transnational history, "Europe and the World," hire made in 2008.

research tools (e.g., survey research, interviewing), and provide opportunities for the presentation of student work. The Director of the Center will hold a half-time position, giving dedicated support to student research that has previously been handled as just one segment of the work of the very busy Associate Dean. The support from the Mellon Foundation follows a total of twenty-three years of grant support from the Ford Foundation (1986-1995) and the Richter Memorial Fund (1997 to the present), funding that has enabled us to create an exemplary and nurturing environment for student research.

Opportunities for "sophisticated research and creative expression" are pervasive and widely available to students; an estimated 85% of all Knox students complete an independent research or creative project by the time they graduate, and 53% report working on a research project with a faculty member outside of course or program requirements, much higher than the 37% reported at NSSE selected peer institutions.⁴¹ Knox seniors also report significantly more institutional contribution to the development of independent learning than at peer institutions:

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area? Scale of 1 to 4, from very little to very much.

	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance
Learning effectively on your own	3.43	3.24	**

The structures through which students do advanced, independent work include the following:

College Honors Program: The Knox Honors Program was established in 1958, and has continued in much the same format over the last fifty years. Applicants are required to have a certain minimum GPA (though exceptions are sometimes made), and proposals are approved by the Academic Standing Committee. Students are advised by a committee of three faculty members, two faculty from the student's home department (one of whom chairs the committee) and one faculty member from outside the department. The final work is defended at the end of the year, with the defense attended by an outside examiner from another college or university. Approximately thirty students (ca. 10% of the senior class) complete honors each year.⁴² The conjunction between the Honors Program and the Ford Program (see below) provides a supportive structure for students seeking an extended, advanced project, completed in the course of a full year or longer.

⁴¹ The 85% estimate is based on an annual review of independent studies and honors projects. The 53% figure is from the 2008 NSSE survey, question 7d.

⁴² A total of 308 honors projects were completed from 1998/99 through 2007/08. Of the 308 projects, fields with ten or more completed projects over the ten years are: Biology (44), English (28), Anthropology/Sociology (25), Biochemistry (22), Art/Art History (17), Modern Languages (19), Chemistry (15), Psychology (16), History (11), Computer Science (10), Integrated International Studies (10), Political Science/IR (10) and Theatre/Dance (10). Eighty additional projects (beyond the 308) were begun during those years, but not brought to completion.

Assessment: Each year, the Associate Dean of the College asks the outside examiners to send back an evaluation letter, commenting on the individual project and on the honors program in general. Year after year, these letters are extremely positive, many commenting on Masters-level quality of work done; letters from spring 2008 are available in the Resource Room, as are some sample projects from the last few years. This winter we conducted a survey of two cohorts of students who graduated with honors (2001 and 2006), and also included questions about honors on a faculty survey.⁴³ The responses indicate a strong program, but one that could use some changes in procedure (for example, the approval process for students undertaking honors) and in the support of students in the program (for example, though a proseminar). The current Associate Dean will become director of the new Center for Research and Advanced Study in January, and looks forward to the increased time with the Honors Program that this new position will afford. (A more detailed assessment of the Honors Program, analyzing the survey data gathered this year and reporting on changes to be made as a result, can be found in the Resource Room.)

Ford Foundation Research Fellowships: A Ford Foundation grant received in the 1980s supported the establishment of a program to encourage promising students to consider careers in academia; since Ford funding stopped, the program has continued through the support of college funds. Each cohort of about twenty selected students participates in a one-week seminar on careers in teaching and research in December of their junior year. During the winter and spring terms, they work with a faculty mentor to design and carry out a research project, and they also have the opportunity to assist their faculty mentor with the preparation and teaching of an introductory course. Many of the Ford projects continue as Honors projects during the senior year.

Richter Memorial Scholarship Program: The annual Richter grant funds a wide range of student projects. With up to \$140,000 available each year, these funds have stimulated students to "think big," and have made possible many ambitious projects, carried out on campus, across the United States, and around the world. For example, in 2007/08: 34 students were funded to pursue research in 24 different countries outside the United States, including India, China, Costa Rica, Italy, Kenya, Jordan, and Poland. Funding was provided for student travel to 23 different academic conferences, for a total of 118 participants, many of whom were delivering papers. For example, 13 students attended the American Medical Student Association Conference, where 10 of them presented papers; two students gave papers at the Illinois State Academy of Sciences. While the Honors Program at Knox has long encouraged advanced study by a small number of top students, the support of the Richter Trust has greatly enhanced the spread of sustained independent work to students before as well as during the senior year, through independent studies and departmental capstone projects, as well as the Honors program.

Ronald E. McNair Fellowships: Funded by a grant from the U.S. Department of Education, the McNair Program prepares student fellows for graduate study through participation in special research-focused seminars and in a variety of research and scholarly activities, including supported summer research. Each fall, ten sophomores are

⁴³ We expect to continue to use the student survey with succeeding cohorts of honors students.

chosen as fellows, with at least two-thirds being first generation/low income students; the remaining participants may be from other groups that are underrepresented in graduate education. The McNair Program at Knox was first funded in 1992 and has been renewed every four years, following a competitive grant renewal application. The generous federal funding allows for a staff of a full-time Director and two assistants to run the program and supervise the 30 students.⁴⁴ The results have been impressive. McNair Fellows are graduating at a rate of over 99% and in the last three years more than 50% of fellows have entered M.A. or Ph.D. programs. (Our numbers have always met—and usually exceeded—government standards for the McNair program.)

Howard Hughes Medical Institute Research Fellows: In 2004, Knox was awarded a \$1 million grant from the Howard Hughes Medical Institute to enhance undergraduate science education in the life sciences, its third grant from HHMI. During each of the four years of the award, up to eight summer research fellowships were awarded for on-campus research, and another two fellowships were available for conducting biomedical research at another HHMI-supported research institution.

Other grants that include support for student research: Over the last ten years, the college has received several additional grants that included support for student research. A three-year grant from AAAS-Merck (2002-2005) supported the research of fourteen students. Two three-year grants from the Caterpillar Foundation to the Center for Global Studies (2003-2009) have supported twelve students in travel, language work and research related to international studies.

Capstone projects in majors: About twenty years ago, the College made a concerted effort to incorporate capstone projects into majors across the college. It is not an across-the-board requirement, but most majors do require such a project, whether in the form of independent research or a creative arts project.⁴⁵ In a number of departments the capstone project is preceded by a required methods course, including Anthropology/Sociology, Biology, English, History, and Psychology. A parallel in the Arts is found in the Studio Art major, where students do a Studio Seminar and an Advanced Intermedia Studio Workshop before the intensive independent work of senior Open Studio, which itself culminates in an individual show. The availability of funding from the Richter program has greatly enhanced the scope of work undertaken in such capstone projects.⁴⁶ Given that most departments have a capstone project, it is puzzling that only 54% of Knox seniors reported in the NSSE survey (taken on the day before commencement) that they had completed a "culminating senior experience."

Independent Study: Outside of the formal options detailed above, students may also do independent study as either a 250 or 350-level course; 250 courses are most often readings courses in an area not otherwise taught at the college, while 350 courses usually center on advanced research or creative work. Over the last ten years (1998-2008), an

⁴⁴ Of the two assistants, one (the academic coordinator) is full-time during nine months of the year and the second (the data coordinator) is part-time during twelve months.

⁴⁵ Six majors do not have an identifiable, required capstone experience: Chemistry, International Relations, Philosophy, Physics, Political Science, Theatre.

⁴⁶ This topic is taken up again in Chapter 6, in the context of the level of expectations for student work.

average of 407 independent study courses were undertaken each year, a little over half of those at the 350 level. Taking a closer look at one year, of 404 independent study courses in 2007/08, half were taken at the 250-level and half at the 300-level. In addition, there were 102 credits of 400-level independent study work done through honors projects.⁴⁷ Taking into account that some students do more than one independent study in a given year (including honors students, who typically do three or four), we estimate that about 10-15% of the student body is doing independent work at the 350 or 400-level in any given year. According to the 2008 NSSE survey, two-thirds of Knox seniors have done independent study by the time they graduate, compared to less than 40% of seniors at selected peer institutions:

Which of the following have you done or do you plan to do before you graduate from your institution?
Coding of 0 or 1, where 1 is "done."

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Independent study or self-designed major (7g) ⁴⁸	.67	.38	***

Independent study is an extremely valuable opportunity for students, and the availability of Richter funding has enhanced the scope of projects undertaken, especially at an advanced level. Supervising such work can be one of the special pleasures of teaching at a small college. But there are also costs to faculty, given the large numbers of requests for such work; with about 500 independent studies (including honors) undertaken a typical year, and a faculty of about 100, this means an average load of five independent study supervisions each year, though some faculty do less than this and some significantly more.⁴⁹ Faculty also judge the independent study experience to be significantly less valuable for themselves than for the students, and not always valuable even for the students (data from internal survey of faculty):

In general, how often do you think independent study is a valuable experience for. . . [question to faculty]

	never	rarely	sometimes	most of the time	almost always
Student(s)	0%	6%	34%	49%	11%
Teacher	3%	25%	45%	21%	6%

Special opportunities: Two ongoing opportunities for advanced work in the Arts are worthy of special mention here, undertaken in two professional arts companies in Chicago. These are not part of the Knox curriculum, but build on student preparation on campus in theatre and dance. **Vitalist Theatre** was founded in Chicago in 1997 by Professors Robin Metz (Creative Writing) and Elizabeth Carlin-Metz (Theatre). Vitalist

⁴⁷ For further details, see the chart detailing independent studies from 1998 to 2008, Appendix 12.

⁴⁸ All self-designed majors at Knox include at least one independent study (the senior capstone project), so the two categories separated by NSSE can be considered as one at Knox.

⁴⁹ A few years ago, the Dean compiled a list of independent studies by faculty member, shared aggregate data with the faculty, and counseled a few individuals to reduce the number of independent studies offered. Faculty have on occasion made the suggestion that independent studies might be "banked," in exchange for compensation of some sort (money or time), but no formal proposal has been made.

is a critically acclaimed and award-winning member of Chicago's vibrant and prolific "Off-Loop" theatre community. For each fall production, several Knox students have the opportunity to join the production crew, giving them the opportunity to see a professional ethos and aesthetic in action and to participate in negotiating those principles, as well as to test their mettle in a major urban, professional setting. **Back and to the Left Productions** is a performance company founded in 2000 by Jennifer Smith, Associate Professor of Dance. The company has performed several times in Chicago as well as being included in the 2007 International Choreographers' Showcase in Avignon, France. Current Knox students have performed with the company, including four Knox students (plus Professor Smith) being the *entre corps* for the Avignon performance—a remarkable accomplishment for a program staffed with only 1.5 positions. Knox alumni also participate in the two companies, giving them invaluable professional experience after graduation.

Another special opportunity was provided in 2007 and 2008 in the field of Education, supporting males and students of color who were seeking teacher certification. In each year, two students were awarded \$10,000 grants as REACH Fellows, in which role they participated in College 4 Kids, Knox's two-week summer program for area children. The fellows taught or assisted Knox College faculty during the morning, and participated in seminars in the afternoon.⁵⁰

Ph.D. production: One external measure of Knox's strength in the integration of research into the undergraduate curriculum is our standing in terms of Ph.D. production. Out of the 1,469 colleges and universities included in this National Science Foundation survey data, Knox ranks 44 (that is, in the top 3%) for its proportion of graduates who go on to earn a Ph.D.⁵¹

CONCLUSION: STRENGTHS & CHALLENGES

Strengths

- NewKnox.
- Global Studies Center.
- New/growing interdisciplinary programs (Asian Studies, Business & Management, Environmental Studies, Film Studies, Journalism, Neuroscience).
- Revitalization of First-Year Preceptorial.
- Level of material/intellectual support for student research, soon to be further enhanced through the Center for Research and Advanced Study.

⁵⁰ The REACH Fellows were funded by a Department of Education and Associated Colleges of Illinois grant in 2007 and 2008; the College is continuing the program in 2009. "REACH" stands for "Recruiting and Enlightening through Access to and Communication with High-need schools."

⁵¹ The *HEDS Weighted Baccalaureate Origins Study* (Higher Education Data Sharing Consortium, 2006), adapted from the *Survey of Earned Doctorates* (National Science Foundation, 2004). Further detail by field is reported in Chapter 9.

Challenges

- Assessing the NewKnox and revising as indicated by assessment. Key elements to assess include:
 - Educational Plans
 - Experiential Learning
 - Foundations (e.g., effects on different areas of the curriculum, lack of development of new "Foundations" courses)
 - FP.
- Facilitating interdisciplinary work.
- Gaps in the curriculum—inevitable at a small college, but some are worse than others; for example, geographic areas with little or no coursework available (South Asia, Eastern Europe, the Arabic speaking world), religious studies.⁵²

⁵² The gap in religious studies will soon be lessened through a newly endowed chair.

Chapter 6

LEARNING ENVIRONMENT

The previous chapter has detailed the ways in which we have shaped the curriculum in order to carry out the mission of the College. This chapter turns to the character of the learning environment, looking at a wide range of elements that create and sustain an environment in which the curriculum comes to life in student learning. Some of these elements are habits of mind that are encouraged and supported, some are expectations of behavior, and some are formal structures of learning support. We consider these through the categories listed in the "Elements of the Knox Mission":

- ◆ critical exchange of ideas
- ◆ high expectations and persistent demands for rigorous thinking
- ◆ supportive and egalitarian environment
- ◆ informality and openness that mirrors our Midwestern surroundings

CRITICAL EXCHANGE OF IDEAS

Many of the interconnected goals of a Knox education—as for a liberal education in general—rest on an environment in which ideas are freely exchanged and challenged. Without ready measures on other surveys, we asked two questions on our internal surveys of students and faculty, to see self-reporting on this issue. We asked about the presence of critical exchange both inside and outside the classroom. Over five-sixths of both faculty and students responded that the learning environment in the classroom is characterized by a critical exchange of ideas. With regard to conversations outside the classroom, there was some disjunction, with more than three-quarters of the students finding these conversations characterized by a critical exchange of ideas, versus 61% of the faculty. An ambiguity in the question leaves it unclear as to whether the smaller proportion of faculty are characterizing conversations between faculty and students outside the classroom, or guessing about conversations between students.

	Knox students % agree or strongly agree	Knox faculty % agree or strongly agree	Knox students % disagree or strongly disagree	Knox faculty % disagree or strongly disagree
Inside the classroom, the learning environment at Knox is characterized by a critical exchange of ideas.	85%	84%	3%	2%
Outside the classroom, conversation about things like politics, education, religion, etc. is characterized by a critical exchange of ideas.	76%	61%	6%	7%

(Knox survey, February 2009. Response scale: strongly disagree, disagree, neutral, agree, strongly agree.)

Though not an identical topic, habits of critical analysis are included in the NSSE survey, data that has been presented in Chapter 5. On these measures, Knox does very well in

comparison to our selected peer institutions. The internal Knox data on critical exchange of ideas is difficult to interpret without comparison to other institutions, but if we can take it at face value, it suggests that the habits of critical analysis fostered at Knox are played out in interpersonal exchange, as well as in individual acts of learning.

HIGH EXPECTATIONS AND PERSISTENT DEMANDS FOR RIGOROUS THINKING

The NSSE survey includes a number of questions relevant to the level of academic challenge at Knox, in comparison to other institutions. We report here any measures on which there was a statistically significant difference between Knox and our selected peer institutions. If not listed in this discussion, Knox students (first-years and/or seniors) were at a similar level as at the selected peer institutions.

One of the NSSE "benchmark" measures (measures that pull together responses from a number of related questions) is Level of Academic Challenge. This measure shows Knox first-year students (reporting toward the end of their second term) as significantly less challenged than first-years at the selected peer institutions, and also less than at the top 10% of NSSE institutions.¹ But by the end of the senior year, Knox students tally as significantly more challenged academically than seniors at selected peer institutions and even with students at the top 10% of NSSE participating institutions.

NSSE Benchmark: Level of Academic Challenge (LAC)

Knox first-years mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
57.9	60.0	* (low)	60.7	* (low)
Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
65.0	62.9	*	63.3	--

One specific place in which the first year at Knox measures as less challenging is in the amount of reading assigned; by senior year Knox students are not significantly different from their peers:

¹ For these benchmark data, comparisons are also given to the top 10% and top 50% of NSSE institutions, in addition to all NSSE institutions. See the "Guide to Survey Data in the Self-Study" card in the front pocket of the self-study notebook for an explanation of the surveys, peer institutions, and measures of statistical significance; a more detailed explanation is in Appendix 6.

During the current school year, about how much reading have you done? Scale of 1-4 from none to more than 20.

	Knox first-years mean	NSSE selected peers mean	level of statistical significance
Number of assigned textbooks, books, or book-length packs of course readings (3a)	3.69	3.88	* (low)
	Knox seniors mean	NSSE selected peers mean	level of statistical significance
	3.65	3.72	--

Rather than reading these numbers as an indication that instructors could be assigning larger amounts of reading to first-years, it may be that easing our students into the demands of college-level assignments contributes to their later success.

With regard to writing, Knox first-years compare favorably with their peers. They write about the same number of papers, of whatever length. (NSSE asks about papers of 20 pages or more, between 5 and 19 pages, and of fewer than 5 pages.) Knox first-years more frequently prepare two or more drafts of a paper, a practice likely connected to the repeated drafts required in the First-Year Preceptorial course taken by all first-year students. (Knox seniors were similar to peer seniors on this measure.)

In your experience at your institution during the current school year, about how often have you done the following? Scale of 1-4 from never to very often.

	Knox first-years mean	NSSE selected peers mean	level of statistical significance
Prepared two or more drafts of a paper or assignment before turning it in (1c)	2.70	2.54	*

A troubling measure of writing in the senior year is that Knox seniors report fewer long papers and more short papers; medium-length papers were about the same:

During the current school year, about how much writing have you done? Scale of 1-4 from none to more than 20.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Number of written papers or reports of 20 pages or more (3c)	1.65	1.84	** (low)
Number of written papers or reports of fewer than 5 pages (3e)	3.45	3.24	*

On a related measure, only 54% of Knox seniors reported (on the day before commencement, when they filled out this survey) having completed a "culminating senior experience." This is odd, given that all but six majors at Knox have some kind of capstone experience built in.

Which of the following have you done or do you plan to do before you graduate from your institution?
Coding of 0 or 1, where 1 is "done."

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Culminating senior experience (capstone course, senior project of thesis, comprehensive exam, etc.) (7h)	.54	.66	** (low)

On the other hand, Knox seniors outshine their peers on a measure of the challenging nature of papers or projects assigned, with more of them noting that the integration of ideas or information from various sources was required:

In your experience at your institution during the current school year, about how often have you done the following? Scale of 1-4 from never to very often.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Worked on a paper or project that required integrating ideas or information from various sources (1d)	3.61	3.50	*

They also report more challenging examinations and more time spent preparing for class:

Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work. Scale of 1 to 7 from very little to very much.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Examinations challenged you to do your best work (5)	5.69	5.43	**

About how many hours do you spend in a typical 7-day week doing the following? Scale of 1 to 8 from 0 hrs/wk to more than 30 hrs/wk.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (9a)	5.27²	4.89	**

Finally, the CIRP survey shows a kind of measure of how demanding life at Knox is (in general, not just in terms of academic demands), in how many students report feeling overwhelmed by all they had to do. Knox first-years are close to those at peer

² This score translates into something above 20 hours/week: 16-20 hrs/wk was scored as a "5" and 21-25 hrs/wk as a "6."

institutions, but the increase by senior year is greater by about 5 percentage points at Knox than elsewhere³:

	Knox first-years	Knox seniors	change at Knox	peer first-years	peer seniors	change at CIRP peers
I frequently felt overwhelmed by all I had to do.	31.0%	44.3%	13.3	29.8%	37.8%	8.0

Knox seniors are also less often bored in class than seniors at peer institutions:

	Knox first-years	Knox seniors	change at Knox	peer first-years	peer seniors	change at CIRP peers
I frequently have been bored in class.	38.4%	15.1%	-23.2	37.6%	20.5%	-17.1

One final piece of information from CIRP that may be related to "high expectations": Knox seniors self-report GPAs in the "A" range less often than seniors at peer institutions:

overall GPA (student-reported)	Knox seniors	CIRP peer seniors
A+, A, or A-	36.9%	42.9%
B+, B, or B-	52.3%	53.0%
C+, C, or C-	10.75	4.0%

This finding is confirmed by evidence from the Franklin and Marshall Grade Survey, which collects information from 26 cooperating prestigious liberal arts peer institutions. For 2007-2008, Knox's all-college GPA of 3.21 positioned us 20th (lowest) among the 26. The GPAs for these schools ranged from 3.04 through 3.54 with a mean of 3.31. The results for 2006-07 were nearly identical: we ranked 20th among 26 with an all-college GPA of 3.17. For the 26 college group, the mean GPA was 3.29 and the range extended from 3.05 to 3.52. The Knox GPA has been creeping up over the last decades, but others' have been also, and our students have a lower GPA overall than at peer institutions. More research would be needed to determine whether this difference comes from higher expectations of our students—as we would like to think—or from lower performance by our students.

SUPPORTIVE AND EGALITARIAN ENVIRONMENT

The extent to which Knox stands out from its peers on the supportive character of its environment is evident in the NSSE benchmark of "Supportive Campus Environment":

³ First-year students take the CIRP survey during new student orientation, so the "first-year" measure for CIRP is descriptive of students' last year of high school.

NSSE Benchmark: Supportive Campus Environment (SCE)

Benchmark	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
SCE	70.0	63.6	***	66.7	*

A few individual questions show that this supportiveness is felt in both academic and non-academic arenas:

To what extent does your institution emphasize each of the following? Scale of 1 to 4 from very little to very much.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Providing the support you need to help you succeed academically (10b)	3.50	3.28	***
Helping you cope with your non-academic responsibilities (work, family, etc.) (10d)	2.44	2.13	***
Providing the support you need to thrive socially (10e)	2.60	2.41	*

As seen in an earlier discussion of the character of the Knox community (Chapter 4), "supportive" is one of the most frequently agreed upon characteristics, just after "friendly." (See also Chapter 4 for a discussion of the less-agreed upon characteristic of "egalitarian.") Analysis of what makes Knox a supportive environment for learning will take us on a tour of several key components of the campus environment: faculty-student learning relations, student-student learning relations, student-initiated learning experiences, learning resources, and special programs in support of learning.

Faculty-student learning relations: Faculty-student learning relations are at the heart of a Knox education. A number of measures in NSSE indicate that this area is, indeed, one of our strengths. First, our strong showing on the collective benchmark of "Faculty Student Interaction":

NSSE Benchmark: Faculty Student Interaction (FSI)

Benchmark	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
FSI	60.2	52.0	***	55.2	**

Many individual questions on the NSSE survey give a closer view of some of the elements that make up this positive faculty-student interaction:

In your experience at your institution during the current school year, about how often have you done the following? Scale of 1-4 from never to very often.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Discussed grades or assignments with an instructor (1n)	2.99	2.84	*
Talked about career plans with a faculty member or advisor (1o)	2.93	2.71	**
Discussed ideas from your readings or classes with faculty members outside of class (1p)	2.65	2.42	**
Received prompt written or oral feedback from faculty on your academic performance (1q)	3.20	3.03	**
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (1s)	2.48	2.23	**

Which of the following have you done or do you plan to do before you graduate from your institution? Coding of 0 or 1, where 1 is "done." (Resulting score if percentage of students who have done the activity.)

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Work on a research project with a faculty member outside of course or program requirements (7d)	.53	.37	***

Another measure of faculty-student contact outside the classroom comes from the CIRP survey, which asks students if they have been a guest in a professor's home frequently or occasionally.

	Knox first-years	Knox seniors	increase at Knox	peer first-years	peer seniors	increase at CIRP peers
Have been a guest in a professor's home frequently or occasionally	40.9%	86.0%	45.1	30.4%	66.5%	36.1

Such hosting of students in faculty homes is supported by the College through reimbursement of expenses, typically totaling about \$8,000 per year, with about half of that spent on the dinners that faculty are expected to have with new first-year advisees.

Given all these "above peers" indicators, it is surprising that on a general question on the NSSE survey asking students to rate the quality of their relationships with faculty, we come out above our selected peer institutions, but not at a statistically significant level (above $p < .05$):

Select the circle that best represents the quality of your relationships with people at your institution. Scale of 1 to 7, from "unfriendly, unsupportive, sense of alienation" to "friendly, supportive, sense of belonging."

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Relationships with faculty members (8b)	6.03	5.86	--

Academic advising: One significant component of faculty-student interactions is that which occurs between advisors and advisees. Part of the new curriculum put into place in 2001 was its expectation that advising would take on a heightened profile, supporting the expanded degree of choice and deliberation in the path to a Knox degree. Advising is included as one of the goals in the 2006 Strategic Planning Notebook: "Develop the advising system as a central emblematic feature in the Knox academic experience in order to position Knox uniquely among its peers." Several initiatives were planned in support of this goal:

- The concepts of "guided independence" and "owning your own education" will be further established in order to depict Knox as an institution where education is collaborative—something faculty do *with* students, not *to* them. A booklet (and web site), *Academic Knox*, were developed to help educate students (and faculty) in the workings of the Knox educational program.⁴ We also made a start at enhancing the preparation of advisors with a one-day workshop for new (and other interested) advisors, held in late summer, beginning in 2004.
- Electronic portfolios will be implemented as anchors for advisor/student dialogue and as repositories for student reflection, planning and assessment. Electronic portfolios were designed in-house in 2001 and provided to students and advisors. Few people used them, for various reasons. The Curriculum and Executive Committees decided to discontinue the portfolios a few years ago, when a change in our computer system would have necessitated extensive work for their transfer. More flexible portfolio models are now readily available from outside providers, and may be something to consider.
- The student Educational Plans (sophomore year) will be implemented as a significant benchmark in each student's education. As discussed in Chapter 5, we have a long way to go towards successful implementation of Educational Plans.
- The Fall Institutes will be funded and implemented as unique events to strengthen educational advising, assessment and planning. (For the successful implementation of this program see discussion below, in the section on the Center for Career Planning and Pre-Professional Development.)

Evidence about advising is available from national and internal surveys, which show mixed success. According to data from the NSSE survey, we are doing as well as our selected peer institutions—not strong enough "to position Knox uniquely among its peers":

⁴ *Academic Knox* on the web: <http://www.knox.edu/Academics/Academic-Knox.html>.

Overall, how would you evaluate the quality of academic advising you have received at your institution?
Scale of 1 to 4, from poor to excellent.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Overall quality of academic advising (12)	3.24	3.23	--

We included a number of questions about advising on the internal surveys for faculty and students, questions originally designed a couple of years ago by an ad hoc group looking at the evaluation of advising. A full analysis of this data has been done by the Associate Dean of the College, and is available in the Resource Room. Some key observations, looking at responses of "agree" or "strongly agree" on the student surveys:

- 86% of students are satisfied with their advisors overall, with very high percentages agreeing with characterizations of advisors such as "responsive, available, approachable" (all in the 90% or higher range).
- Students find their advisors well-prepared to advise them on core academic matters such as graduation requirements and college policies (83-95% agreement), but not as responsive when asked for help in regard to an individual's academic difficulty (64% agreement, with 20% responding "don't know" or NA).
- Students find their advisors less well-prepared to help on matters beyond the core of the academic program, ranging from a high of 63% agreeing that the advisor is helpful regarding support services on campus, to lows of 34% (life after Knox), 29% (off-campus programs) and 18% (internships). The low responses on the last three are at least in part explained by the presence of offices on campus dedicated to helping students in each of these areas: the Center for Career and Pre-Professional Development for internships and life after Knox, and the Global Studies Center for off-campus programs.
- Students commonly ask for advice about academic and/or career planning from someone at Knox other than their advisor (75% answering yes).

And from the faculty surveys:

- In ranking the importance of several major components of their work as a faculty member, advising comes in third, with 61% judging it important or very important. (First is teaching at 100%, second is scholarship/creative work at 90%, and fourth is service, at 57%.)
- In ranking how much they enjoy each of these components of their work, the ranking is similar, but with advising and service tying for third place: teaching is first with 99% positive, then scholarship/creative work at 96%, and advising and service tied at 59%.
- When asked how well they think the institution recognizes achievement in these areas, advising comes in at the bottom: teaching first (81%), scholarship/creative work (80%), service (25%), advising (10%). It would, indeed, be difficult for the institution to recognize achievement in advising, since the College only gathers evaluative information on advising at three points in a faculty member's career:

second contract review, tenure review, and review for promotion to full professor.⁵

- Faculty feel most prepared to advise on the core academic matters on which students rate them highly as advisors. They feel less prepared to advise in those areas in which students also find them less helpful.

We have not yet addressed head-on the goal of developing "the advising system as a central emblematic feature in the Knox academic experience in order to position Knox uniquely among its peers," an undertaking that would include the complex issues of faculty time and priorities as well as student needs. In an important move in this direction, a faculty member has been asked to coordinate a review of the advising system, beginning this fall. The survey data presented in this self-study will provide him a useful base for beginning the inquiry.

One further note: Students have another important source of help for academic advising, beyond the faculty advisor or other faculty they know—the Associate Dean of the College and the professional staff in the Office of Student Development. Both the Associate Dean of the College and the Dean of Students spend many hours a week in individual consultations with students, over problems that are sometimes academic, sometimes personal, and often a mixture of the two. The Associate Dean of the College, for example, spends about 35 hours a week in such appointments, and e-mail comes in at all hours to both offices. It is not always self-evident to students which office they should go to for which sort of problem. While it is good that students have the flexibility to go to a Dean in either office, there could be better coordination between the two offices to insure that relevant academic and personal information is known in both offices.

Student-student learning relations: Of the five NSSE benchmark measures of student engagement, there is only one on which we do not surpass our selected peer institutions by a statistically significant margin:

NSSE Benchmark: Active and Collaborative Learning (ACL) (Seniors)

Benchmark	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
ACL	55.7	54.0	--	59.7	** (low)

Viewed in another way, however, the "on the par with peers" response of Knox seniors can be seen as a significant achievement, given how much lower the response was in Knox first-years:

⁵ Evaluation is done by means of a qualitative survey sent out by the Associate Dean of the College, who reads and summarizes the responses, passing on his summary and recommendations (where appropriate) to the Dean of the College and the Faculty Personnel Committee. Unlike teaching, research, and service, advising is not usually considered in the biennial salary reviews of faculty.

NSSE Benchmark: Active and Collaborative Learning (ACL) (First-Years)

Benchmark	Knox first-years mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
ACL	43.5	47.2	** (low)	51.6	*** (low)

NSSE data is taken from first-year and senior students in the same year, so it does not tell us about development over time, but it may link up with evidence discussed above that shows Knox students also measuring relatively higher as seniors than as first-years on the "level of academic challenge" benchmark.

Looking at the specific elements that make up the benchmark is useful for seeing the areas in which Knox could improve. In all these areas seniors are at the same (or in one case better) level as seniors at peer institutions; our particular weakness is with first-years:

In your experience at your institution during the current school year, about how often have you done the following? Scale of 1-4 from never to very often.

	Knox FY mean	NSSE selected peers FY mean	level of statistical significance	Knox SR mean	NSSE selected peers SR mean	level of statistical significance
Asked questions in class or contributed to class discussions (1a)	3.04	3.13	--	3.41	3.35	--
Made a class presentation (1b)	2.12	2.38	*** (low)	2.76	2.87	--
Worked with other students on projects during class (1g)	2.34	2.34	--	2.28	2.33	--
Worked with classmates outside of class to prepare class assignments (1h)	2.45	2.68	** (low)	2.73	2.82	--
Participated in a community-based project (e.g. service learning) as part of a regular course (1k)	1.43	1.59	* (low)	1.86	1.74	--
Discussed ideas from your readings or classes with faculty members outside of class (1p)	2.05	2.12	--	2.65	2.42	**

One form of student-to-student learning that is not captured in the above questions is the frequency with which students work together as tutor and tutee. (NSSE question 1h asks specifically about working with "classmates" outside of class.) The Knox Center for

Teaching and Learning runs an extensive peer tutoring program, used by large numbers of students; the program is described in more detail below.

In keeping with our strong showing on measures of faculty-student interaction, the one measure of "active and collaborative learning" on which Knox students (seniors) outstrip their peers is in discussion with faculty members outside of class. We may want to pay more attention to ways of encouraging students to collaborate with each other. Many faculty have begun to use programs within Moodle (our course management system) to increase student collaboration outside of class. These and additional methods could be prime topics for a revived faculty development program.

Learning resources: Physical spaces and resources, along with the staff that promote and manage the use of those spaces, are also key to the supportive learning environment at Knox. Here we consider the college libraries, art and performance spaces, and science and language laboratories. Classrooms are considered later in this chapter.

Libraries: The two principal libraries of the College are the Seymour Library and the Science Library located in the Umbeck Science-Mathematics Center. The former is regarded by students, staff, faculty, alumni and visitors as a "jewel" for the campus, a building that combines both contemporary and heritage architecture, creating a variety of inviting spaces in which to read and/or study. While not usually evident to library users, the building has significant physical problems, including climate control, leaks, and inadequate space, problems that are slowly being addressed through the college's capital projects efforts. The physical needs will require several hundred thousands of dollars in repair. The College continues to look at potential off-site storage locations to address the space issue. The Science Library is also increasingly cramped for space and does not provide the kinds of study space in demand by faculty and students (e.g., only one group study room); plans for reconfiguration are part of the larger plan for renovation of the Science-Math Center (see Chapter 15). There is a small music library located in the Ford Center for the Fine Arts. Not much larger than a faculty office, it is used for shelving CDS, records and musical scores. It is also used as a listening facility, but has only four listening stations.

At our last reaccreditation, the consultant-evaluators noted that our "library acquisition budgets [were] exceptionally low." While recognizing the need for additional funds for acquisitions, we have never been entirely comfortable with that characterization. Comparing institutional endowments and library expenditures for a dozen independent liberal arts colleges of the same size as Knox, our collection size and number of items added annually compare favorably with peers⁶; in contrast, looking at peers with endowments of \$200 million or more, we don't come close to the size of their collections, the annual growth of collections, etc. In spite of incremental additions to the acquisitions budgets in the past decade, the College Librarian estimates that we would need at least another \$150,000 per annum to have kept up with the schools to which we once compared favorably.

⁶ The schools are: Alma, Austin, Beloit, Coe, Cornell, Kalamazoo, Lake Forest, Lawrence, Mills, Monmouth, Randolph-Macon, Whittier.

Library Acquisitions Expenditures, FY99-FY08

	BOOKS*	PERIODICALS	DIGITAL	TOTAL
YEAR				
1998-99	122,924	163,599		286,523
1999-00	117,722	179,615		297,337
2000-01	122,634	157,406	22,986	303,026
2001-02	126,766	145,410	42,060	314,236
2002-03	160,588	168,099	45,000	373,687
2003-04	98,586	146,758	34,809	275,153
2004-05	108,649	155,965	46,944	311,558
2005-06	115,599	153,446	60,762	329,807
2006-07	126,889	165,724	54,328	346,941
2007-08	120,469	207,490	40,165	371,121

*includes operating and restricted endowment funds

The 1999 consultant-evaluator report also noted that “The library’s book and periodical holdings are seriously limited for meeting the college’s educational goals.” Again, we would take issue with the direness of this assessment. In any case, our holdings have increased in the past decade, especially through access to digitalized collections, even while there are some online periodical packages standard at many academic libraries that we cannot afford. In spite of this, all major journal indices for the disciplines of our curriculum are available here online. A decade ago, access to academic periodical literature was limited to the approximately 750 print subscriptions we maintained and the approximately 2,500 periodical articles received annually through interlibrary loan; today Knox students, faculty and staff have access to the full text of more than 12,000 periodicals available online through services such as EbscoHost, LexisNexis, Sage Journals Online, and JSTOR.

From the standpoint of course needs, either our own collections or interlibrary loan address most needs. The commitment to student research pushes the limits of our resources. In part, student (and faculty) research needs are addressed through the very well-used interlibrary loan service, expanded in 2007 to include book loans through I-Share. The strain is greatest in newly added fields (such as neuroscience and earth science) for which we are only now beginning to buy books and where journal subscriptions are inadequate for student research needs.

The library has also improved many of its services over the last decade. Course- and project-oriented instruction continues to be provided by the professional library staff, now enhanced by their commitment to and knowledge of leading-edge information technology. The library staff played a critical role earlier in the decade when we developed the "information literacy" component of the new curriculum, providing workshops for both faculty and students. A new, more user-friendly and accessible on-line catalog system was implemented in 2007, a consortial Endeavor voyager system supported by the Consortium of Academic and Research Libraries in Illinois at the

University of Illinois. In 2003, Seymour Library became the first wireless building on campus through a small grant. In 2004 the library began licensing OCLC's ILLiad to support a paperless interlibrary loan system. In 2004-2005, we became a member of the Center for Research Libraries, which has helped to identify primary sources that can be borrowed on term-long loans to support student research-oriented 300-level courses and honors projects. Since 2005, the Andrews Forum area on the main level of the library has served as an instruction area during the day and group study area on evenings and weekends. Working with Student Senate, longer and more consistent weekend hours were established for Seymour Library; this involved a monitoring system to count numbers of people entering and leaving the library in 2007 to track use patterns hour by hour and day by day.

Art and Performance Spaces: The Ford Center for the Fine Arts (CFA) provides facilities for the music, theatre and art departments. In the past ten years, the most significant change in these areas has resulted from both the strengthening of these academic programs and the new general education program that requires at least one credit in the arts. This requirement has created enrollment pressures in all three departments, with facilities-related pressures particularly in studio art and music.

In studio art, the CFA studios are at full capacity, particularly for general education students. Five years ago, senior majors were finding themselves without dedicated studio areas through which they could develop their senior portfolios/collections. In 2005, parts of the basement of the Auxiliary Gymnasium were made available to seniors for this purpose. Since then, additional areas of the basement have been dry-walled and lighted to expand studio space. During the past decade, much art department equipment has been replaced or increased. A new kiln was built and the ventilation system for the kiln areas was improved. Through a grant from the Frederick E. and Ida H. Hummel Foundation, a widescreen plasma monitor connected to a computer with internet access was established in the art studios so that students could have on-site reference to images of works of art. Pressures on art studio space still remain, however. Exhibition space will soon be enhanced through the leasing of space off campus.

The new general education requirements have also had an impact on the music program, with enrollment pressures resulting in sign-ups for individual lessons.⁷ A recent curricular revision in the Music Department is aimed at enhancing the attractiveness of and strengthening the music major; it also limits opportunities for the use of lessons or ensembles to meet the Arts Foundation graduation requirement. To support growth in the academic side of the program, new technology has been introduced in two classrooms to accommodate both video and audio materials. Challenges remaining include: (1) The music facility includes only 14 practice rooms to support approximately 200 students taking individual lessons per term. (2) The one room designed as an ensemble rehearsal space can serve only a small minority of the 22 student ensembles. (3) Jay Rehearsal Hall requires computer projection so that it can be used for teaching as well as rehearsal

⁷ The number of music lessons in 2000/01 (before lessons counted for the Arts foundation requirement) was 184. The number of lessons has increased steadily since the new requirements, with a high of 669 in 2008/09.

space. (4) Kresge Recital Hall receives inordinate wear and tear because of its use for non-recital activities (e.g., weekly common lectures for the First-Year Preceptorial, rehearsals for various ensembles, occasional outside lecturers), with many of the non-recital activities needing sound and video technology for which the room was not designed. In short, music facilities are bursting at the seams. It is likely that some relief on space for lessons will occur with the removal of "Arts Foundation" credit, but ensemble needs will continue and pressure on classroom space may grow.

The Theatre program has been enhanced by new digital technology used for lighting and stage design, particularly in Harbach Theatre. However, for students working on design projects, the small workroom with digital equipment is inadequate to the task. In recent years, the stage lighting system has been replaced and sound equipment has been improved; plans are being made to add a work-light system so that stage lighting does not have to be deployed for non-theatre uses of the space. The Theatre Department also houses the dance program, which has grown significantly since the last re-accreditation review. Currently staffed at 1.5 FTE and offering a minor, the dance program uses the Auxiliary Gym as a dedicated class and rehearsal area. The popularity of dance performances, both by the Dance Program as well as the student Terpsichore Dance Collective, attracts audiences which now exceed the safety capacity of the Auxiliary Gym, requiring the scheduling of these performances (and final rehearsal times) to be coordinated with the theatre production schedule.

Finally, all three programs utilize specialized spaces and equipment that require staff support that the College has been unable to provide at an adequate level. Music, dance, theatre, and studio art all require staff support similar to the support available in the sciences (e.g., lab coordinators). In the absence of such help, the department relies on a combination of (a) student support (which is not always reliable and which does not provide continuity), and (b) faculty efforts that go beyond the appropriate expectations of faculty work. The need is recognized, but the ability to address it for these three very active programs has not yet been achieved.

Science Laboratories: The academic programs located in the Umbeck Science-Mathematics Center (SMC)—Biology, Biochemistry, Chemistry, Computer Science, Environmental Studies, Mathematics, Neuroscience, Physics, and Psychology—all require specialized laboratory facilities for both teaching and research. These facilities include complex equipment, such as specialized safety equipment, storage facilities for dangerous materials, animal care facilities, specialized ventilation, and climate control systems. Since the last re-accreditation review, several improvements in the facility have been completed. A computer science “crash-and-burn” laboratory was established, where students can do experiments with computers, operating systems, and web security in isolation from the rest of the College's network; a molecular biology laboratory was renovated and reequipped through a grant from the Scripps Foundation; a small earth sciences laboratory and a Geographic Information Systems (GIS) lab were built in 2008, funded by a grant from the Scripps Foundation; the mathematics conference room/lounge was renovated in 2007; several classrooms were renovated, with new technology installed, including the Francois Classroom in the psychology wing. The classroom

renovations have reflected the increasing demand for flexible spaces which allow for varied methods of instruction, including lectures and small-group work.

The incremental improvements, however, don't address more substantial teaching and learning challenges. Additional flexible teaching spaces are needed. While a number of research and instructional grants have helped the departments keep much of their equipment up-to-date, in several cases more "structural" equipment (e.g., hoods in the chemistry labs) require replacement. The building arrangement now distributes faculty from the same department on different floors, creating an obstacle to regular interaction and collegiality. And there is a lack of informal or small group study space. In 2007, the SMC faculty began a project to re-think classroom approaches and student/faculty research as the basis for developing plans for a renovated science facility. The project included an assessment (by both a scientist experienced in this area and by an architect) of the potential for the current structure to be renovated appropriately, or whether an entirely new building was needed. The result was confirmation of the potential of the current building to accommodate significant internal renovation that will greatly enhance support for current and future science research and pedagogy. In the summer 2009, the science faculty began working with an architectural firm to develop a master plan for a renovation; at the same time, two smaller renovation projects, consistent with the master plan, are in development: a proposal to the National Science Foundation to create new chemistry/biochemistry research labs (submitted August 2009) and a proposal to the National Institutes of Health to create a new animal research facility (to be submitted September 2009).

Finally, the laboratory components of all the science departments do not have enough support; while the number of science faculty has grown and programs have expanded since our last re-accreditation review, the number of professional support positions (two lab managers and a science technician) has remained the same. Chemistry and biology have "lab assistant" para-professional positions, often held by recent alums. In addition, there is a Biology Laboratory Manager, a Chemistry Laboratory Manager, a Science Technician, and Technical Assistant in Biology (responsible primarily for the greenhouse). The daily needs for laboratory set-up and the support for an energetic student research program in each department exceed this level of support.

Language Learning Center: In the last ten years, the functions of the language lab have broadened considerably, taking advantage of new developments in technology: computer-assisted learning, international news broadcasts (SCOLA), and audio/video (both production and hearing/viewing). The web-based technology of language learning programs has advanced to a degree that we are now able to make computer-based assignments on the web, freeing up space in our lab for a much expanded and enhanced role for audio and video production and viewing. Renovations of the Language Learning Center will take place in December 2009, and will include viewing rooms and work stations for audio and video editing.⁸ Although designed for students and faculty in the Department of Modern Languages & Literatures, the facility will be open to others and

⁸ The renovations are being funded through the Johnson Modern Language Fund, along with some additional college funding.

will help meet the growing across campus in audio and video production. It will also support our efforts to internationalize student learning.

Special programs in support of learning: Several special programs or Centers are dedicated to the support of student learning at Knox:

The Center for Teaching and Learning (CTL): The CTL was established in 2002 as one of the six Centers envisioned in support of the new curriculum. It was created out of the former Learning Center, which had been established in 1996 as a writing/tutoring center. The re-thinking of the CTL included making a more clear distinction between an all-campus learning support center (the CTL) versus the federally funded TRIO Achievement Program at Knox (see below). The relocation of both programs to the same facility—a renovated house on the west side of campus, near the main student residence halls—has shown that both programs can fulfill their mission and develop synergy that benefits students, even while keeping budgets and staff distinct.

The CTL is staffed by 2.4 FTE professional staff and 55-65 peer tutors who are trained through a tutor training program certified by the College Reading and Learning Association (CRLA). Professional staff include the Director, an Academic Coordinator, and a Writing Coordinator. The major areas of CTL activity are: CTL courses, support of student writing and of the teaching of writing, tutoring across the curriculum, and academic accommodations. The eleven courses now offered by the CTL are in English language acquisition, developmental mathematics, and in pedagogical instruction (designed for peer tutors). Developments in the last ten years include the following:

- open tutoring three evenings a week in Seymour Library (the "Red Room" study tables);
- certification of the tutoring program four times at the highest certification level recognized by CRLA;
- development of seven new courses ("Pedagogy in Practice," "Introduction to Peer Tutoring," "Advanced Peer Tutoring," "Teaching Writing," "Business and Technical Writing," and two new courses in mathematics);
- successful application for two grants from the Longbrake Foundation that allowed for purchase of computers in the CTL and for wireless service in the CTL and in Seymour Library.

In each of the last two years, well over 400 students (about 30% of the study population) have taken advantage of CTL services.⁹

TRIO Achievement Program (TAP): The TRIO Achievement Program is one of two TRIO programs at Knox funded by the U.S. Department of Education; the other is the McNair Program, discussed below. TAP is a Student Support Services project, providing support to eligible students (low-income, first-generation, or with a permanent, documented disability that impacts the educational experience). Two-thirds of the 160 students who participate in TAP each year must be both first-generation and low-income

⁹ The CTL web page: <http://www.knox.edu/Offices-and-Services/Student-Development/Center-for-Teaching-and-Learning.html>.

or be a student with a disability. The program focuses on five central goals: retention, graduation, good academic standing, graduate/professional school enrollment, and positive campus climate for TRIO students. TAP has been at Knox since 1973, known prior to 2007 as the Educational Development Program. Although the program has sustained in recent years changes in leadership, the physical relocation of the program, and a new name, the primary legislative intentions of the program have remained constant—the retention, good academic standing, and graduation of first-generation, low-income students at Knox. The program has four staff members, a Director who works full-time on a 12-month contract and three others who work full-time for 10 months of the year: an Academic Coordinator, Writing Coordinator, and a Program Coordinator who provides administrative support.

One measure of the success of the TAP program is to compare those students who have participated in the program with students who are TRIO-eligible but who have not participated. Recent data demonstrates that TAP participants:

- earn higher grades in First Year Preceptorial;
- earn higher grades in their first term at Knox;
- earn higher grades in their first year at Knox;
- are more likely to return for their second year at Knox;
- are more likely to remain in school and graduate at Knox;
- are more likely to enroll in graduate/professional school.

TAP reports annually to the U.S. Department of Education on their level of success with project participants. In the most recent report, new TAP participants had a retention rate of 94.7% to the second year—exceeding eligible students not served by the program by 19.3 percentage points and exceeding the non-eligible population of students by 6.5 percentage points. Of the 160 students who participated in TAP during the 2007-2008 academic year, 92.5% ended the year in good academic standing. For two consecutive years, TAP has had more than 90% of its active participants persist or graduate. The tremendous success of TAP can be contributed to a results-oriented program design, extensive contact with participants, improved integration with other division offices/activities, and stronger program identity. Students must meet active participation requirements to remain in the program, but the vast majority of students far exceed the minimum levels. In fall term 2008 alone, TAP staff had 1,713.6 hours of contact with program participants, averaging more than ten hours of contact per student—the greatest level of contact in the 35-year history of the program at Knox.¹⁰

Ronald E. McNair Program: Also funded by a grant from the U.S. Department of Education, Knox's second TRIO program focuses on preparation for graduate study through participation in special research-focused seminars and in a variety of research and scholarly activities, including supported summer research. For further details and an

¹⁰ The TAP web page: <http://www.knox.edu/Offices-and-Services/Student-Development/TRIO.html>.

account of the McNair program's impressive success, see Chapter 5, the section on student research.¹¹

Center for Intercultural Life (CIL): The CIL is another Center established as part of the 2001 curriculum review, with its origin in the intercultural life office. The Center now has dedicated space in a renovated cottage close to four large student residences. The administrative structure was changed so that the two CIL Directors could focus on specific student populations, one focusing on international students and the other on U.S. students of color. The Center staff work in a variety of capacities with students to support them with their academic, cultural, and co-curricular concerns. In addition to the support provided to individuals, the Center also supports diversity-related clubs and organizations (such as Casa Latina, Allied Blacks for Liberty and Equality, the International House, and the Human Rights Center) and has been consulted by college committees (Academic Standing; Campus Diversity; Admission, Retention, and Placement). Since 2006, Knox has partnered with the Associated Colleges of Illinois in the College Success Network, an academic support program for otherwise unserved students with first generation, low income, or student of color status. An increase in Asian American enrollment from 5% in 1999 to 7% in 2008 has contributed to the start of an Asian Heritage Week. A shift in international student population from India to east Asia has also contributed to this development.¹²

Center for Career and Pre-Professional Development (CCPPD): Another Center founded after 2001, the CCPPD is a reconfiguration of the former Career Center. A second full-time professional position of Internship Coordinator was added in 2002, which has had a significant impact on students' awareness of and participation in internships. (See Chapter 8 for further discussion of internships.) The Center moved out of the Science-Math Center to its own dedicated space in the summer of 2007. The CCPPD is now in a stand alone, two-story building that is easy to find, visually appealing, and that provides students with meeting space and a research library as well as offices for the staff. New leadership and increased staffing have led to an increase in usage of the Center. Between 2001/02 and 2007/08, the total number of student contacts increased by 41% (from 1,791 to 2,531). The number of individual students or alumni making contact has only been counted since 2005/06; in the three years since, that number increased by 26% (from 547 to 689). The number of recruiters on campus increased by 32% (from 80 to 106), and the number of students participating in workshops by 15% (from 549 to 628).

The CCPPD continues to carry on its longstanding mission of preparing students for their careers after graduation and for a life of citizenship and leadership. In addition to the much increased attention to internships, two other once-a-year programs have been added to Center-directed events.

¹¹ See also the McNair Program web page: <http://www.knox.edu/Academics/Distinctive-Programs/Ronald-E-McNair-Program.html>.

¹² The CIL web page: <http://www.knox.edu/Offices-and-Services/Student-Development/Center-For-Intercultural-Life.html>.

The one-day "Fall Institute," was developed through the collaborative work of a number of staff and faculty from across the College in connection with the implementation of the new curriculum. In keeping with one of the goals of the curriculum renewal—to be more conscious of and attentive to students' academic and career needs beyond the classroom—the Fall Institute, now planned and administered by the CCPPD, is designed to reach all students, from first-years through seniors. The first Institute was held in 2004. It takes place during the pre-enrollment period, with classes suspended for the day so that students are free to attend workshops and faculty members are able to meet with advisees throughout the day. The purpose of the Fall Institute is to draw students' attention to various stages of educational experience, to make them aware of the resources available on campus, and to give them concentrated help in relevant areas. In 2008, a total of 35 workshops were offered in three areas: *maximizing your Knox experience* (information about particular academic departments, honors research, etc.), *the job track* (internships, career development skills), and *graduate and professional school planning* (preparing for law school, med school application process, fellowships). We have further to go with regard to publicizing the Fall Institute to students and faculty and to stimulating high student attendance, but the students who do attend the sessions seem to find them helpful. When asked about their Fall Institute experiences, typical comments from students include:

- “Fall Institute is an excellent time to meet with professors and to make academic plans for the coming terms, as well as the coming years.”
- “The off-campus study seminar was awesome! The student panel was really helpful.”
- “I enjoyed the opportunity to attend these workshops because they aided in my decisions of guiding and developing my academic career here at Knox.”
- “I appreciated a chance to sleep in a little combined with the informational seminars.”
- “Please understand that even if students do not attend the events, they are still benefiting greatly from the offer and the extra time.”¹³

Total attendance for all Fall Institute workshops in 2008 was 549, with attendance at individual workshops ranging from three (funding undergraduate research, experiential learning) to 100 (off-campus study).¹⁴

Another new program, beginning in 2008, is the annual John D. Carlin Career Development Forum, established with funds made available through the John D. Carlin Career Development Support Fund. A panel discussion in the evening with representatives of a variety of fields (some Knox alums, some not) is followed by a brunch the next day with interested students and faculty. A second Forum was held in spring 2009.

¹³ The library staff notes especially high usage of the library throughout the day of the Fall Institute.

¹⁴ For further description of the Institute and its activities, go to: <http://www.knox.edu/offices-and-services/student-development/center-for-career-and-pre-professional-development/fall-institute.html>. The main web page for the CCPPD is: <http://www.knox.edu/Offices-and-Services/Student-Development/Center-for-Career-and-Pre-Professional-Development.html>.

Finally, although not a project of the CCPPD, Knox has participated in the Kemper Scholars Program since 2002, when the College was selected to join a small group of institutions nationwide who have the opportunity to select students for this program. Operated by the James S. Kemper Foundation of Chicago, the program encourages outstanding students in the liberal arts to gain experience, contacts, and training, potentially leading to careers in administration or business. One new Kemper Scholar is selected each year from the first-year class. Scholars receive an annual scholarship and internship/grant opportunities for the summers after the sophomore and junior years.

Pre-law and Pre-medicine/health: Knox has long-standing programs of support for students interested in law and medicine/health. Each program is overseen by a faculty member, who receives released time and/or a stipend for this service. We continue to have strong success rates for admission to law and medical school. Over the last several years, 90% of Knox students who work with the pre-law advisor have been admitted to one or more law schools. With regard to medical school, the acceptance rate for Knox graduates for the last four years is close to 80%, against a national acceptance rate of just under 50%. The amount of work involved in supporting students interested in medical fields has increased; additional staff support, perhaps in conjunction with the CCPPD, is needed in order to relieve the overload undertaken by the faculty member currently serving as advisor.

A few significant changes have occurred in the last ten years that enhance the medical/health program:

- After many years of a successful and continuing Early Identification Program with Rush Medical College, we recently added a similar program with George Washington University. Knox and Rush are also close to finalizing negotiations for a revised Early Identification Program, with application at the end of the sophomore rather than first year.
- The College recently received the first installment of a gift that is scheduled to reach a total of \$500,000, in support of the premedical program. The Jirka Fund has already supported EMT (Emergency Medical Technician) coursework by our students (with 18 students completing EMT training this year), student travel to the annual meeting of the American Medical Student Association, a number of courses in the curriculum, and the premedical advisor's membership in the National Association of American Health Advisors.
- The pre-med/health advisor (who works with students interested in several health fields, not just medicine) has expanded the advising role, working with admission, coordinating speakers with CCPPD, working with the pre-health club (an American Medical Student Association affiliate), and advising on professional school applications.
- The internship coordinator in the CCPPD and the Director of the Center for Community Service (both new positions in the last decade) have

provided extensive support for students seeking experience in pre-med/pre-health fields.

That Knox, overall, is doing well on helping students prepare for their careers after Knox is indicated by the NSSE measure that shows us well ahead of selected peer institutions on students acquiring job or work-related knowledge and skills:

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following area? Scale of 1 to 4, from very little to very much.

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Acquiring job or work-related knowledge and skills (11b)	3.30	2.76	***

INFORMALITY AND OPENNESS THAT MIRRORS OUR MIDWESTERN SURROUNDINGS

Some people on campus question the use of the adjective "Midwestern" in the College's mission statement, wondering if this might narrow our appeal, or place us outside the mainstream of higher education. Yet the character and history of the College have been shaped by its physical environment and the character of the region. A landscape so open to a wide view may well be reflected in a regional (and campus) character of informality and openness.

The ways in which the general campus environment has such qualities is discussed in Chapter 4 in the section on the character of the Knox community, in the consideration of the characteristics of being "friendly," "open," and "informal." We will focus here on how one important element of the physical environment encourages such qualities in the learning environment: the physical nature of the classrooms.

The size and furnishings of a college's classrooms is a strong indication of the types of teaching and learning promoted or made possible at a given institution. A typical classroom at Knox has seats for 20-30 students, with movable furniture that makes possible small group work even in a larger class. The only classrooms with fixed seats are those in the four lecture halls on campus, which seat 47, 85, 89 and 135 students. One additional classroom with flexible seating can hold as many as 60 students. This classroom inventory limits us to no more than five classes at a time with more than 40 students, as shown in the tables below, which show the numbers of class sections with a given number of students. Having small classes with moveable furniture does not insure an informal classroom, open to and encouraging discussion among all students, but it certainly makes it possible, and these characteristics have been self-consciously taken into account whenever classroom renovations have occurred in recent years. (See Chapter 15 for discussion of classroom renovations.)

Comparison of size-of-class data from 2004 and 2007 shows that while the number of students has increased by 193 (16.5%, from 1,167 to 1,360), we have actually lowered the number of sections with 30 students or more.

Number of Class Sections with Undergraduates Enrolled Fall 2004

class sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	34	84	44	15	4	0		181

class sub-sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	9	18	5					32

Number of Class Sections with Undergraduates Enrolled Fall 2007

class sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	42	99	54	12	3	2		212

class sub-sections	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	5	22	5					32

CONCLUSION: STRENGTHS & CHALLENGES

Strengths:

- A strongly supportive learning environment as confirmed in the NSSE benchmark of "Supportive Campus Environment."
- Strong student-faculty relations as confirmed in the NSSE benchmark of "Student-Faculty Interaction."
- Expansion of the services of the CCPPD through the addition of internship coordinator and implementation of the Fall Institute program.
- Expanded CTL training of peer tutors, including external certification at the highest level.
- TRIO program grants that have continued uninterrupted for 35 years with strong student success in all program goals.

Challenges

- Review of advising system.
- Redesign of SMC.
- More attention to opportunities for collaborative learning.
- Space needs in campus libraries.
- Additional support staff in SMC and CFA.
- Additional resources for pre-professional advising.

Chapter 7

RESIDENTIAL CAMPUS CULTURE

This chapter proceeds according to the elements of the College's mission statement related to "our residential campus culture," one of the four means through which the mission of the College is carried out. Each section heading is taken from list of goals given for residential campus culture:

- ◆ encouraging personal, cultural and intellectual growth
- ◆ a reflective, tolerant and engaged campus community
- ◆ supportive residential opportunities
- ◆ numerous student organizations
- ◆ wide array of creative activities and cultural programming
- ◆ intercollegiate and recreational sports

ENCOURAGING PERSONAL, CULTURAL AND INTELLECTUAL GROWTH

As a residential college, Knox interprets its educational mission broadly, as concerned with all aspects of human development. While attention to intellectual growth is at the center (see Chapter 5 on the curriculum), many college resources are devoted to students' lives outside the classroom and to their development in areas other than intellectual. These resources are detailed below. The programs, organizations, and events discussed provide multiple venues where student growth is nurtured, reinforcing and going beyond the goals of the college curriculum.

Many of the resources for student development are centered in the Office of Student Development (OSD, previously the Office of Student Affairs), an office that has grown significantly in the last ten years. Knox's 1999 self-study noted that the Office of Student Affairs had gone through an "unsteady state," with three different Deans of Students in the previous five years. The most recent ten years, in contrast, have been marked by growth and stability. The Dean of Students, who is also Vice President for Student Development, has been at Knox since 1998; of the four associate deans, all have been at Knox for seven years or more. The office has grown from six professional staff to ten, with two further positions in Career Services also now reporting to the Dean of Students rather than to the Dean of the College, making a total professional staff of twelve. This growth in staff has been accompanied by a reorganization of the office, with areas organized under four associate deans: conduct and orientation, residential life, career and pre-professional development, and counseling/health center. The concern of the 1999 evaluation team—that "student services and residential life staffing is too thin to meet needs"—has clearly been addressed.

Does this increased and re-organized staffing, along with our institution-wide encouragement of personal, cultural, and intellectual growth, have the results we would desire? We can see possible areas of strength and weakness by looking at longitudinal data from the 2004 and 2008 CIRP surveys, which allow us to compare the four-year

change over time in Knox students with that of students from other non-sectarian four-year institutions.¹ Comparing the longitudinal data in this way allows us to control for what might be a norm of development over the college years. NSSE data from senior surveys, while not longitudinal, is also used where it confirms or refines the picture from the CIRP data.

Personal growth: Many of the CIRP questions focus on areas of personal growth. We have divided these into the following five categories: involvement in politics/social justice; social life; religious life; emotional and physical health; achievement orientation.

Involvement in politics/social justice: Knox students tend to be more active in political and social justice issues than their peers at other nonsectarian four-year colleges. Some of this is attributable to the character of the high school students we attract, but some is also attributable to change over time while at Knox. Entering Knox students more frequently characterize their political views as "far left" or "liberal" than entering students at peer institutions (**68.2%** to 37.9%; Knox figures in bold).² Most Knox students stay on that end of the scale, though some increase in the "conservative" category at Knox and some increase in the "liberal" category at peer institutions brings them a bit closer together. Knox students are also much more likely to socialize frequently with someone of another racial/ethnic group than students at peer institutions, a behavior that decreases over the four years, but decreases less at Knox than at peer institutions.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
political views "far left" or "liberal"	-7	+6.8	67.5%	44.7%
socialize frequently with someone of another racial/ethnic group	-8.8	-15.9	64.2%	50.8%

NSSE data confirms that Knox seniors interact significantly more with students different from themselves. On a scale of 1 to 4 (never to very often), Knox seniors gave a mean answer of **3.09** on having "serious conversations with students of a different race or ethnicity than your own" and **3.17** on having serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values." Seniors at our selected peer institutions gave mean answers of 2.78 and 2.91 to these questions, the difference statistically significant at a .001 level. Knox students also rated the institution higher on how much it emphasized "encouraging contact among students from different economic, social, and racial or ethnic backgrounds," with a mean

¹See Appendix 6 for a description of the survey data and how it was used in this self-study. Note that "peer institutions" in the CIRP comparison are different from the "selected peer institutions" of the NSSE comparison; these categories are explained in the appendix.

² This political leaning is also evident in higher levels of student agreement on several specific issues, such as "Abortion should be legal," "The death penalty should be abolished," "Marijuana should be legalized," and "Same-sex couples should have the right to legal marital status." Numbers are drawn from the 2008 CIRP survey (which includes comparison to 2004), unless otherwise noted. For a chart with extensive data relevant to student development, including more details on figures given here in the text, see Appendix 13. Summary reports of the full set of the 2008 CIRP and NSSE data may be found in the Resource Room.

of **3.04** versus 2.67 (on a scale of 1-4, very little to very much; significant at a .001 level).³

Frequent or occasional performance of volunteer work decreases over the four years at both Knox and peer institutions, but it decreases less at Knox, with more Knox seniors doing volunteer work: **77.4%** at Knox compared to 63.7% at peer institutions.

According to NSSE data, Knox seniors volunteer at a similar rate to our close peer institutions, but at a much higher rate than at Carnegie Class institutions: **81% (Knox)**/77% (selected peers)/68% (Carnegie Class); difference between Knox and Carnegie class significant at a .001 level.⁴

Knox students show a greater increase in voting in a student election (**19.7** increase versus 7.0 at CIRP peer institutions) and in working on a local, state, or national political campaign (**3.9** increase versus 0.7 decrease). In a list of objectives that students note as "essential" or "very important" to them, the following ones related to political/social justice goals show a higher increase at Knox than at peer institutions, as well as showing Knox seniors more committed to political/social justice involvement than their peers. Measures follow this format: increase at Knox/increase at CIRP peer institutions, % of Knox seniors recording this objective/% of peer seniors (Knox numbers in bold).

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
influencing the political structure	4.1	0.4	30.9%	21.8%
influencing social values	9.9	6.6	53.3%	48.3%
participating in a community action program	13.2	9.2	45.0%	33.9%
becoming a community leader ⁵	12.0	5.5	42.0%	38.6%
working to find a cure to a health problem ⁶	12.8	8.0	30.2%	26.9%

On another measure, the increase at Knox is the same as at peer institutions, but since Knox students entered with more commitment to this objective, Knox seniors also are higher than at peer institutions:

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
helping to promote racial understanding	5.3	5.2	49.7%	35.9%

³ NSSE questions 1u, 1v, and 10c.

⁴ Students inclined to volunteerism may be drawn to Knox in part by our Social Concerns Scholarships, instituted in 1996. These scholarships were introduced as a way of highlighting and supporting the College's long-standing commitment to social justice and equality. Awarded on the basis of involvement in social concerns during high school, as judged through an application essay and a recommendation, this scholarship goes to approximately 10-15 students in the entering class: <http://www.knox.edu/Admission-and-Financial-Aid/Cost-and-Financial-Aid/Scholarships/Social-Concerns-Scholarships.html>.

⁵ Knox started lower than peers but ended up higher.

⁶ Again, Knox started lower than peers but ended up higher.

Finally, in three other measures of objectives, the increase at Knox is lower than that at peer institutions, but entering Knox students were high enough above peers on these measures, that Knox seniors still measure above peers.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
becoming involved in programs to clean up the environment	6.0	11.8	31.8%	29.3%
helping others who are in difficulty	8.0	10.5	79.5%	75.7%
keeping up to date with political affairs	0.0	4.6	51.3%	46.1%

There are no measures of political/social justice commitment/activity that show Knox seniors as less involved than their CIRP peers.

Achievement orientation: Under the list of objectives in the CIRP survey are a number that have to do with aims of achievement. In all of the following categories, Knox students began lower than first-year students at peer institutions in percentage of students rating the objective as "essential" or "very important." They made a greater increase over the four years, but still ended up lower than at peer institutions in all these categories.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
having administrative responsibility for the work of others	13.1	8.7	32.2%	38.0%
being very well off financially	2.7	-4.4	43.6%	54.4%
becoming successful in a business of my own	4.6	1.8	23.8%	32.1%
becoming an authority in my field	5.3	4.2	55.6%	59.2%
obtaining recognition from my colleagues for contributions to my special field	11.9⁷	6.9	53.6%	53.8%

On a related item of "drive to achieve," students were asked if they rated themselves "above average" or "highest 10%" in comparison to the average person of his/her age. A similar pattern is seen: Knox students start out low, have a higher increase, and end up a little lower.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
drive to achieve	2.6	0.2	72.2%	78.3%

Social life: Knox students appear to be a relatively social bunch. They come in as first-year students with a similar percentage as their peers on measures of socializing with friends for 16 or more hours per week and for partying from 3-10 hours per week, but there is a greater increase at Knox on both measures:

⁷ In this category the increase is strong enough to bring Knox seniors essentially the same as their peers.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
socializing with friends 16+ hours/week	9.8	0.6	32.7%	26.1%
partying 3-10 hours/week	21.1	16.1	51.2%	44.2%

On the other hand, a similar (though somewhat broader) question from the NSSE survey shows little difference between Knox first-years and seniors, and no statistically significant difference with selected peer institutions:

About how many hours do you spend in a typical 7-day week relaxing and socializing (watching TV, partying, etc.)? (question 9d)

1=0hrs/wk, 2=1-5hrs/wk, 3=6-10hrs/wk, 4=11-15hrs/wk, 5=16-20hrs/wk, 7=26-30hrs/wk

	Knox College mean	Selected Peers mean	level of statistical significance
FY	3.94	3.90	--
SR	3.95	3.75	--

Looking again at evidence from the CIRP survey, Knox students enter with less social self-confidence than their peers, but then move up to close the gap:

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
self-confidence (social)	17.7	8.6	51.9%	52.6%

Some of this increased self-confidence may also be due to the relatively large amount of time that Knox students spend in student clubs/groups.⁸

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
participate in student clubs/groups 1-15 hours/week	7.0	8.3	72.5%	55.4%

Religious life: Knox students are less religiously-oriented than at peer institutions; about one-third of Knox students arrive and leave with "no current religious preference" as compared to about one-quarter at peer institutions. That low level of religious orientation gets lower or remains about the same over the four years at Knox, depending on the measure.

⁸ This high involvement is corroborated in the NSSE survey (question 9d), which shows Knox students (seniors even more than first-years) with more hours "participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)." The number is higher than at our selected peer institutions, but not at a statistically significant level. Compared to our Carnegie Class, the difference is significant at a .001 level. Our students' interest in the social side of life does not seem to carry over into an objective of raising a family. Though Knox students show a greater increase in this objective over the four years (5.2 versus 2.0), they start out so much lower that the end measure for seniors is still significantly lower than at peer institutions (61.8% versus 74.7%).

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
attended a religious service frequently or occasionally	-30.6	-26.9	39.5%	53.3%
no time spent in prayer/meditation	17.5	11.2	59.7%	50.2%
no current religious preference	1.2	3.1	33.5%	24.7%

The NSSE data shows a somewhat different picture. These same 2008 seniors participated in "activities to enhance spirituality" at a similar level as seniors at our selected peer group, though significantly less often than seniors at the Carnegie Class group (at a .01 level of significance). NSSE also asks about the extent to which the student's experience at the institution had contributed to "developing a deepened sense of spirituality"; here Knox rates lower than at our selected peer institutions, at a .01 level of significance.

Emotional and physical health: When asked to compare themselves with the average person of his/her age, Knox students follow a similar pattern in the way they respond to an assessment of emotional health and of physical health: fewer of them rate themselves "above average" or "highest 10%" when they enter as first-years, but they increase at a much higher rate than students at the CIRP comparison group, ending up close to their peers:

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
emotional health	15.2	2.6	48.1%	54.0%
physical health	12.6	-0.4	52.5%	52.0%

On the other hand, depression affects more students at Knox, with a higher increase over the four years:

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
felt depressed frequently	1.9	0.2	15.0%	7.8%
frequently felt overwhelmed by all I had to do	13.3	8.0	44.3%	37.8%

Higher levels of and greater increase in smoking cigarettes and drinking alcohol may be related indicators of issues with emotional health. It is not surprising that use of tobacco and alcohol increases in the college years, but these are not items where we want to be higher performers than our peers⁹:

⁹ Like other information from CIRP and NSSE presented in this report, the information on alcohol use and depression had not been seen by relevant staff until the data were reviewed as part of our self-study process. The Office of Student Development is now aware of the data, and will be studying the issues further, and then perhaps re-thinking the programs already in place, especially with regard to alcohol use. This is a good example of how institutionalized analysis and dissemination of data newly being done by the Office of Institutional Research and Assessment will help us in the future.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
smoked cigarettes frequently	6.9	3.5	11.2%	6.9%
drank beer frequently or occasionally	40.9	31.2	84.3%	75.0%
drank wine or liquor frequently or occasionally	44.7	33.3	95.0%	85.5%

Cultural Growth: Measures in CIRP relevant to cultural development have to do with arts-related objectives that students note as "essential" or "very important" to them. In all three, Knox students enter higher than others and in two also experience a greater increase in interest. That the objective of "writing original works" shows a slight decrease (while staying much higher than at other institutions) is likely attributable to the draw of Knox's very strong creative writing program.

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
becoming accomplished in one of the performing arts	5.9	1.3	32.2%	20.2%
creating artistic work	13.2	6.1	34.9%	22.6%
writing original works (poems, novels, etc.)	-1.4	3.3	31.1%	19.2%

A relevant measure in the NSSE survey asks about attendance at cultural performances (art exhibits, theatre, etc.). Knox seniors more frequently attended such events than at selected peer institutions, at a .001 level of significance. More detail about the types of cultural activities and programming available at Knox will appear below.

Intellectual Growth: We have discussed assessment of various elements of intellectual development in Chapter 5. A few measures from CIRP are added here as indicative of intellectual development. On the basic measures of "self-confidence (intellectual)" and "academic ability," Knox students respond very similarly to peer institutions, increasing about 10 points in self-confidence, and decreasing slightly in self-assessment of academic ability. (The measure is of students rating themselves as "above average" or "highest 10%):

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
self-confidence (intellectual)	9.6	8.9	67.7%	68.5%
academic ability	-1.2	-1.3	79.9%	80.2%

On two more specific measures of high intellectual development, Knox students show a greater increase, with higher levels of seniors in both:

	change at Knox	change at CIRP peers	Knox seniors	peer seniors
plan to eventually complete a Ph.D or Ed.E	4.1	2.1	37.0%	23.7%
making a theoretical contribution to science as an essential or very important objective	9.2	1.5	23.7%	16.4%

Looking to the NSSE survey for related data, we can see responses to questions about the extent to which the institution emphasizes "providing the support you need to help you succeed academically," as well as "providing the support you need to thrive socially." Knox does better than selected peer institutions on both these measures in the responses of seniors, with academic support even stronger than the high response on social support (on a scale of 1-4, very little to very much; questions 10b & e):

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
academic support	3.50	3.28	***
social support	2.60	2.41	*

A REFLECTIVE, TOLERANT AND ENGAGED CAMPUS COMMUNITY

The extent to which Knox students see themselves and the institution as "tolerant" and "engaged" has been discussed above, in Chapter 4, in the discussion of these qualities as characteristic of the Knox community. When formulating the internal survey that asked about the character of the community, the Steering Committee left out the term "reflective," as we thought the meaning of the term, as applied to a community, would not be self-evident. Various measures on the NSSE survey, however, allow us to see the extent to which Knox seniors rate themselves as having various experiences or characteristics that are relevant to the quality of being "reflective." On eight out of nine such measures, the mean for Knox seniors is higher than that at peer institutions at a statistically significant level.

[see table next page]

In your experience at your institution during the current school year, about how often have you done each of the following?

1=Never, 2=Sometimes, 3=Often, 4=Very Often

	Knox seniors mean	NSSE selected peers Mean	level of statistical significance
Discussed ideas from your readings or classes with faculty members outside of class (question 1p)	2.65	2.42	**
Discussed ideas from your readings or classes with others outside of class (1t)	3.30	3.03	***
Examined the strengths and weaknesses of your own views on a topic or issue (6d)	3.03	2.86	*
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (6e)	3.21	2.97	***
Learned something that changed the way you understand an issue or concept (6f)	3.25	3.06	**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

	Knox seniors mean	NSSE selected peers mean	level of statistical significance
Understanding yourself (11k)	3.33	3.11	**
Understanding people of other racial and ethnic backgrounds (11l)	2.98	2.73	**
Solving complex real-world problems (11m)	3.06	2.81	***
Developing a personal code of values and ethics (11n)	3.03	2.90	--

NSSE data is available for first-year students also, and they give lower ratings than seniors on all the above questions except one ("understanding people of other racial and ethnic backgrounds). But since these are first-years and seniors all reporting in 2008, rather than longitudinally linked data, we cannot say how much of this strong showing on "reflectiveness" is due to students' development at Knox, or how much it may already have been present in these students when they arrived. Nonetheless, we can take heart in the evidence of the variety of ways in which Knox students reflect on, discuss, and apply ideas and multiple perspectives.¹⁰

¹⁰ See also the discussion of assessment of "critical analysis" in Chapter 5.

SUPPORTIVE RESIDENTIAL OPPORTUNITIES

Residential housing: The nature and variety of residential housing options at Knox has remained much the same over the last ten years. Most of student housing is suite-style or apartment style, with only one "traditional" (hallway-oriented) residence hall. About 16% of the 1,171 housing spots are in smaller houses, about half owned by the College as "theme" houses (95 spaces), and about half leased by fraternities (93 spaces). The one significant change to the housing scene in the last ten years has been an increase in the number of students allowed to live off-campus, a change necessitated by the increase in size of the student body. On-campus housing is filled at above-capacity; that is, rooms that would have been held empty in fall term because of students away on off-campus programs are now filled temporarily with first-year students. Ten years ago, about 30-50 students lived off campus; currently the number is close to 150. Most of the off-campus students live within a few blocks of the campus, helping the College maintain the feel of a residential campus; it also gives an economic boost to the local community. Allowing more students to live off-campus has allowed us to increase our institutional capacity without building new residential facilities. With the exception of the recently renovated Hamblin Hall, and a new dormitory built in the 1990s, Knox's housing infrastructure is old, with an aesthetic dating from the 1960s. Upkeep is a continual issue.

Dining services: With more students to serve, a reduced staff, and four additional small dining venues to cover, providing healthy and appealing food to Knox students has become even more challenging in the last ten years.¹¹ Students complain about the crowding of the facilities, but the food is praised, especially since the hiring of a new Director in 2008.¹² Under the new director, a practice of listening and responding positively to student ideas and suggestions has been cultivated, which has generated significant good will. A greater variety of ethnic, vegan and vegetarian menu items has been introduced, and various sustainability practices put in place, including the elimination of trays, the introduction of re-usable to-go containers, and the purchase of products from local producers. The addition of small dining venues outside the two main cafeterias has made eating more convenient for students, particularly in high demand periods before classes or after hours.¹³ Expanding the meal plan offerings from two to seven has also added to student convenience.

Social Life: As evident from the CIRP data analyzed above, social life is an important part of campus culture at Knox. Students socialize with each other in a variety of ways and in many different settings. Student clubs, student media, student government, and sports activities all provide important and ongoing structures for social contact. A major student organization (Union Board) programs many additional events, such as concerts, comedians, excursions, and Flunk Day (an annual student-run and student-centered spring celebration). Fraternities and sororities are significant organizers of social contact for those that belong to them, about one-quarter of the student body.

¹¹ Meals served increased from 252,732 in 1997/98 to 314,348 in 07/08, a 20% increase with no additional staff.

¹² Student comments on dining facilities are included in an infrastructure survey undertaken by the Student Life Committee in 2009. A summary of results are available at <http://faculty.knox.edu/dblaheta/infra/>.

¹³ A convenience store (the Out Post), Breakfast Grab-N-Go, and two lunch Grab-N-Go locations.

For the type of socializing that occurs at parties, non-Greek students also rely on fraternities, as large parties are organized almost entirely by fraternities, with usually one fraternity party a weekend. (Sororities at Knox do not have houses, and so do not sponsor all-campus parties.) Other students can sponsor parties, but they tend to be smaller affairs. It is possible for groups other than fraternities to sponsor large parties, including parties with alcohol, and there are some spaces in the residence halls and student union that would be suitable. The regulations involved in registering such parties are complex, and the tradition of fraternity parties dominating the weekend scene is long. The result is, in effect, a tendency to equate weekend "parties" with "fraternity parties."¹⁴ One of the recommendations of the 2009 Greek Task Force is to create "a designated social space for ALL students and organizations to host parties or simply hang out," a recommendation that had also been made in a 1988 Greek Task Force report.

Religious Life: Knox students rate the institution lower than students at peer institutions on the measure of the institution's contribution to "developing a deepened sense of spirituality," not surprising when the only institutional structures in support of religious/spiritual development are an assortment of clubs that serve students of one or another religious identity. (An interfaith club was also active for a while.) The College's Religious Studies program is smaller than those at comparable institutions, with all participating faculty coming from other departments and teaching only one or two courses in the program.¹⁵ There is no dedicated space on campus set up for religious practice, and no staff with responsibility for fostering religious life. To develop more of a support structure for the religious/spiritual development of students would probably engender some controversy on campus. The non-sectarian nature of the College is a key aspect of our identity, reflected in the higher percentages of students who enter Knox with no religious preference and the lower levels of religious attendance, even when compared with other non-sectarian colleges. The academic aim of critical inquiry appropriately fosters a questioning attitude toward religion. But this does not preclude supportive structures for students who are in the midst of that questioning, and many of the institutions with which we commonly compare ourselves have developed significant structures for the support of students' religious concerns, including structures different from traditional chaplaincy positions. Grinnell has a Center for Religion, Spirituality and Social Justice; Macalester has a Center for Religious and Spiritual Life, Beloit has a Spiritual Life Program; Carleton and Colorado College each have a Chaplain's Office.

Counseling Center: Given the relatively high reported incidence at Knox of depression and feelings of being overwhelmed, along with the increase in size of the student body and unchanged staff support, it is not surprising that usage of the Counseling Center is currently running at more than 95% of capacity, and that the wait time for a non-urgent appointment can be as long as two weeks in winter term, the busiest time for the Center. (A typical wait time in fall or spring is 3-5 days.) In 2007/08, the Center provided

¹⁴ See the 2009 Greek Task Force Report for further details on the location and sponsorship of parties, documenting the disproportionate number of parties held at Greek Houses (62% of parties in 2007/08) and an increase in the proportion of parties at fraternities over the past four years (pp. 33-34). The Report is available in the Resource Room.

¹⁵ This is about to change as a result of a \$2,000,000 gift to establish a chair in Religion and Culture; the gift was made in the summer of 2009, and a search is underway.

counseling services to 232 students, about 17% of the student body, a similar percentage served in 1999 (200 out of 1177 students). There have been two significant changes that have enhanced the provision of counseling services: (1) Ten years ago, 25 hours of counseling time (in addition to the Director's) was provided by Bridgeway, a non-profit counseling agency in town, with a different counselor coming to Knox each day. Now we have two contract counselors under the direct supervision of the Knox Counseling Director. The number of hours have not changed, but there is greater consistency of service, which is particularly helpful given that students are now requiring more sessions, due to the increase in severity of presenting problems. (2) In 2004 the Center moved away from an office within an academic building (the Science-Math Center) to a purpose-built space located on the outer edge of the College's main residence halls.

Student Health Center: As of fall 2007, Knox made a significant improvement in the availability of health services to students by establishing a Student Health Center on campus, in facilities that adjoin the Counseling Center. For many years before this, the College had no on-campus healthcare services, instead contracting with local physicians and hospitals to provide them. Students could take College-contracted taxi services to get to and from local healthcare providers. Even though the taxi-ride was provided at no cost to students, calling the cab and going off campus took more initiative than some sick students were willing or able to make, often resulting in an unfortunate delay before students sought help. The arrangements also entailed students having to initiate connection with appropriate doctors. Primary care services are now available on campus for all enrolled students through a contract with the Galesburg Clinic. The office is staffed by an MD (internal medicine) for six hours/week, a Physician's Assistant for 24 hours/week, and a registered nurse for 30 hours/week. Office visits are free of charge, and the facility is open M-F, 10:30 am to 4:30 pm. After hours services are available at a Prompt Care clinic at a reduced rate, and students can take advantage of free College-provided taxi services to get there and back. The Health Center also makes referrals when warranted and offers educational seminars throughout the year. The College has contracted with a local agency to provide additional services for gynecological, sexually transmitted diseases, pregnancy tests, educational materials, and outreach. In its two years of existence (2007-2009), the Center has seen about 15-20 students each day.

Campus Safety: The Campus Safety Office has undergone significant professionalization in the last decade, with a particular boost in 2006 with the hiring of as Director the recently retired Chief of the Galesburg Police Department. The Director initiated a process that led to the requirement of status as a sworn/certified Illinois Police Officer as part of the job description for the Campus Safety Director. This action also established the Knox College Campus Safety Department as an official Illinois Law Enforcement Agency with an increased access to information, funding, and training consistent with other Illinois Departments of similar size and function.

The Director has made it a priority to build trust, dependability and accessibility between Knox students and the Campus Safety Department. Although this effort proceeds on several fronts, one visible sign has been the change from a traditional "security guard" uniform to a contemporary, less formal uniform. The new uniform not only provides greater comfort and professional appearance for the safety officers, but, more

importantly, it contributes to a more positive and less confrontational interaction between the safety officers and the students served.

The Office has also led in the effort to develop a multifaceted campus warning system, including: membership in the Illinois Law Enforcement Alarm System, which provides training and funding opportunities not previously available; upgrade of the existing Campus Safety Radio Communication Systems to permit direct/immediate communications contact between the Galesburg Police Department and Campus Safety personnel utilizing a mutual, ultra-high frequency (UHF) radio channel; implementation of ConnectEd (a telephonic emergency notification system); the establishment of a Campus Warning Committee, which inventoried existing warning systems on campus and developed and carried out recommendations for improvement. Attention has also been paid to improved communication and cooperation with a variety of constituencies: with other College departments, especially the Office of Student Development, and with local Emergency Service providers and Safety personnel within area educational facilities (Carl Sandburg College, Galesburg School District #205 Police Department, Monmouth College and Bradley University Police).

NUMEROUS STUDENT ORGANIZATIONS

Clubs: For the approximately three-quarters of the student body who spend an hour or more each week in student club/group activities, there are more than 100 such groups to choose from, and it is easy to form a new group if one's interests are not represented in the current array. Groups come and go, but many have persisted for years, and participation in clubs is at a higher level at Knox than at peer institutions, as reported above. In the list below, each type of club is illustrated with two or three groups that have been active for at least ten years, as well as one or more recent additions. The total number of clubs in each category as of the 2008/09 year is given in parentheses:

Socio-political (22), such as ABLE (Allied Blacks for Liberty and Equality, SASS (Students Against Sexism in Society), International Club, Knox Republicans, and Model United Nations; newer clubs—Student Health Advocacy Group, Campus Progress, Students without Borders

Community service (8), such as Circle K, Habitat for Humanity and Alpha Phi Omega; newer clubs—Knox Community Garden, Invisible Children, Odyssey Mentoring Program

Performing Arts (13), such as Terpsichore (dance) and Umoja Gospel Choir; newer groups—Men's Chorus, Women's Chorale, and Wind Ensemble

Cultural (9), such as Caxton Club and Writer's Forum (both literary); newer groups—Off Knox (informal performance opportunities), Making Things

Student Media (9), such as *Catch* (literary), the Knox Student (newspaper) and WVKC; newer groups—several web magazines (more below)

Religion (6), such as Intervarsity Christian Fellowship, Islamic Club, and Hillel Club; newer groups—Pagan Student Alliance, Fellowship of Christian Athletes (restarted after a long hiatus)

Recreation and Games (9), such as Badminton and Chess; newer groups—Gaming Information Network, LARC (Live Action Role-playing Club)

Intramural/club sports (11), such as fencing and ultimate frisbee; newer groups—women's rugby (club sport), dodgeball (intramural)

Student Governance (5), such as Student Senate and Union Board (organizes special events); nothing new in this category.

Fraternities (6) **and Sororities** (4), such as Beta Theta Pi (men) and Delta Delta Delta (women); one of the fraternities and two of the sororities have been formed in the last few years (more below)

Groups affiliated with academic programs (17), such as Classics and Business. A newer club is Friends of Green Oaks.

A few of these categories have undergone significant change in the last ten years:

Student Media:

Catch, <http://deptorg.knox.edu/catch/> One of the signs of the strength of the creative writing program at Knox is the consistent excellence of the main student literary magazine, *Catch*. The magazine received a 2008 Pacemaker Award as one of the top college literary magazines in the nation, selected by the Associated Collegiate Press. *Catch* previously won Pacemaker Awards in 2003 and 2005, and the magazine was a Pacemaker finalist in 2004. *Catch* also won the 2003 National Collegiate Championship Literary Magazine Director's Prize, a competition sponsored by Associated Writing Programs. While the magazine continues to center on fiction and poetry, it has opened its pages increasingly to art, music, and non-fiction essays from all disciplines. One aspect of the high quality of the magazine is the low acceptance rate on submissions, with only 10-15% of submitted work accepted for publication. This in turn has spawned several other magazines in recent years, one an inexpensive newsprint publication, *Cellar Door*, and others published online.

Web-based media: The large number of student writers plus the new ease of online publication has resulted in several new web publications:

Common Room (literary criticism):

<http://deptorg.knox.edu/engdept/commonroom/index.html> Founded in 1997, this was the first online student publication.

Diminished Capacity (comedic literature): <http://quiver.knox.edu/> will take you to this and the next two publications. These three publications are part of the overarching webzine publication named "Quiver." Each journal within "Quiver" is named for a famous alum who is/was a writer of note in a particular genre.

The Third Level (science fiction and fantasy)

Wynken, Blynken, and Nod (children's and young adult literature)

The Wiki Fire: <http://www.thewikifire.org/> A student-created wiki on life at Knox; unlike the others above, this is not in any way a college-sponsored publication.

The Knox Student, <http://www.theknoxstudent.com/newsroom/>. This century-old student newspaper has become much more ambitious in the past decade, increasing its number of pages (from 12-16 to 20-24) and frequency of publication (from bi-weekly to weekly) in 2005 and launching a comprehensive website in 2008 that offers timely posting of news stories during the week as well as web-streaming of video of major campus events. The newspaper has also become the subject of recurrent campus controversy during these years, as its ambitions have at times outstripped its editorial review systems and news judgment; at the same time, it has played an important role in its coverage and editorial comment on significant campus controversies (e.g., the quality of student health services, the faculty review of Greek life). The revitalization of the newspaper is undoubtedly related to the institution of the Journalism Program and, until 2009, one or both of the Program's co-chairs served as the newspaper's volunteer faculty advisor. Starting in January 2009, the advisor position was put on a more substantial footing as a compensated position with a formal job description. Currently the editor of the Galesburg Register-Mail, the local daily newspaper, serves as the newspaper's faculty advisor. This change in the advising structure both recognizes the scale of the time commitment involved in this position and reinforces the independence of *The Knox Student* as a student organization separate from the Journalism Program.

Student Senate: As noted in Chapter 3 on responses to the concerns of the 1999 evaluation team, the structure of the Student Senate has been changed so that it is more representative of the student body and more responsive to student concerns. Members are now elected based on residential districts, and committee chairs are elected rather than appointed.¹⁶ A Sustainability Committee was added in 2007, and a Records/Archives Committee in 2008. The Records Chair has worked this past year to create an ongoing archive of Senate materials, remedying a previous lack. In the last few years, the Senate has successfully worked through several proposals that have then been brought to the college administration for action (e.g, elimination of trays in the cafeteria, the Campus Safety Officer as a sworn/certified police officer, institution of a Green Fee for student-initiated sustainability projects, gender-neutral housing). Through its new Sustainability Committee, the Senate has been very involved in the prioritization of sustainability on campus—in shaping and promoting the policy, and in implementing the student Green Fee. The Senate has also worked successfully with the administration on matters of tuition and capital projects, both of which are brought to the Senate for consideration. Senate action has sometimes been controversial (e.g., recent decisions about which group proposals for theme houses were accepted), with extensive discussion in *The Knox Student* as well as at Senate meetings. Another issue raised in the context of recent discussion of the Greek system is the recent Student Senate practice of appointing the same two students as representatives to both the Student Life Committee and the Executive Committee; this has limited the number of different student voices heard across these two major committees.¹⁷

¹⁶ Further details may be found on the Senate's website: <http://deptorg.knox.edu/studentssenate/>.

¹⁷ The Senate constitution mandates that the four student representatives to the Student Life Committee are the President, Vice-President, Treasurer, and Communications Officer of the Senate. Current practice is to have the President and Vice-President also serve as student representatives to the Executive Committee, although the Senate constitution simply mandates that representatives to committees other than the Student

Fraternal organizations: Fraternities have been part of Knox campus life since the mid-nineteenth century, joined by sororities in the late 1880s. As at many college campuses, and throughout the century and a half of their existence, Greek fraternal organizations have been a central force in student social life as well as a source of conflict between and within the college constituencies of students, faculty, and administration. After the report and recommendations of a Greek Task Force in 1988 (including the moving of rush from the beginning of the academic year to early in winter term), fraternities and sororities were in a fairly steady state at Knox, with five fraternities and two sororities. Beginning in 2004/05, a series of five new Greek organizations sought approval as colonies (a preliminary stage before seeking national affiliation).

Fraternal Organizations

1. Beta Theta Pi
2. Phi Gamma Delta
3. Sigma Nu
4. Tau Kappa Epsilon
5. Sigma Chi (colony formed 2005, chapter installed 2007)
6. Gentlemen of Quality (colony formed 2007, approved to seek national affiliation 2009)
7. *Phi Delta Theta* (a longstanding presence at Knox; currently dormant after revocation of the chapter's charter by the national fraternity in 2004)

Sororities

1. Delta Delta Delta
2. Pi Beta Phi
3. Kappa Kappa Gamma (colony formed in 2005, chapter installed 2007)
4. ATP (colony formed 2007, approved to seek national affiliation 2009)
5. Women of Influence (colony formed 2007; has not yet applied for approval of national affiliation)

Faculty approved two new colonies in 2005, while also asking that the approval process be reviewed; some faculty objected to a process where faculty approval came only as a last step in a year-long or more process, at which point it is difficult to say no. When two more colonies came forward for approval in 2007, without any review of the procedure having been made, faculty approved the two, but also voted in a request that the growth in the Greek system be investigated. The Executive Committee turned this task over to the Student Life Committee, which issued a report in February, 2008. The study found that even though the number of Greek organizations had grown, the percentage of Knox students who were members of Greek organizations had stayed about the same in the last twenty years, at about a quarter of the student body (26% as of January 2009).¹⁸

Life Committee be selected by the Executive Board (officers and committee chairs) and approved by a two-thirds vote of the Senate. In recent years, the senate officers have also been chosen by Student Senate to be among the five student observers to the monthly faculty meetings.

¹⁸ Figures from the Student Life Committee Report on Greek Life at Knox (February 2008) and the Greek Task Force Report 2009, both available in the Resource Room.

Discussion of this report led to a vote in March 2008, asking that a new Greek task force be established, with a more wide-ranging review to be undertaken and a report to be submitted by October, 2008; the motion included the stipulation that no colony would be considered for national affiliation until after this further report had been submitted. Delay from the Dean of the College's office in setting up this task force until September 2008 meant that the report was not submitted until the end of January 2009. A combination of factors makes it understandable why issues related to the Greek system are the top items noted as "challenges to community" in surveys of students and faculty: the heated discussion in the faculty meeting (which includes student observers); student perception of faculty "interference" in student affairs; the concern by some that selective social organizations are not in keeping with the open and egalitarian mission of the College; the prolonged period of colonies left in limbo; a troubled relationship between leadership in OSD and the faculty; a special meeting of the faculty called by the Dean in March 2008, in which each member of Senior Staff stood before the faculty to share their concerns about the implications of actions by the faculty that could be interpreted by many as anti-Greek. With delivery and discussion of the Greek Task Force Report early in 2009, some beginning to resolution and forward movement is taking place. The following actions took place in spring 2009:

March 2009: ATP was approved for national affiliation by a faculty vote of 37 to 25.

April 2009: The Executive Committee proposal for changes in the approval process for new Greek organizations, including the involvement of faculty at a much earlier stage of the process, was approved unanimously by the faculty.

May 2009: Gentlemen of Quality was approved for national affiliation by a faculty vote of 44-24-1.

The majority of faculty who voted in March 2008 to set up an additional Greek task force and the 35-40% of faculty who voted against national affiliation for the two colonies in spring 2009 indicate that there is a considerable number of faculty who have questions about the place of fraternities and sororities at Knox—or at least questions about further growth of the Greek system. The Greek Task Force report included a number of recommendations beyond the revision of the approval process; these are under consideration by the Executive Committee of the faculty, along with a proposal for establishment of a standing oversight committee. Further action is likely to be taken by the Executive Committee in 2009/10.

WIDE ARRAY OF CREATIVE ACTIVITIES AND CULTURAL PROGRAMMING

Arts events: When asked in the NSSE survey how often they have cultural events, Knox students (both first-years and seniors) indicate more frequent attendance than students at selected peer institutions:

During the current school year, about how often have you attended an art exhibit, play, dance, music, theatre, or other performance (question 6a)? Scale of 1 to 4, from never to very often.

	Knox College mean	Selected Peers mean	significance level of difference
FY	2.86	2.61	***
SR	2.91	2.55	***

We cannot say whether more such events are available at Knox than elsewhere, but we can attest to a full schedule and high attendance. In addition to a full round of events sponsored each term by the academic programs in music, art, dance, theatre, and literature, there is a wide array of events organized by students, many of which draw overflow crowds. Terpsichore, the student dance collective, is one of the biggest student organizations on campus (both in terms of students participating and of budget). Student-directed theatre performances in the small studio theatre have recently started taking reservations to deal with the crowds. A new informal performance series, "Off-Knox," which has an open mic for performances of three minutes or less, regularly packs the performance space. Student art openings, the release of a new issue of *Catch*, and Writers Forum, which features two or three student writers each session, are also popular events. The many musical groups alone keep the Center for Fine Arts very busy. A new exhibit/performance space will soon be added at a facility close to campus; informal use of this space has already helped to increase the variety of events and venues. In short, Knox students are frequent and enthusiastic participants in and audiences for a healthy array of arts events. We have not counted up the number of events from ten years ago and today, and have no way of tracking audience numbers, but there is a widespread sense that both of these have increased in the last ten years. One certainly wouldn't have worried about getting a seat at a studio theatre performance ten years ago! Part of this increased activity may be attributable to the organization of the Arts Area Council, one of four area councils set up as part of the curriculum review in 2001-02. The Arts Council has been particularly active in collectively thinking about and promoting the arts, including the development of a twice-a-year Arts brochure that publicizes campus events to prospective students, the Galesburg community, and beyond.

While performances by Knox students are many and well-attended, a typical year sees a much slimmer line-up of outside performers brought in. The Art Department generally has one or two outside artists a term, often in conjunction with an exhibition, and these visiting lectures are always well attended. The Music Department has recently begun a colloquium lecture series, which has also been successful, and there are occasional performances by musicians from outside the College. A visiting dance troupe is usually brought in once a year. But funding for such events is meager. The Cultural Events Committee (CEC), which is the main source of funding for cultural events (both performing arts and speakers), has very limited resources. In the last ten years, the committee has allocated between \$10,000 and \$20,000 per year towards a variety of events, almost all of this being income from endowment accounts, some of them restricted in the kinds of events sponsored. There are no funds allocated from the operating budget. The student Union Board, which sponsors entertainment of various sorts (comedians, bands, etc.), has significantly more funding available, with an annual events budget of about \$117,000; \$35,000 of this is for Flunk Day, leaving \$82,000 for other events (four times greater than funding available from CEC). Money for Union Board's budget is generated from the activity fee assessed all students.

Speakers: Because of limited funding from CEC, and the very limited funding available from departments for speakers/events, most events are co-sponsored by more than one

group.¹⁹ A speaker on race relations, for example, might receive funding from CEC, ABLE (Allied Blacks for Liberty and Equality, a student group), and the Office of Student Development. Three-quarters of the events funded by CEC have co-sponsors as well. The necessary hunt for funds ("internal fund-raising") is a significant inhibiting factor to initiating events. On the other hand, the multiple sponsorships (and resulting publicity) often contribute to a large and lively mix for the audience.

The CEC recently set up a standardized form for requests for funding, which has made their job a little easier. In the context of preparing for this self-study, the current chair of the committee did an extensive review of the various endowment funds available to the committee and how they have been used in the past, an exercise that will be helpful into the future.

One other condition makes the scheduling of speakers and other events burdensome to those who initiate the ideas: there is no central events-planning coordinator on campus. An individual who initiates an idea for an event (along with whoever else in their department or group they can enlist) is in charge of everything: seeking internal funding from a variety of sources, making all advance arrangements with the visitor (including travel plans and airport pickup and return), hosting the guest while here, arranging for payment, etc. Even reserving a room is more complicated than one would think necessary, as four different people are responsible for room reservations, depending on the location. With no centralized system, not even a central room registration, it can easily happen that two events that might draw a similar audience are set up for the same day.

INTERCOLLEGIATE AND RECREATIONAL SPORTS

Knox students are active in exercise, fitness activities, and team sports at much the same rate as students in peer institutions, judging from the 2008 CIRP data. The survey includes eight questions covering different amounts of time spent in exercising/sports, from none to over 20 hours. If we take together those students who responded with anywhere from 6-10 hours to over 20 (which probably represents participation in a team sport or serious commitment to exercise), we find that 44% of Knox first-years came in at that level, compared to 56% at peer institutions, but figures for seniors are virtually identical: 31.3% for Knox students and 31.1 for peers. The level of activity is also very close at hours below six.²⁰ There are several different ways for Knox students to participate in sports and fitness activities:

Intercollegiate varsity sports: Knox fields eleven intercollegiate sports for men and ten for women. The intercollegiate program has gone through challenging times in recent years. Harley Knosher, who had been Athletic Director (AD) for 32 years, retired in

¹⁹ Departments have no line item for speakers/events. A chair can use his/her discretion to allocate a small amount from other areas, perhaps \$100 or so. There are a few endowment funds that generously support speakers in a few areas: English, Modern Languages, Economics.

²⁰ NSSE data (question 6b) confirms this pattern, indicating that Knox first-years come in with lower participation in exercise or physical fitness activities, but that seniors are even with selected peer institutions.

2000. In addition to being a dedicated and charismatic leader, he also recruited many of the athletes on most of the teams, making between 3,000-5,000 recruiting calls a year. Knosher's successor left Knox in 2005; the current AD has been here since 2006. Recruiting is no longer a major responsibility of the AD, with responsibility shifted to the coaches to recruit their teams. This has been a difficult transition, with the percentage of Knox students who are student-athletes dropping from 26% in 1998 to 19% in 2008. The standings of our teams in the Midwest Conference (MWC) also reflects these challenges. While it is safe to say that we have never been a consistent Conference powerhouse, recent standings are weak. In the years from 2001-2008, our average overall MWC standing for our men's teams was 8th place out of 10, and we were in last or next to last place 41% of the time; for women's teams, the average overall standing was 9th place out of ten, with an average of 61% of the teams in last or next to last place.²¹ A contributing factor to the weakness of the women's teams is the lower percentage of female student-athletes: even though the Knox student body is 58% women, only 35% of student-athletes are women. We have had significant successes as well, particularly in the men's and women's golf teams, with the men winning six MWC championships in the last ten years, with one NCAA appearance in 2008, and the women winning two MWC championships. In 2008 the baseball team won its first outright MWC championship since 1986 and also went on to NCAA post-season competition.

The sports facilities at Knox have undergone significant enhancement in the second half of the last decade, as detailed in Chapter 15 on Physical Resources. The Athletic Department has also seen a significant increase in staffing, going from 8 full-time staff and no interns in 1998 to 12 full-time positions and 4 interns in 2008, though we are still on the low-side of staffing in the MWC.²² The increased full-time staffing has enabled us to reduce the number of teams with part-time head coaches from 13 in 1998 to 2 in 2008. Full-time head coaches are in a much better position to develop supportive relationships with student-athletes, and they also have more time to spend recruiting students; an evaluation process has been put in place in which expectations for recruiting are clearly spelled out. This past spring was a very successful recruiting season, with varsity athletes making up about 30% of the incoming class. Football, which has struggled for numbers over the past three years, has an incoming class of 31 compared to just 16 last year.

Club sports: Knox currently has eight club sports: fencing, men's and women's lacrosse, ultimate Frisbee, women's rugby, coed and women's water polo, and ballroom dancing. Club sports are considered as student clubs, and are run out of the Office of Student Development. Yet, other than coaching, these teams have resource needs not dissimilar to varsity sports, and students travel to other campuses for competitions. Each club sport must have a faculty or staff person as advisor, but the involvement of advisors is sometimes very limited. A conversation has begun between the Athletic Department and

²¹ Knox fields 11 men's sports, but one of them—wrestling—is not a MWC sport, so the figures are based on ten sports for both men and women. For more extensive data, see the presentation made to the Board of Trustees by Chad Eisele, Athletic Director, October 2008, in the Resource Room. Member schools of the Midwest Conference are: Beloit, Carroll, Grinnell, Illinois, Knox, Lake Forest, Lawrence, Monmouth, Ripon, and St. Norbert.

²² Detailed comparison of staffing at each of the schools and overall can be found in Eisele's presentation cited above.

the OSD to address concerns.

Intramurals: Knox currently has five intramural sports, with men and women participating in all sports: basketball, dodgeball, indoor soccer, softball, and volleyball. About 25% of Knox students participate each year in intramurals.

Fitness: The E. and L. Andrew Fitness Center, dedicated in 2006, has added a superb facility that is heavily used by faculty and staff as well as students. The Center includes separate areas for free weights and machine weight/cardiovascular equipment. It includes a studio room used for yoga, aerobics, and other fitness classes. When classes are in session, the Center averages about 200 users a day.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths:

- Evidence of significant personal, cultural and intellectual growth over the course of four years at Knox, with particular strength in areas of politics/social justice, the arts, and intellectual development.
- Students heavily engaged in a wide variety of clubs and other student organizations.
- Strong attendance at an array of cultural events.
- Strong sense of student involvement with the College in general (e.g., that proposed tuition raises are brought to the Student Senate for discussion).
- Increased staffing and more stability in the Office of Student Development.
- Increased staffing in the Athletics Department.

Challenges:

- Relatively high levels of drinking and depression.
- Ongoing issue of the role of fraternities and sororities at Knox.
- Relatively small number of female athletes and the desire for greater success in intercollegiate competition.
- Ageing residence halls.
- A troubled relationship between leadership in OSD and the faculty.

Chapter 8

KNOX AND THE COMMUNITY

As set out in the "Elements of the Knox Mission," the basic mission goals of the College are carried out in four arenas, the last of which is "our community," carrying out the mission in these ways:

- ◆ shared mission and values
- ◆ a diverse community of students, faculty and staff
- ◆ commitment to make learning matter at the level of the individual, the college and local communities, and the world beyond.

Several aspects of the Knox community are taken up in other sections of this self-study. The nature of our "shared mission and values" is discussed in Chapter 4, and the "diverse community of students, faculty, and staff" in Chapters 4 and 13. The final element listed under "our community" is the "commitment to make learning matter at the level of the individual, the college and local communities, and the world beyond." The ways in which the college makes learning matter at the level of the individual and within the College are taken up in Chapters 5, 6, 7, and 9. This chapter will detail the ways in which members of the Knox community—primarily students but also faculty, staff, and alumni—are involved in the community beyond Knox, from Galesburg to around the world.

As explained in Chapter 4, the core mission "to explore, understand and improve ourselves, our society and our world" has been present from the founding of the College. Several developments in the last ten years have been directed towards fostering connections between Knox and the larger community:

- *Goals/initiatives* in the 2006 Strategic Planning Notebook included:
 - Promote and strengthen the internationalism of a Knox education.
 - Continue to seek ways to link the College's heritage in social and community involvement to the educational and growth experiences of all students.
- *The Center for Community Service* was founded in 2006, with the support of a grant from the Ellen Browning Scripps Foundation (more detail below).
- *The Center for Global Studies* was established in 2002; the work of the Center is discussed in detail in Chapter 5. <http://www.knox.edu/Academics/Resources-for-Learning/Educational-Centers/Center-for-Global-Studies.html>
- The introduction of the *Experiential Learning* requirement has encouraged student involvement in the community, and has integrated such involvement with the academic program.
- The hiring of a full-time *internship coordinator* has greatly increased students' awareness of and placement in various internship opportunities.

- *The Peace Corps Preparatory Program* was established in 2007; see Chapter 5 for details. <http://www.knox.edu/Academics/Distinctive-Programs/Peace-Corps-Program.html>
- Programs were established in *Social Service, Journalism, and Business & Management*, all of them involving students in the community.
- *Washington Monthly* magazine rankings: In its three years of ranking 201 liberal arts colleges on the basis of a school's support for community service, research, and a commitment to access and affordability, *Washington Monthly* magazine consistently ranked Knox College among the top 50 (ranking 46 in 2005, 23 in 2006, and 36 in 2007).
- *The Center for Research and Advanced Study* is being established in 2009, with a three-year \$228,750 grant from The Andrew W. Mellon Foundation. The Center includes as part of its agenda the creation of a new program of community-based research initiatives. The Center will implement a partnership program with local agencies and organizations to strengthen students' civic engagement through research projects addressing local and regional issues. A part-time Coordinator for Community Research will be named in 2010.
- *The Fall 2005 issue* of the *Knox Magazine* was devoted to the theme of "A Commitment to Community," with the cover article on "Eight Profiles in Service" as well as a feature story on then-Senator Barack Obama, who gave the June 2005 commencement address.
- *Knox College for Kids*, an enrichment program for gifted, high achieving, and talented elementary and junior high students from Galesburg and the surrounding communities, was revived and rejuvenated.
- As part of Knox's participation in the *Teagle assessment project*, several departments assessed ways in which their programs contributed to "civic engagement."

The following sections detail the College's interaction with the larger community, proceeding from close to home to around the world.

GALESBURG AND SURROUNDING AREA

The Center for Community Service: As discussed in Chapter 7, more Knox seniors do volunteer work than at peer institutions (**77.4%** compared to 63.7% at CIRP peer institutions and **81%** compared to 77% at NSSE selected peer institutions and 58% at Carnegie Class institutions). Knox students have long volunteered in a variety of settings in Galesburg and surrounding communities, but the recent establishment of the Center for Community Service (CCS) has made it even easier for students to participate and has multiplied the opportunities for service. The Center is staffed by a half-time coordinator, who is helped by three work-study students who work a total of 30 hours/week. The Center's mission is to foster and coordinate volunteer opportunities for all members of the college community, but its major efforts center on students. Since its establishment in January 2006, the Center has tracked 20,000 hours of volunteered time by over 1,300 Knox students. In these first years of its existence, the CCS has focused on:

- promoting the idea of service and volunteerism as integral to leading a fulfilled life;
- managing existing partnerships with local organizations and creating new partnerships, such as a mentoring program with Big Brothers Big Sisters and a Reading Buddies Program with District 205 (with 50 Knox students participating weekly)¹;
- creating and managing a procedure for collecting information about volunteer projects, the number of participants, and the total number of service hours donated;
- increasing the visibility of the CCS both within the campus community and in Knox County by publicizing the volunteer and philanthropic endeavors of Knox students, faculty, and staff;
- creating and managing a volunteer event registration process for individuals, groups, and organizations so that their volunteer opportunities can be advertised through the CCS;
- collecting information about the service projects and hours donated by student clubs, Greek organizations, and academic programs;
- redesigning and rewriting the content for the CCS web pages:
<http://www.knox.edu/Offices-and-Services/Student-Development/Center-for-Community-Service.html>.

The Coordinator also serves as the advisor of five student clubs and service organizations: Circle K, Invisible Children, Odyssey Mentoring, Up Till Dawn, Best Buddies. In addition to these student groups wholly devoted to service, Knox fraternities and sororities have extensive programs of service, and the Coordinator serves as advisor to one of these (ATP). She also sets up service opportunities in conjunction with First Year Orientation and Homecoming.

For records of service in 2006/07 and 2007/08: <http://www.knox.edu/offices-and-services/student-development/center-for-community-service/records-of-service.html>. For news stories on a number of specific service ventures: <http://www.knox.edu/offices-and-services/student-development/center-for-community-service/volunteer-news.html>.

Community involvement through academic courses/programs: The Educational Studies program, as one would expect, fosters extensive connections between Knox students and the larger community, but these connections go well beyond the involvement of student teachers (and the professors who supervise them). Ten courses in the department include twenty or more hours a week of service in the community, including the introductory course on "School and Society"; another course, EDUC 224 on Integrating Technology

¹ Current partnerships with local and national groups, in addition to the two mentioned, include: Boys and Girls Club, Cystic Fibrosis, Relay for Life, St. Jude Children's Hospital, Special Olympics, Friends of People with Aids, Girl Scouts, Salvation Army, Helping Hands Organization, Invisible Children, Best Buddies, CROP Walk. Some of the other local organizations that have used Knox volunteers include: Hawthorne Inn Assisted Living Center, Prairieland Animal Welfare Shelter, Knights of Columbus, Rotary Club, Christmas in Action, Discovery Depot (a children's museum).

into the Classroom, gives students the opportunity to work with children in public schools in addition to the coursework completed on campus; in one year they travelled to Vail, Arizona to work with fifth-grade students. A 2008 course on Culturally Responsive Teaching (EDUC 295) collected oral histories of students and their families in Galesburg. College for Kids and the Junior Great Books Program are other venues through which Knox students serve younger students in the community. Effort has been made at the professional level as well. With support from a 2006 grant from the Associated Colleges of Illinois, the department has begun to establish and nurture a mutually beneficial collaborative partnership, including opportunities for professional growth for teachers and mentorship for teacher candidates.

Other departments also have regular connections with the community. As discussed in Chapter 5, three of the academic programs established as minors in the last ten years involve substantial interaction with the community: Journalism, Social Service, and Business & Management. Other departments include extensive opportunities for community involvement, either required or optional. The Psychology Department offers a Clinical Psychology Term, which includes an internship in the community (also possible as a stand-alone internship). The Computer Science department has had eight different students work at the local chapter of the American Red Cross as network or system administrators over the last seven years. Class projects are also sometimes devoted to a community project; last winter a class developed a website for the Knox County Area Project, enabling KCAP to publicize more widely activities available for area youth. Economics majors have done local internships with the Galesburg Downtown Council, Galesburg Regional Economic Development Association (GREDA), the City of Galesburg, and the non-profit Orpheum Theatre. The research undertaken for these organizations has resulted in reports on economic conditions in Knox and contiguous counties, prospects for developing tourism at Lake Storey, a study of the local residential rental market, and many other topics. ENVS 228 (Environmental Racism), includes community-based projects on environmental justice. Other involvement through individual faculty and departments is widespread, with 41% of faculty noting that they "regularly help students engage the community beyond Knox through courses and/or departmentally sponsored activities."² Some of the specific examples noted include activities such as bringing dance and musical performances to nursing homes and elementary schools, bringing in speakers from the community, and encouraging research projects in the community. In addition, 34% of the responding faculty respond that they help students engage with the community through the work that they do with student organizations (such as the Newman Club, Amnesty International, and community gardens).

Community involvement through internships: Another way in which many Knox students are involved in the community is through internships. Knox added a dedicated position within the Center for Career and Pre-Professional Development (CCPPD) for an Internship Coordinator in 2002, leading to an increase in number of internships both locally and outside the region. Since 2002, the CCPPD has tracked between 66 and 150 internships each year; there are certainly others that are arranged without the help of the

² Results from the faculty survey administered in February, 2009.

internship coordinator and not reported to her. Placements range across professions, businesses, and community organizations; recent examples include: the Galesburg Clinic (several different doctors), the Galesburg Regional Economic Development Association, Knox County Health Department, Knox County Housing Authority, Cottage Hospital Emergency Room, Moon of Hope Publishing, the Galesburg Register-Mail. Whenever Knox students go out into the community in an internship, they are not only trying out possible careers and building individual professional skills, they are also learning about the community, and contributing to good relationships between the community and the College.

Faculty and staff involvement in the community: Faculty and staff are also very involved in the local community, participating in more than 94 different organizations in the area. On the internal faculty survey, 70% of faculty responded that they were engaged in the community, with involvement including activities such as: volunteering in the schools and at the animal shelter; participating in and serving on the boards of arts, civic, religious, and medical charity organizations; participating in fraternal service organizations like Rotary and Altrusa; writing for a local newspaper; running for mayor.³ A faculty member recently founded the Center, a store-front organization in town that promotes community building and collective action.

We did not ask the same question about community involvement on the 2009 staff survey, but we would guess a similar level of participation holds. For example, since 1993, twelve staff and two faculty members have participated in the year-long "Leadership Greater Galesburg" program, which involves extensive training and community service. A retired staff member recently won a seat on the city council. The current President of Knox has been committed to building positive relations with the city, and he and his wife are both deeply engaged in community affairs. President Taylor sits on the board of the Galesburg Regional Economic Development Association, the Educational Technology Consortium board, and the George Washington Gale Scholars Steering Committee. He is an honorary member of Rotary. Anne Taylor has served or serves now on the boards of Leadership Greater Galesburg, the Orpheum Theater, Nova Singers, St. Mary's Hospital Advisory Board, the Azer Clinic Advisory Board, and the Carl Sandburg College Professional Development Advisory Board. She also belongs to three woman's clubs: P.E.O, the Hawthorne Club, and the Mosaic Club, and participates in the Galesburg Tri Delta alumnae chapter. During each Christmas season, she hosts a tea for Galesburg sorority alumnae, from all institutions. This service represents a significant change of time commitments from her life as a successful attorney in Chicago, prior to the move to Knox. Anne Taylor's involvement here is a sign of her commitment to the college and to the development of strong ties between college and community. Members of the senior administrative staff also take leadership roles on the boards of various civic, service, and business organizations, including the Galesburg Area Chamber of Commerce, the Knox-Galesburg Symphony, the United Way of Knox County, the Galesburg Lincoln Bicentennial Commission, and the Illinois Zephyr Rail Coalition (local organization advocating passenger rail).

³ One-third of Galesburg's mayors have been Knox graduates (14 of the last 40), with four of the last five being Knox alumni.

College involvement in the community: Knox as an institution also supports charitable events by providing use of its facilities, including the annual Relay for Life, Galesburg High School Project Graduation, Welcome to the Real World, and United Way of Knox County Second Chance Prom. As one of the top ten employers in Galesburg, with 378 faculty and staff and a payroll of about \$16 million, the College also has a large impact on and stake in the community, promoting the local community in all of its marketing efforts and supporting local business by urging all campus offices to "buy local" when possible. More than 80% of the construction projects conducted at the College in the past ten years have been completed by Galesburg area contractors and workers, and Dining Services is committed to buying local products for dining services when possible. Knox also supports the community through the Western Illinois Achiever's Scholarships for local students and the Strong Futures Scholarships for employees affected by the closing of Maytag in 2004.

We are especially proud of the George Washington Gale Scholars program, established in 1996 and named after the founder of Galesburg and Knox College. The program is a collaborative partnership between Knox, the local school district, and the area community college (Carl Sandburg College), created to encourage and support higher education aspirations and success in the target population of academically promising first-generation and low-income youth within District 205. Each year up to fifteen students are selected, and they join other cohorts to participate in summer enrichment and academic preparation, community service, and special skill-building experiences. Students who complete the program in high school receive tuition-waiver scholarships toward the completion of associate's and bachelor's degree programs at Carl Sandburg College and Knox, respectively. The program was recognized by the Illinois Board of Higher Education in 1999 as one of six exemplary "best practices" within the State of Illinois—a program that directly addresses the growing number of youth who, because of socio-economic barriers, often are not given the opportunity to realize their full potential as scholars and future leaders in our communities. In the early years of the program, numbers persisting through to college were not high. In the last decade, the program has grown to include a Program Director, and the selection process and program requirements have been revised. Knox graduated its first Gale Scholar in 2006, with four graduating in 2008 and another four in 2009. In the fall of 2009, there will be 53 Gale Scholar students at Galesburg High School, fifteen at Carl Sandburg College, and nine at Knox.

ACROSS THE UNITED STATES

Knox students go far outside the Galesburg area in doing community service and internships. Some typical examples from across the U.S. in the last ten years include:

Community service:

- hurricane relief work in New Orleans (65 students in 2006, 42 in 2007)
- animal rights volunteer in Ann Arbor, MI
- Special Olympics, Denver

- Free clinic, South Dakota
- Northern Illinois Food Bank
- relief work at border crossings in Arizona (20 students in 2009 spring break)
- housing construction and urban renewal projects in East St. Louis (multiple trips by InterVarsity Christian Fellowship since 2005)
- reconfiguring and setting up of donated Knox computers at the Gerber-Hart Library in Chicago (a private Lesbian-Gay-Bisexual-Transgender research library in Chicago open to the public)

Internships:

- Mashantucket Pequot Museum and Research Center, CT
- photographer Annie Liebovitz, New York
- Field Museum, Chicago
- Historic Deerfield, Massachusetts
- Native American Women's Health Education Resource Center, Lake Andes, South Dakota
- Wediko Summer Program for developmentally-disabled and abused children, New Hampshire
- Associated Colleges of Illinois Junior/Senior Scholar Program for inner-city children from Chicago, Naperville, IL
- United States Supreme Court (three internships in the last six years)
- Argonne National Laboratory
- Bloomingdale's, Chicago
- British American Security Information Council, Washington, DC
- Center for American Progress, Washington, DC
- Center for Integrated Wellness, Point Richmond, CA
- Evanston Northwestern Healthcare, Evanston, IL
- Kirkland & Ellis, Chicago
- NBC/Late Night with Conan O'Brien
- Pacific Northwest Writers Association, Seattle, WA
- Route 66 Casino, Albuquerque, NM
- U.S. Department of Housing and Urban Development
- ZJ Farms, Solon, IA

AROUND THE WORLD

The variety of ways in which global issues are addressed in the Knox curriculum and through the efforts of the Global Studies Center is discussed in Chapter 5. Here we focus on the ways in which Knox students are involved in communities around the world. The involvement takes the form of internships (sometimes within the context of off-campus study), community service and independent study. Examples from the last few years include:

Internships and community service:

Argentina: as part of Knox's off-campus program in Argentina, which includes internships as part of the program: the El Ceibo recycling center, working with impoverished people who sort through garbage for recycling; Catalinas Sur, a grassroots theater company located in a working class neighborhood of Buenos Aires.

Brazil: teaching English to rural youth

Czech Republic: intern with the World Peace Programme

China: teaching English to students at Anhui Normal University; English tutors at LG Electronics Tianjin Appliance Co.; participating in the International Scholar Laureate Program for Anthropology & Archaeology in China and Tibet

Costa Rica: Fulbright Fellow; volunteer work at an animal rescue clinic

Denmark: sponsorship services intern, PLAN International Denmark

Germany: intern at GSF-National Research Center for Environment & Health; intern at the Fulbright Commission

India: business analyst intern with JP Morgan Stanley

Italy: teaching English and children's language translator

Jamaica: economics intern with Petroleum Corporation of Jamaica

Japan: intern for the JET teaching program

Jordan: intern at the Dhiban Excavation and Development Program (archeological fieldwork)

Mexico: volunteer construction work for an orphanage

Nicaragua: AMIGOS de las Americas

Nigeria: setting up an entrepreneurship seminar for Nigerian youth

Poland: clinical research intern at OBK Clinical Research

Spain:]project open[(software company); Prous Science, a pharmaceutical company; English language schools (last two as part of Knox's off-campus program in Barcelona)

Independent study: As mentioned in Chapter 5, Richter grants support student research, with many of the projects located abroad. In 2007/08, 34 students were funded to pursue research in 24 different countries outside the United States, including India, China, Costa Rica, Italy, Kenya, Jordan, Poland. Some of the

projects entail close connections to the host community. For example, in the summer of 2007, one student undertook a month-long study of the efficacy of non-profit organizations in Uganda, including staying in volunteer housing for the non-profit Visions in Action, and travelling with the organization to observe the work of various non-profits in several displacement camps.

Fulbright Fellowships: In the last ten years, 15 students have been awarded Fulbright fellowships, a transformation from previous years when Knox had very few awards (12 in the previous 44 years). See Chapter 9 for further discussion of the recent Fulbright success.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths

- Establishment of a number of offices/programs that have greatly enhanced our ability to carry out our mission "to understand and improve ourselves, our society and our world, most notably: the Global Studies Center, the Center for Community Service, and the Peace Corps Preparatory Program.
- The number and wide array of volunteer activities and internships that bring Knox students into relationship with communities beyond Knox.
- The integration of community involvement with academic programs, both through the curricula of departments/programs and through the Experiential Learning requirement.
- A shared sense of an institutional identity that builds on the heritage of the College to support the involvement of College and the people who make up the College in the world around us.

Challenges

- Need for a full-time director for the Global Studies Center and for the Center for Community Service.
- Further support for and extension of the integration of community involvement with academic programs.
- Funding support for paid internships, in the U.S. and abroad, awarded on a competitive basis.

Chapter 9

THE IMPACT OF A KNOX EDUCATION

For those who work closely with Knox students, it is gratifying to see their intellectual development and growth over the course of four years. While some of our students come from privileged circumstances and superb private schools, the College has long maintained its historic commitment to students who are the first in their families to attend college (24% of the student body in 2008), to students of color (18%), and to low income students (25%).¹ We admit each year an extremely talented, inquisitive, and accomplished group of students; students of high potential but many without the privilege and sophistication of students at peer institutions. Knox is, indeed, "a college that changes lives,"² and the primary way in which it does this is to encourage and nurture students at the same time that we unsettle them—challenging them to reconsider cherished assumptions; challenging them to not just accumulate knowledge but to formulate questions that will lead to the further growth of knowledge; turning them from an expectation of readily discernible "right answers" to the ability to critique complex positions from multiple perspectives; helping them to know when they are ready to follow such questioning and reflection with their own, independent judgment—and then to understand when to bring that judgment once again under question. Our confidence that Knox learning will be put to use comes from this fundamental, shared commitment to the fostering of critical inquiry, applicable in all areas of life. Enhanced by new structures for experiential learning (both in the curriculum and through new staffing in the Center for Career and Pre-Professional Development and in the Center for Community Service), the Knox curriculum and its array of co-curricular opportunities provide a strong base for our students' life after Knox.

When asked how we know the impact of a Knox education, most of us think of individual students whose lives we have seen transformed by the opportunities provided and the relationships formed here. This chapter ends with a sampling of such stories. But there is other, more systematic data that tells the Knox story as well. Information is available from national surveys, from other external measures, and from internal Knox data.

NATIONAL SURVEY DATA

The impact of one's undergraduate education on later life is the central subject of the Alumni Survey of the Higher Education Data Sharing Consortium (HEDS). The survey asks a wide range of questions related to all aspects of the undergraduate education, the impact of those aspects on later life, satisfaction with various aspects of the college experience, and details on life after college (degrees, career, income level). Unfortunately, Knox has not been a participant in this survey, but beginning in fall 2009, it will be included in our routine list of national surveys. In 2009, we will survey alumni in classes five and fifteen years since graduation. In 2011 and subsequent odd-numbered

¹ Further discussion of student demographics will be found in Chapter 13.

² Knox has been one of the forty colleges included in Loren Pope's *Colleges that Change Lives* since its first edition in 1996; before that it was included in Pope's *Looking beyond the Ivy League*.

years, we will survey two classes per year, giving us the perspective of different eras of the Knox experience.

Available survey data from NSSE supports the claim that the educational program at Knox is characterized by challenging work, high expectations, and an emphasis on critical inquiry, characteristics we would expect to have a long-range impact well beyond the college years. Looking at the five “benchmark” measures through which NSSE groups related questions, we see improved scores over the course of the last decade, and a favorable comparison with our selected peer institutions. (Much of the following data from NSSE has been presented in earlier chapters. We present it here again for the purpose of summary, while also including some additional details.)

The five benchmarks are: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE),³ and Supportive Campus Environment (SCE). Over the seven-year period in which Knox has administered the survey four times (2002, 2003, 2006, 2008), our scores on all five benchmarks have risen, as measured for Knox seniors:

Knox SENIORS on NSSE Benchmarks, 2002-2008

Benchmark	2002	2003	2006	2008
LAC	61.4	64.1	65.8	65.0
ACL	50.1	51.2	53.4	55.7
SFI	51.7	60.3	57.0	61.6
EEE	[measure not used in 2002 or 2003]		59.0	61.6
SCE	62.6	69.2	68.1	70.0

While the NSSE data are not longitudinal, it is still informative to see how much more strongly Knox seniors score than the first-years, on all measures except “Supportive Campus Environment.”

Knox FIRST-YEARS on NSSE Benchmarks, 2002-2008

Benchmark	2002	2003	2006	2008
LAC	58.8	60.6	58.7	57.9
ACL	41.3	45.2	42.3	43.5
SFI	42.8	48.4	45.8	46.8
EEE	[measure not used in 2002 or 2003]		33.9	34.6
SCE	66.7	71.2	69.9	69.4

Benchmark scores, like other NSSE scores, are compared with selected peer institutions, Carnegie Class institutions, and all NSSE institutions; in addition, they are also compared with the top 50% of NSSE institutions and the top 10%. Limiting ourselves here to the most challenging comparisons—our selected peer institutions, and the top 10% of NSSE

³ The "Enriching Education Experiences" benchmark is the most eclectic, gathering into one measure a variety of learning opportunities that enhance academic programs, many of them with direct application to life after Knox, including: participation in co-curricular activities, internships, community service, foreign language coursework, study abroad, independent study, capstone experiences, and diversity experiences.

institutions—and using the 2008 data for seniors, we compare very favorably. We are above our selected peer institutions at a statistically significant level on four of the five benchmarks; we are similar on the fifth (active and collaborative learning). Compared to the top 10% NSSE institutions, we are significantly above on three benchmarks (SFI, EEE, SCE), similar on one (LAC) and significantly below on the fifth (ACL).⁴

NSSE Benchmarks Compared, SENIORS, 2008

Benchmark	Knox seniors mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
LAC	65.0	62.9	*	63.3	--
ACL	55.7	54.0	--	59.7	** (low)
SFI	60.2	52.0	***	55.2	**
EEE	61.6	55.2	***	54.3	***
SCE	70.0	63.6	***	66.7	*

Again, a comparison to first-year students show the impact of four years at Knox, with first-year scores below those of seniors (on all but the SCE benchmark), and Knox first-years comparing less successfully with selected peers and the NSSE top 10%. First-years score significantly lower than selected peer institutions on two benchmarks, similar on two, and significantly higher on one benchmark. Compared to the top 10% NSSE institutions, first-years are significantly lower on three benchmarks and similar on two.

NSSE Benchmarks Compared, FIRST-YEARS, 2008

Benchmark	Knox first-years mean 2008	NSSE selected peers mean 2008	level of statistical significance	NSSE top 10% mean 2008	level of statistical significance
LAC	57.9	60.0	* (low)	60.7	* (low)
ACL	43.5	47.2	** (low)	51.6	*** (low)
SFI	39.6	38.6	--	43.6	** (low)
EEE	34.6	32.6	*	33.0	--
SCE	69.4	67.7	--	68.5	--

One block of questions on NSSE asks students to report the extent to which their experience at their institution has contributed to their development. Like all measures in NSSE and CIRP, this is an indirect measure—telling us what students think; it does not give us a direct measure of institutional impact. Nonetheless, the consistently high ranking of Knox in these questions is worth noting. Looking at responses of seniors, students rank Knox's influence similarly to or higher than (at a statistically significant level) students at NSSE selected peer institutions in all but one of the questions

⁴ See Chapter 6 for a discussion of the benchmark on which we did not perform as well—active and collaborative learning.

(deepened sense of spirituality). Full results are given below, for all comparison groups, with those areas in bold for which Knox was rated significantly higher than the selected peers.

Contribution of the Institution to Student Development (response of seniors)

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Scale of 1-4 from very little to very much.

<i>Education and Personal Growth (11)</i>	Knox	NSSE Selected Peers		Carnegie Class		NSSE 2008	
		mean	sig	mean	sig	mean	sig
Acquiring a broad general education	3.60	3.60	--	3.48	*	3.29	***
Acquiring job or work-related knowledge and skills	3.03	2.76	***	2.93	--	3.07	--
Writing clearly and effectively	3.44	3.43	--	3.31	*	3.11	***
Speaking clearly and effectively	3.23	3.22	--	3.13	--	3.00	**
Thinking critically and analytically	3.70	3.60	--	3.51	***	3.36	***
Analyzing quantitative problems	2.98	3.04	--	3.07	--	3.08	--
Using computing and information technology ⁵	2.92	3.01	--	3.09	*	3.22	***
Working effectively with others	3.29	3.23	--	3.19	--	3.17	--
Voting in local, state, or national elections	2.32	2.39	--	2.25	--	2.11	*
Learning effectively on your own	3.43	3.24	**	3.16	***	3.05	***
Understanding yourself	3.33	3.11	**	3.00	***	2.83	***
Understanding people of other racial and ethnic backgrounds	2.98	2.73	**	2.68	***	2.64	***
Solving complex real-world problems	3.06	2.81	***	2.79	***	2.78	***
Developing a personal code of values and ethics	3.03	2.90	--	2.83	*	2.71	***
Contributing to the welfare of your community	2.74	2.75	--	2.63	--	2.48	**
Developing a deepened sense of spirituality	1.73	1.97	**	1.98	**	1.96	**
			(low)		(low)		(low)

The CIRP survey does not provide measures of statistical significance for comparing Knox with peer institutions (here, other nonsectarian four-year colleges). Looking at attitudes or behaviors in which change at Knox from first-years reporting to seniors (remembering that CIRP gives us longitudinal information), and looking for a 10% or greater difference in the degree of change at Knox versus change at other schools, we find several measures where Knox stands out. These measures are all in the area of students' personal/moral development rather than academic outcomes. The first three are all positive in terms of Knox's positive impact on students, and the fourth flags for us a problem in student culture.⁶

⁵ This measure is anomalous in that the less selective comparison groups (Carnegie Class and all participating NSSE institutions) have a higher rating than both Knox and the selected peer institutions.

⁶ The CIRP data presents a more wide-ranging and complex view of student experience than is seen when using the measure of 10% difference. See Chp. 7 for a more detailed discussion of findings from CIRP.

- Performance of volunteer work declines less at Knox than at peer institutions (-10.0 percentage point change from first-year to senior year vs. -25.3 percentage point).
- Feeling of emotional health increased more at Knox than at peer institutions (15.2% vs. 2.6%)
- Feeling of physical health increased more at Knox than at peer institutions (12.6% vs. -0.4%)
- Drinking wine or liquor increased more at Knox than at peer institutions (44.7% vs. 33.3%)

OTHER EXTERNAL MEASURES

In addition to survey data, a variety of other external measures help us see Knox in comparison to other educational institutions, particularly other liberal arts colleges. A large array of college guides include favorable discussion of Knox.⁷ The most influential of these in terms of bringing awareness of Knox to a wider audience is Loren Pope's *Colleges That Change Lives*. Being in the spotlight as one of forty colleges noted for "changing lives" also affirms our own sense of the College as a place where lives are transformed.⁸ Another ranking that compares schools on a specific aspect of undergraduate education that we also affirm internally is from the *Washington Monthly*. In its three years of ranking 201 liberal arts colleges on the basis of a school's support for community service, research, and a commitment to access and affordability, the magazine consistently ranked Knox College among the top 50 (ranking 46 in 2005, 23 in 2006, and 36 in 2007).

One sub-set of Knox students receives a special external review:

- *Honors students*: Students completing honors projects undergo an oral defense, attended by the students' committee members plus an outside examiner. Each year, the Associate Dean of the College asks each outside examiner to send back an evaluation letter, commenting on the individual project and on the honors program in general. Year after year, these letters are extremely positive, many commenting on Masters-level quality of work done; letters from spring 2008 are available in the Resource Room, as are some sample projects from the last few years.

Two other external measures look at post-graduate success:

- *Fulbright Fellowships*: In the last ten years, 15 students have been awarded Fulbright fellowships, a transformation from previous years when Knox had very few awards (12 in the previous 44 years). Recent success comes from renewed administrative and faculty attention to Fulbrights, enhanced information for students, and a better application process implemented through the office of the

⁷ A list of guides and excerpts from them can be found here: <http://www.knox.edu/Admission-and-Financial-Aid/Why-Knox/What-Experts-Say.html>.

⁸ For the text of the CTCL chapter on Knox: <http://www.knox.edu/Admission-and-Financial-Aid/Why-Knox/What-Experts-Say/Colleges-That-Change-Lives---Knox.html>.

Dean of the College. In 2008/09, our three awards put us in the list of 49 liberal arts colleges with three or more awards for that year.⁹ Within that list, only four schools had a higher success rate of awards to applicants than ours (3 awards of 5 applicants, for a success rate of 60%).

- *Ph.D. production:* Knox ranks in the nation's top 3% for its proportion of graduates who go on to earn a Ph.D.¹⁰ Out of the 1,469 colleges and universities included in this NSF survey data, Knox ranks 44. Our ranking varies among fields, highest in math/sciences and lowest in the social sciences, with individual fields varying from a high ranking of 13 (Chemistry, 1995-2004) to a low of 220 (Anthropology, 1995-2004); details on chart below.

Knox Ranking in Proportion of Graduates Who Go on to Earn a Ph.D.

	1975-2004		1995-2004	
	Knox rank*		Knox rank	
OVERALL	46	(3.1%)**	44	(3.0%)
SocSci (ALL)	50	(3.4%)	83	(5.7%)
Humanities (ALL)	51	(3.5%)	43	(2.9%)
Life Sciences (ALL)	49	(3.3%)	40	(2.7%)
Phys Sciences (ALL)	30	(2.0%)	27	(1.8%)
Math & Stat	26	(1.8%)	35	(2.4%)
Comp Sci	44	(3.0%)	34	(2.3%)
Chem	16	(1.1%)	13	(0.9%)
Physics	74	(5.0%)	98	(6.7%)
Biology	45	(3.1%)	28	(1.9%)
Psychology	94	(6.4%)	53	(3.6%)
Education	90	(6.1%)	53	(3.6%)
Economics	43	(2.9%)	57	(3.9%)
Poli Sci	24	(1.6%)	64	(4.4%)
Sociology	78	(5.3%)	150	(10.2%)
Anthropology	161	(11.0%)	220	(15.0%)
Area/Ethnic Studies	140	(9.5%)	88	(6.0%)
History	42	(2.9%)	53	(3.6%)
English & Lit	90	(6.1%)	77	(5.2%)
Foreign Languages	33	(2.2%)	21	(1.42%)

*Rank among 1,469 colleges and universities in the percentage of graduates who complete Ph.Ds.

**An expression of our rank in percentage form.

INTERNAL KNOX DATA

The College has not made a considered practice of gathering relevant data on the impact of a Knox education, a problem discussed in more detail in Chapter 10. With the

⁹ Fourteen institutions had three awards, eleven had 4, seven had 5, seventeen had 6 or more. The data was gathered by the Institute of International Education, which administers the Fulbright Fellowship program, and was reported recently in *The Chronicle of Higher Education*. The link to the *Chronicle* article is no longer active; the Knox story can be found here, with a further link to the Fulbright data: <http://www.knox.edu/News-and-Events/News-Archive/Knox-Among-Leaders-for-Fulbright-Fellowships.html>.

¹⁰ The *HEDS Weighted Baccalaureate Origins Study* (Higher Education Data Sharing Consortium, 2006), adapted from the *Survey of Earned Doctorates* (National Science Foundation, 2004).

establishment in 2008 of the new Office of Institutional Research and Assessment, practice is changing, but we are still in the process of determining what data will be gathered and of establishing a schedule. A summary of what we currently know:

Entrance to graduate and professional schools:

- Over the last several years, more than 90% of Knox students who work with the Pre-Law Advisor have been admitted to one or more law schools.
- The medical school acceptance rate for Knox graduates for the last four years is close to 80%, against a national acceptance rate of just under 50%. 100% of Knox seniors in the class of 2007 who applied to medical school were accepted.
- Close to 50% of the students who graduated with College Honors in 2001 are now in graduate or professional school or are in postsecondary teaching or research.¹¹

Graduates six-months out: Since 2002, the Center for Career and Pre-Professional Development has been surveying graduates six months out of Knox. Between 21% and 30% of students have entered graduate or professional study, about 70% are employed, and the remainder unemployed. There has been a drop off in immediate entry to graduate/professional school in the last two years (down to 21%); we will be watching to see if this trend persists.

Knox Graduates Six-Months Out, 2002-2008

	2002	2003	2004	2005	2006	2007	2008
Employment ^a	67.0%	68.2%	68.1%	67.7%	70.5%	70.8%	74.7%
Graduate/Professional Study	29.9%	26.1%	28.9%	30.4%	24.2%	21.3%	21.2%
Unemployed	3.1%	5.7%	3.4%	1.9%	5.3%	7.9%	4.2%
(response rate on survey)	40%	32%	80.6%	65.3%	78.8%	81.8%	81.0%

^a Includes employed full-time, part-time, and temporarily employed.

Recent alumni on the impact of a Knox education: On the 2009 Knox-produced survey given to 2007 and 2008 graduates of Knox, these recent alumni were presented with a list of educational goals mentioned in the Knox mission statement. On 8 out of 14 goals, 90% or more of the alumni agreed or strongly agreed that their Knox education had accomplished that goal:

[see next page]

¹¹ Survey of honors 2001 and 2006 honors graduates done in winter 2009 by the Associate Dean of the College. The response rate in 2001 graduates was 77% (34 of 44).

Recent Knox Alumni on the Impact of a Knox Education

(in order of strongest to weakest response, numbers in percent; total may exceed 100 due to rounding)

My Knox education. . .	SD or D	neutral	A or SA
1. has helped me to put learning to use to accomplish personal goals	3	4	94
2. has helped me to understand our society and world	2	6	92
3. challenged me with persistent demands for rigorous thinking	2	6	92
4. challenged me with high expectations	3	6	91
5. has helped me to understand myself	2	8	90
6. has helped me reach my own independent judgments	3	8	90
7. fostered a lifelong love of learning	4	7	90
8. fostered a sense of competence	2	8	90
9. engaged me in the pursuit of fundamental questions	5	8	88
10. fostered a sense of confidence	4	10	86
11. has helped me contribute to the well-being of others	2	15	83
12. has helped me to put learning to use to accomplish social goals	4	16	81
13. has helped me to live with purpose	5	18	76
14. fostered a sense of proportion	8	21	72

For those goals less strongly agreed upon in impact, the students not agreeing tend to be "neutral" rather than disagreeing. Will more time out of school make a difference? It is notable, for example, that "put learning to use to accomplish personal goals" is first on the above list, while "put learning to use to accomplish social goals," which was the next item on the survey instrument, is number 12. Without comparative data—to these same alumni later on, to other Knox alumni, to alumni from other schools—it is difficult to interpret these responses. Having data from the HEDS alumni survey in future years will be an enormous help.

STORIES

Enough of numbers. It is reassuring to know that Knox does well on external measures, numbers that also help attract prospective students to Knox. But what keeps us highly motivated and enthusiastic about forwarding the Knox mission, in all our various capacities, is that we see every day around us the difference the College makes in the lives of individual students, and that we hear from alumni from around the world and across the years that they continue to be grateful for and inspired by the education they received at Knox.

A new Admission publication, "The Outcomes of a Knox Education," provides a dozen alumni profiles, highlighting aspects of their Knox experiences that have particularly helped them in life after Knox. From majors in Biology, Political Science, Theatre and English, to careers in national service (Teach for America, the Peace Corps), aeronautics, journalism, and law, a Knox education opens many paths to a successful and accomplished life. (A copy will be provided to HLC reaccreditation team members.)

For further inspiration, we encourage you to browse the sample profiles of Knox alumni available on the college's web site: <http://www.knox.edu/Profile-Index/Alumni-and-Friends.html>. The following profiles from the 2000's give a sense of recent Knox graduates and the impact of their experiences at Knox:

Christin Datz '06, who completed Knox's 3-2 Dual-Degree Engineering Program, first earning a BA at Knox with a major in Physics and a minor in dance, and then a BS in mechanical engineering at Washington University in St. Louis. Offered four different jobs at Boeing, she decided on one that puts her on the Studies team that handles changes made to existing large-body aircraft. The dance minor—giving her another kind of awareness of motion—turned out to be a highlight on her resume, distinguishing her from other candidates. Christin also credits the small class sizes at Knox and the frequent interaction with professors as important to navigating the complex human interaction that is a large part of her job.

Yuna Engle '04, who graduated with honors in psychology and is currently pursuing her Ph.D. in social/personality psychology at the University of Missouri-Columbia. While still a student at Knox, she co-authored an article with Professor Tim Kasser based on her McNair Scholar research about on teenage girls and their fascination with teen idols, published in *The Journal of Adolescent Research*.

Derk "Will" Lion '00, a double major in political science and history who went on for a master's degree from George Washington University. He started working at the Department of Defense and then landed a job as senior duty officer in the White House Situation Room. Lion attributes his job skills largely to his time at Knox. His biggest influences were political science professors Sue Hulett and Robert Seibert '63. Having studied history and political science at Knox not only has helped him understand the articles he reads, but also has given him an intellectual framework to appreciate their significance.

Krista Nieraeth '04, a double major in biology and classics who intended to go to medical school, took a detour and worked for two years with Teach for America, teaching physics in Opelousas High School in rural Louisiana. Faced with a classroom without basic equipment, Nieraeth asked for help from Knox scientists. Professor Judy Thorn from Biology offered Nieraeth the stipend she had just received from a teaching award, along with a matching personal donation, to buy needed classroom supplies, and Professor Larry Welch of Chemistry sent her a package with lab equipment recently replaced at Knox. When Nieraeth told her principal about the donation, he simply asked, "What type of school did you go to?"

Chris Snell '08, came to Knox at age 26, after working as an electrical apprentice and racing ATVs as a hobby, one that included making tools and modifying vehicles. When he decided to change direction and prepare for medical school, he chose Knox as the first step on that path. Looking to fulfill his experiential learning requirement, Chris took on an internship that involved shadowing a local orthopedic surgeon who routinely performed knee replacement surgeries. Watching the surgeries, Chris noticed that the surgeon was frustrated with the clamp that grips the patient's tibia. Combining his pre-Knox expertise in tool-making with his new interests in and knowledge of medicine, Chris invented a new clamp—through the concentrated work of an honors project. The clamp is now being used in surgery.

The majority of our alumni don't make it into the list of Fulbright scholars, Ph.Ds, or corporate executives, and the majority will never be featured in an alumni magazine profile or in an admission brochure. The success of our alumni, however, is measured

not just by position, income level, and fame, but in a life lived with purpose and contributing to the well-being of others. One graduate of 1989, Deborah Granat Moreno, now a mother of five, objects to the inevitable focus on "high profile" alums. Knox changed her life too, and continues to have an impact on the way she lives. Within Knox's supportive environment, and through important relationships with several professors, the College helped her flourish. Knox gave her the confidence to go to graduate school in theology (with a major in creative writing), to work as an award-winning journalist (without any courses in journalism), and then also to plan and carry out a life focused on family (while also managing her husband's business and continuing to publish her own writing). Knox gave her the confidence to shape her life according to her principles, and to face the multitude of problems and perplexing situations of daily life with the same critical/analytical tools that served her well in graduate school and journalism. Her husband, Alejandro Moreno, meanwhile, (Knox class of 1993) has developed from the ground up an extremely successful tile and stone company. Like that of other Knox entrepreneurs, his business doesn't get counted in CEO ratings. But once a year or so, the two of them look back to their Preceptorial reading of Tolstoy's story "The Death of Ivan Ilych," to ask themselves, "Is our life ruled by propriety or authenticity?"

For those 23% of 2007 and 2008 alumni who did not feel that Knox has helped them to "live with purpose," our wish is that their answer is really "not yet," and that before long the varied gifts of a Knox education will be successfully deployed in a life with purpose and meaning.

In a mailing to alumni this spring, when the Advancement Office was asking for contributions to meet the challenge extended by Duke '74 and Nancy Petrovich—if 5,000 alumni gave by June 30, they'd give Knox \$100,000—a post-it note was enclosed with the return card. Many of the 5,523 Knox alumni who sent in donations included a brief note explaining why they were giving to Knox.¹² Some of their reasons include:

The Knox liberal arts education broadens the minds of its students and teaches them to at least consider views of others. That is so important in today's polarized environment.

The quality education and preparation for life!

There us no better gift in life than opening eyes and minds, and triggering curiosity. Thank you, Knox!

I was the first member of my family to attend college, and Knox opened many doors for me.

To support the college that taught me to create my own options!

I have a thriving law practice and besides the actual legal work, the knowledge required to manage and grow my business I learned to do at Knox.

¹² Some of the post-its can be viewed at: <http://www.knox.edu/Give-to-Knox/Knox-Fund/Knox-Alumni-Meet-the-Challenge/Post-Its.html>.

Because Knox treats its students/alumni with great respect. I can always count on Knox staff and faculty. Also, the friends I made at Knox I still have because Knox was such a great close-knit community.

Knox changed my life and I will give the little I can to make sure it remains able to continue changing lives.

Part Three

INSTITUTIONAL PRACTICES AND STRUCTURES

- 10 PLANNING, INSTITUTIONAL RESEARCH, AND ASSESSMENT
- 11 INSTITUTIONAL ORGANIZATION AND DECISION-MAKING
- 12 INTEGRITY

Chapter 10

PLANNING, INSTITUTIONAL RESEARCH, AND ASSESSMENT

PLANNING

The College has engaged in several planning projects since the early 1990s. The results of these planning efforts have been mixed. While the earliest plans led to improvements in staffing, compensation, programming, and facilities, these benefits were never fully integrated into the ongoing life of the institution. Further, they were not supported by a sustainable plan and did not successfully address the increasing financial challenges that arose during this same period. Beginning in 2001, a series of decisions has created the groundwork for a more systematic, comprehensive approach to planning for the College's future. (A history of institutional planning from 1990 to 2005 can be found in the *Knox College Strategic Planning Notebook*, section III.)

First, with regard to the educational program: the Board of Trustees' 2001 resolution challenged the College to reexamine its educational program through the twin lenses of academic mission and market appeal. In fact, elements of such a reexamination had been underway for some time, but the Board's action linked the effort explicitly to the College's financial challenges and gave the process a firm deadline.

Second, at his installation in 2002, President Taylor established a set of goals to guide the College, goals that have been incorporated into the strategic planning process and that continue to be referenced as our major, ongoing, strategic goals. As stated in the 2006 *Strategic Planning Notebook*, they are:

- ***Nurture Academic Excellence:*** The College enjoys a well-deserved reputation for academic excellence. Knox will sustain and enhance that excellence through the recruitment and retention of a faculty of first-rate teachers and scholars; the maintenance of vital academic programs and innovative program development; and improvements to student life in and out of the classroom, involving both residential and co-curricular experiences.
- ***Strengthen Institutional Self-Confidence:*** The College will help increase pride and institutional self-confidence among all of Knox's stakeholders through vigorous efforts to articulate—fully and assertively—the special qualities of the Knox experience, our institutional strengths, and the success of our students, alumni and faculty.
- ***Chart a Course toward Financial Impregnability:*** Financial impregnability is the ultimate and ambitious stage of a multi-stage course. For Knox today, our most immediate objective has been to **reduce the endowment spending rate** to a sustainable level. While continuing to reach that goal, the College must also begin to move toward **financial equilibrium**, characterized by four conditions: preserving the purchasing

power of the endowment; maintaining the useful life of physical assets; nourishing and developing human resources; and continuing to operate within balanced budgets. In the long run, **financial impregnability** will be achieved through significant capital gifts.

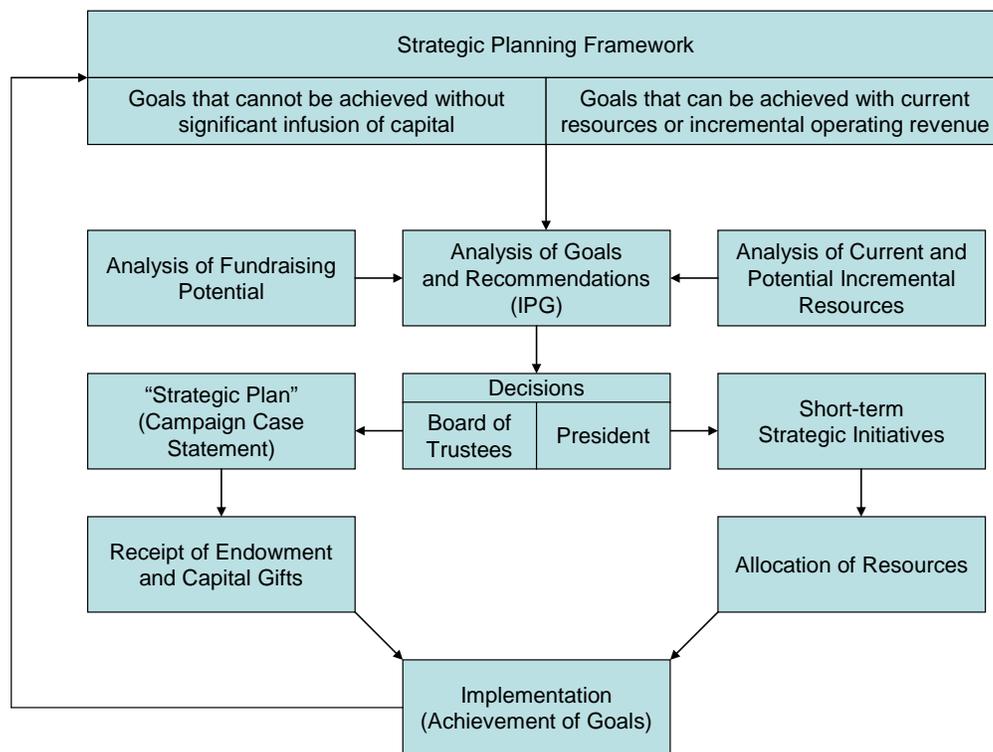
Also in 2002, the President established the Institutional Planning Group (IPG), a faculty-staff-student committee charged to develop a comprehensive strategic framework to guide institutional decision-making and to serve as an ongoing presidential advisory body. The group is based in the two groups in which responsibility for the College is concentrated: senior staff (management responsibility) and the faculty Executive Committee (educational responsibility); both faculty and student members of the Executive Committee serve on IPG.¹ The Director of Corporate and Foundation Relations and the Director of the Computer Center also are current members of IPG. The first major undertaking of the IPG was the development of a proposal for a Title III grant from the USDOE. Drawing on the 1999 NCA self-study and final accreditation report, and many other documents and conversations, the group identified a central, critical weakness at Knox, and then focused on addressing it through the Title III grant: the inability to ground crucial administrative and financial decision-making in a careful and valid analysis of internal and external data, because of the lack of resources for institutional research. The data gathered at the College was, for the most part, fragmentary, disconnected, and non-cumulative. (For more analysis of these problems, along with a detailed description of how they will be addressed, see the Title III grant proposal, Resource Room.) The grant was awarded in 2007, with implementation beginning in 2008-09. For the difference already being made by having the new Office of Institutional Research and Assessment, see sections below on "Institutional Research" and "Assessment.")

At same time, IPG developed a strategic plan for the College, which exists in two forms: a framework for strategic planning (titled "Knox in the 21st Century"), a 3-ring binder with multiple sections, including a history of planning at Knox and a detailed chart with goals, initiatives, and status of each in 2006. (This notebook is available in the Resource Room.) The framework was brought to the Board of Trustees in May 2006. They requested a shorter document, which resulted in the 3-page "Strategic Plan," which was approved by the Board in June 2008. (See Appendix 14.)

A key element of the plan is the vision of IPG as the ongoing planning body of the College, advisory to the President and the Board, as shown in the chart below.

[see next page]

¹ In the first few years, the Executive Committee appointed two faculty representatives to serve on IPG, and student representatives were appointed by Student Senate. In recent years, the Executive Committee decided it would be better for its own members to serve on IPG.



The implementation of this framework is still a work in progress. Since the development of the Title III proposal and the strategic plan, both completed by 2006, IPG has had a more limited agenda. It generally meets about once a term, serving as a sounding board for items brought by members of senior staff. Each year it reviews the recommendations of the Capital Projects Group,² it reviews the recommendation for increases to student tuition and fees before it goes on to the Board, and it considers other issues on which the President asks for counsel. (The Student Senate also reviews the recommendation on tuition and fees before Board consideration.) As discussed in Chapter 2, in the section on institutional goals for the self study, it is our self-conscious aim to integrate assessment, the self-study, and the 2009 HLC evaluation with the strategic planning process. This will be accomplished by having campus-wide discussion of the self-study in the fall of 2009, followed by IPG consideration of the self-study and of the evaluation report in early 2010. In the past, strategic planning has commenced, and re-commenced, with successive presidential initiatives. By linking planning with the HLC accreditation cycle, we will institutionalize planning on an ongoing ten-year cycle.

² The Capital Projects Group carries out near-term planning for capital projects. It consists of senior staff with broad functional responsibilities including advancement, enrollment, finance, facilities, and academics. The function of the group is to make recommendations to the President about capital projects for the next year; it also monitors long-term maintenance projects. A list is made of all needs suggested by anyone; the list is then sorted by purpose (e.g. ADA compliance, preserving physical assets), functional area, and time frame. The group discusses priorities until consensus is reached on which things are most urgent and can be done with the available money. A copy of a recent capital projects list may be found in the Resource Room.

Strategic goals are also kept in mind and implemented through the annual process of setting "Priorities and Initiatives" established by President Taylor. Vice-Presidents develop a list for the coming year during the summer, and the list is shared with all staff and faculty in early fall. At senior staff meetings, two areas at a time are reviewed periodically throughout the year, with VPs reporting on progress in their area; each area is reviewed a few times during the year. (Priorities and Initiatives lists from 2004-05 through 2008-09 may be found in the Resource Room.) It is these priority lists that are actively used in week-by-week planning, rather than the very extensive list of goals and initiatives found in Section VI of the Strategic Planning Notebook; many on senior staff have added the priority lists into a new "Section IX" of the Planning Notebook. Spurred by the self-study process, senior staff has once again reviewed the list in Section VI, identified VP areas for each initiative, and updated the status of each item.

INSTITUTIONAL RESEARCH

Funded with a five-year grant from the U.S. Department of Education, Knox has gone from having no dedicated IR staff to one of the best-staffed offices in the ACM (Associated Colleges of the Midwest). The Office of Institutional Research and Assessment is a permanent addition; absorption of costs for the office by the College has been incorporated into the institutional long-range financial plan. The guiding principle for the IR operation is to focus activities in support of the College's strategic initiatives.³ Effort is to be concentrated in the following functions:

1. annual compilation of key institutional and external data in an Institutional Fact Book;
2. ongoing analysis of regularly collected data in Knox's administrative data system (e.g., course enrollment patterns);
3. annual collection and analysis of alumni outcome data;
4. administration and analysis of key external surveys, some annually and others on a rotating cycle;
5. undertaking a series of comprehensive research studies, focusing in the next several years on retention and student satisfaction, prospective student marketing analysis, alumni attitude and marketing analysis, and faculty compensation and workload study;
6. assisting the President and other key institutional decision-makers in integrating the information provided through institutional research into their understanding of the opportunities and challenges facing the College and helping them translate that understanding into effective action.

³ For a chart summarizing the relationship of the activity objectives of the office to institutional problems and strategic goals, see the Title III proposal, p. 21 (Resource Room). For detailed timetables for expected tasks and for evaluation of the office, see the Title III grant proposal, pp. 26-36, 47.

In its first year of activity, OIRA has already had an impact on campus. All the ongoing data reports (e.g., IPEDS, HEDS) and both external and internal data requests (e.g. U.S. News, Barron's, ACE, Knox departmental requests) have been taken over by OIRA, allowing the Registrar and other offices that previously took on these tasks to focus on their core activities. The Director has become closely involved with ongoing and ad hoc groups where institutional research is key. Examples include: the Admission, Retention and Placement Group (with a large retention study in development), the Diversity Committee (help with writing and administering a survey), the Office of Student Development (arranging for focus groups for a study of orientation). The Director has provided extensive support to the self-study process through data gathering and analysis. In addition to being an active member of the Self-Study Steering committee, the Director was centrally involved in the development, administration, and analysis of our in-house surveys of faculty, students, staff, and alumni. These are surveys that can be used again in later years, providing the prospect of comparative long-range data. He also helped departments in their self-studies (e.g., an alumni survey for the biology department). With regard to regular surveys of alumni in general, something long desired by a number of offices, the Director investigated external alumni surveys, and has lined up the College to begin regular participation in the HEDS alumni survey beginning in fall 2009.

As discussed above in the section on planning, the highly anticipated outcome of the establishment of OIRA is the permanent transformation of institutional practices. This will be accomplished as skills and habits of using empirical data to inform decision-making become internalized by key institutional actors—department/program chairs, faculty leaders, operational directors, and senior administrators.

ASSESSMENT

The 1999 evaluation team appropriately cited a concern about assessment at the top of their list. A great deal remains to be done at Knox in the area of assessment. Recognizing the necessity of a major effort in institutional planning and assessment, but lacking the resources with which to carry out these endeavors, the College applied for a Title III grant from the U.S. Department of Education in support of the creation of an Office of Institutional Research & Assessment (OIRA). The first proposal narrowly missed being funded, but was successful on a second round. A Director of the OIRA came on staff in July, 2008, and an Associate Director for Assessment Support joined the office in August, 2009; the office also has a full-time assistant.⁴

The College also has participated in a collaborative, multi-institution, multi-year study, funded by the Teagle Foundation, to develop assessment tools for academic majors that focus on how majors advance a college's general education goals. In 2005, Knox participated with fellow ACM colleges Beloit, Lake Forest, Monmouth, and Ripon in a Teagle-supported planning grant to investigate assessment at our institutions, culminating in a two-day workshop in November 2005 at Beloit College. During the winter and

⁴ Until 2000, the College had a person in the position of Vice-President for Enrollment and Institutional Planning, though the work of this office was almost entirely focused in enrollment planning. The position was eliminated in 2000, in the context of financial cutbacks.

spring of 2006, after Lake Forest withdrew, the remaining four schools created a full proposal based on this work that was funded for about \$300,000 by the Teagle Foundation. Through this three-year project (2006-09), "Missions and Majors," we have studied how the learning outcomes of critical thinking, quantitative reasoning, and civic engagement, are being fulfilled by work that students do in the major. (Final reports from the four departments at Knox that participated in the Teagle grant—Economics, Educational Studies, English, and Mathematics—may be found in the Resource Room.) The Teagle grant was also used to fund a small course mapping project in spring 2009; the six participating departments were Educational Studies, English, History, Mathematics, Music, and Political Science/International Relations (reports in the Resource Room). In addition, the grant paid for administration of the CLA (Collegiate Learning Assessment) exam in 2006/07.

The College's 1996 assessment plan was based on a structure that gave the Dean of the College primary responsibility for maintaining the schedule of assessment activities, with virtually all results to be reported to the Curriculum Committee or the Academic Affairs Committee. Clearly, this didn't work; the plan added too much to the already over-full agendas of the Dean and of the committees. With the establishment of OIRA we now have the base for re-launching the systematic incorporation of assessment into the academic routine of the College. With the new Associate Director for Assessment Support only beginning at Knox in August 2009, we have not yet begun the process of writing a new assessment plan and figuring out the structures through which it will be implemented. But we have significant momentum from the Teagle grant (resulting in four departments and about twenty faculty who did extensive assessment in the three years of the grant, 2006-2009) and from the self-study process (which included self-studies and assessment activities in all academic programs), and we now have in place a professional institutional research and assessment team that will guide and support us in building and integrating assessment throughout the College. All this will contribute to the furtherance of a culture of assessment, to the habit of articulating goals, gathering and analyzing information, and applying the results back into our programs.

The director of the Teagle study and the OIRA director have both been closely involved in the self-study process, and these things together—the Teagle study, the launching of OIRA, and the self-study—now put Knox firmly on the path to address our urgent need to re-think and implement a college-wide assessment plan. The College put together an assessment plan in 1996, but the structures required to implement the plan were not put into place, financial crisis drew attention elsewhere, and a new curriculum made much of the content of the plan obsolete. Now that the new curriculum is in place, new organizational structures exist to help with implementation, and a more developed strategic planning process is set, it makes sense to build a new assessment plan, rather than to go back to the old one.

Despite the lack of a college-wide assessment effort in the last decade, two key areas of the College have engaged in continual assessment in recent years: Admission and Finance. It is certainly not unrelated that Admission has succeeded in growing entering

classes by 23%⁵ and that we have significantly ameliorated the financial crisis of the early part of the decade. Both of these successes relied on the gathering, analysis, and use of internal and external data; we would do well to consider these offices as models for assessment in other areas. In addition, the Board of Trustees has a full assessment agenda, including an annual evaluation of the President; assessment of all trustees every two years; annual assessment of trustee giving; assessment of each Board meeting; and twice in the last ten years full board assessments by outside evaluators (by Grenzebach Glier & Associates in 2002 and by AGB in 2007. (See Chp. 11 for revised Board governance structures that came out of this process.) Media Relations has also begun assessment of press releases and news stories. (See Public Relations self-study, Resource Room.) Elsewhere in the College, collection of data has gone on, most notably through the Office of the Registrar and external surveys, but little systematic use has been made of the information gathered.⁶ In 2003, the Registrar set up a central site through which this data can be accessed by College faculty and staff, Encyclopedia Knoxensis.⁷ The Registrar has also responded to specific requests for information and analysis, such as a study of how the math requirement is fulfilled, enrollment in science classes, percentages of students doing off-campus study, and retention/graduation rates of black and Hispanic students.⁸

Progress

- Institutional research and assessment was identified by the Institutional Planning Group (IPG) as a priority need of the College. A task force was formed to develop a proposal for a Title III grant, and a consultant was brought in to help with the proposal process. The grant was funded at \$1.5 million for a five year period (2007-2012).
- Admission and Finance do sophisticated and continual assessment, and the payoff in enrollment growth and greatly improved financial situation are evident.
- CIRP and NSSE surveys are now administered regularly.
- Encyclopedia Knoxensis, a compendium of Knox data, was created in 2003. It includes demographic tables, enrollments, admission data, and more.
- The Office of Institutional Research and Assessment was established in summer 2008.
- A search for an Associate Director for Assessment Support was begun in summer 2008, and completed in spring 2009.
- Four academic departments, involving about 20 faculty, have done extensive assessment projects under the 2006-2009 Teagle Foundation assessment project.

⁵ From 1998 to 2008, new student enrollment grew from 326 to 400.

⁶ The College routinely collects data for: The Common Data Set (CDS), the Integrated Postsecondary Education Data System (IPEDS), and the Higher Education Data Sharing (HEDS) Consortium. We also routinely administer the following surveys: NSSE (every other year), CIRP Freshman Survey (annually), CIRP College Senior Survey (annually). We have administered FSSE once, in 2006, and CLA once, in 2006/07.

⁷ Available on a password-protected page: <http://reg.admin.knet.edu:9040/cgi-bin/faculty/frame.cgi>

⁸ For further discussion of this last study on retention/graduation rates, see Chapter 13 (section on students).

- Four Knox faculty attended the October 2008 workshop at Carleton College on "Quantifying Quantitative Reasoning in Undergraduate Education: Alternative Strategies for the Assessment of Quantitative Reasoning." The four faculty came from three departments directly involved in staffing Quantitative Literacy courses at Knox: Economics, Mathematics, and Educational Studies. A follow-up meeting was held on campus in spring 2009.
- The Self-Study Coordinator attended an ACM workshop on assessment at Lake Forest College in October, 2008; conversation and materials from this workshop were a significant help to the Knox workshop held in December.
- In preparation for institutional self-study, all academic programs and administrative areas were asked to write self-studies, including the beginning of an assessment plan (the identification of goals/mission) and the carrying out of one or two items of assessment by June 2009. Although a few individuals have grumbled, the overall response to the development of assessment plans has been remarkably positive, with high attendance at two 2008 campus assessment workshops⁹ and interest and enthusiasm for what is being learned. The results of these assessment activities will be collected in late September 2009 and will be mailed to the evaluation team; they will also be available in the Resource Room.
- As part of the institutional self-study process, the Self-Study Steering Committee developed internal surveys that were administered to students, faculty, staff, and recent alumni (classes of 2007 and 2008).
- As part of the institutional self-study process, CIRP and NSSE data from 2008 were analyzed and used in the self-study. (See Appendix 6, Use of Survey Data in Self-Study.)
- A few external reviews of departments have been done in the last ten years, but these have been related to particular problems (e.g., personnel transitions due to retirements), rather than being done according to a planned schedule.
- Assessment of advising and of the Honors Program were undertaken for the self-study. The survey questions developed can readily be used at periodic intervals.
- Advancement does regular assessment of fundraising efforts and of alumni events. A readership survey of the *Knox Magazine* was done in 2004 and 2009, and readership of the online *Gizmogram* is monitored regularly.
- A College Fact Book is very close to completion.

Still to be done

- Rewrite the College's assessment plan.
- Set up system of oversight for ongoing assessment within academic departments. This will be one of the early projects for our new Associate Director of Assessment Support, working with an Assessment Advisory Group.

⁹ Twenty-three faculty attended the June 2008 workshop and about 50 attended the December 2008 workshop.

- Set up a system for outside reviews of academic departments, so that every department is reviewed once every ten years. (With 34 departments/programs, this means three or four reviews every year.)
- Conduct a thorough assessment of the 2002 curriculum change.
- Inculcate the practice of "closing the loop"—using the results of all forms of assessment of our academic programs to further improve the educational experience for Knox students.
- Now that the OIRA is in place, make a transition from ad hoc and fragmentary analysis of data to systematic analysis of data from CIRP, NSSE, and HEDS (alumni survey to begin in 2009), as well as dissemination and use of the analysis. Plans are for CIRP and NSSE results to be available on the Knox website. We hope that the use of such data in this self-study will serve as a model for future use.
- Repeat of the Knox-designed internal surveys in 2013 and 2017.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths:

- A planning structure that has led to the current strategic plan and is set up to review progress and make revisions as needed.
- An Office of Institutional Research and Assessment that is already in its first year making a difference in the working of the College.
- Ongoing, sophisticated assessment in some areas of the College (finance, admission).
- The beginning of integration of assessment into the life cycle of academic departments and programs.

Challenges:

- Maturing of IPG into an ongoing planning group.
- A coordinated consideration across college constituencies of the institutional self-study as the next step in long-range planning.
- Creation and implementation of a revised assessment plan for the academic program of the College, including graduation requirements.
- Setting up a regular program of assessment workshops or training sessions for faculty.
- Systematic integration of analysis from the Office of Institutional Research and Assessment into planning and decision-making across the College, including the academic programs.

Chapter 11

INSTITUTIONAL ORGANIZATION AND DECISION-MAKING**UNDERLYING VALUES**

A long-standing "Statement on Government of Colleges and Universities" calls for "appropriately shared responsibility and cooperative action among the components of the academic institution"—trustees, administrators, faculty, students.¹ The statement expresses the hope that these principles could assist "in the establishment of sound structures and procedures." It encourages mutual understanding of shared governance, "based on community of interest and producing joint effort," and asserts that "a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems." These principles of shared responsibility, cooperative action, community of interest, interdependence, and communication are embedded in many aspects of the governance of Knox College, reinforced by the values of openness, egalitarianism, and rigorous thinking included in the College's mission statement. It is also the case that the ideals of shared governance are not always carried out in practice; Knox is surely not alone in this. Some of the factors influencing practice include: the personality, style, and attitudes of the chief administrators of the College; the changing nature of faculty leadership; routine versus one-time concerns; the degree of conflict over an issue at hand.

For the last eight years of this decade, Knox has experienced unusual administrative continuity, with only one departure from the senior administrative staff since the current president came to Knox in 2001. The President has established a culture of open communication that had not always been in effect under previous administrations. His ever-open office door is both a symbol and a practical communication device—anyone walking through the main corridor of Old Main can stop by to ask a question or raise a concern. The President regularly shares information with faculty and staff, including triannual reports of senior staff to the Board of Trustees and the annual list of "Priorities and Initiatives" set by senior staff (all VPs plus the Director of Public Relations and the Associate Dean of the College).² The Institutional Planning Group (IPG, a presidential advisory group), whose main charge is planning, also serves as a sounding board for administrative initiatives.³ The Executive Committee, in addition to its routine business, serves as a sounding board for the Vice President for Academic Affairs, and FASCom (The Faculty Affairs Subcommittee of the Executive Committee) meets on a regular basis with senior administrators, in order to keep communication going in two directions.

¹ The statement was issued jointly in 1966 by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). The statement, with small revisions of gender-specific language, remains current: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/governancestatement.htm>.

² Aamples of these documents are on file in the Resource Room.

³ See Chp. 10 for further discussion of IPG.

Given the extensive and regular means of communication, it is not difficult to know what is going on at Knox, both within the administration and in the faculty. If one doesn't have direct access oneself, a call to a member of the relevant committee will usually give you the answer. Routine matters of business generally travel smoothly through the system. But, despite the advice of self-help writers, "communication" in and of itself does not solve problems when conflict arises. As discussed above in the consideration of "challenges to community" at Knox,⁴ we are less successful in negotiating and acting cooperatively when the interests of one constituency are at variance with another, or when there are significant conflicts within a constituency.

STRUCTURES AND CHANGE

Administration

Stability: When Roger Taylor was selected as president in 2002, he asked each member of the Senior Staff to stay with the College for three years. All but one committed to do so, and all did. The head of Advancement left in 2006, but he was immediately replaced by the number two person in the department who had been at Knox since 2001. Such continuity of the senior officers is unusual, and the benefits of continuity are enhanced by the fact that the current senior officers work relatively well and openly with each other and as a group. Working relationships are enhanced by regular weekly meetings of senior staff, with major initiatives and challenges discussed in the presence of others. The common meetings also help all VPs to act with the larger College strategies in mind, as they are continually referred to in these meetings. In addition, the president has regular individual meetings with each member of his staff, as well as frequent informal drop-ins.

It is only since the mid-90s that the senior administration has functioned as a "senior staff," rather than through bilateral relations with the President and each other. This collaborative structure, plus the continuity in senior staff, has served the College well. The shared experience of senior staff in dealing with the College's serious financial problems in the early part of the decade equips them to deal with the challenges of the 2009 recession with more than usual confidence. On the other hand, there are possible downsides to the stability in and strong group identity of "the senior staff." Long stability in staffing means we haven't had the new perspectives that tend to come with a new member of an administrative team. It is also possible that the collective identity of "the Senior Staff"—as experienced within the staff and as observed from outside the staff—may contribute to sense of division between administration and faculty when controversial issues arise. Leadership transition in more than one of the chief administration positions is likely within the next several years, so a team and a campus used to continuity will, before long, be faced with significant change.

Administration/faculty relations: Knox has for some decades had much less of an administration/faculty divide than is commonly found at institutions of higher education. But a sense of division, and sometimes distrust, has become apparent more recently,

⁴ See Chp. 4.

largely in the context of a contentious consideration of issues related to the Greek system at Knox—contentious within the faculty and between faculty and administration. (See discussion of fraternities and sororities in Chp. 7.) It is difficult to describe the situation and analyze the sources of conflict in terms on which all would agree. As of the writing of this self-study, we are still immersed in working out specific agenda items. It is difficult to make the issue of distrust and conflict an agenda item in its own right. The Dean of the College encouraged us to undertake such a discussion at the March 2009 faculty meeting. The president includes in his own self-study a goal of "spending more time listening to and speaking with faculty and trying to build more trust." It is possible that discussion in the year of the institutional self-study will itself help us strengthen working relationships. Rebuilding trust is important, and will not be easy. Eight years ago, the College's financial crisis helped motivate all constituencies to work together—including the acceptance of two years of salary freezes—and as we pulled out of the crisis, and experienced booming Admission, we felt a sense of accomplishment from the shared hardship successfully overcome. Ironically, the current, more stable condition of the College may make it easier to express dissatisfaction on one or another issue (e.g., faculty salaries, the Greek system, certain administrative actions) that, in the midst of crisis, would not have made it to a public arena. The expectation at Knox is that we all get along, and when this is disrupted, we have two problems: the particular issue at hand, and the disturbance of the sense of community.

Structural changes: Since 1999, there has been some reorganizing of the Vice Presidential offices of the College. (See Appendix 15 for the current Organizational Chart.)

- After the VP for Administrative Services left the College in December, 2000, the VP for Finance became the VP for both areas, Finance and Administrative Services.
- The position of VP for Enrollment and Institutional Planning was eliminated, and the previous Director of Admission became VP for Enrollment and Dean of Admission.
- The Dean of Students became the VP for Student Development and Dean of Students.

As a result of these changes, there are still five vice-presidents, but there has been significant consolidation as well:

1998	2008
Finance	Finance & Administrative Services
Administrative Services	
Academic Affairs	Academic Affairs
Development & Alumni Affairs	Advancement
Enrollment & Institutional Planning	Enrollment & Admission
	Student Development

Another significant change in administrative offices was the 1999 reconfiguring of the former Office of College Communications as a new office of Public Relations. The

restructuring followed an external evaluation of the office by Debra Townsend, a professional communications consultant whose focus is higher education. The goal of the restructuring was to more clearly focus the work of the office on public relations and strategic marketing. Instead of accepting and churning out each project request that came its way, the office was to focus on those that would provide the greatest return on investment—Admission and Advancement publications that attract students and dollars. In the years since this change, in keeping with the strategic goal of "Strengthening Institutional Self-Confidence," the office has focused increasingly on media relations. While still receiving substantial support from the PR office, Advancement now has its own Director of Advancement Publications, and Admission uses an outside firm for the production of print Admission materials.

The Advancement Office was also reorganized in this period, integrating Alumni Affairs with fundraising—a conscious strategy for developing the philanthropic identity of alumni as well as current students. This represents a change from past practice, in which fundraising was segregated from alumni events.

In another move to coordinate work between different areas of the College, President Taylor formed the External Relations Group, whose purpose is to coordinate marketing messages generated by those offices that deal most closely with external constituencies: Admission, Advancement, and Public Relations. The group—which consists of the Vice President for Enrollment, the Vice President for Advancement, and the Director of Public Relations, meets regularly. Progress has been made, including, for example, the "We are Knox" theme, originally developed in Admission but now put forward across campus publications, print and online. All parties recognize the need for further coordination, as well as the challenges involved, given the different nature of the constituencies that are the target audiences: prospective students, alumni and donors, and the general public.

Although not a "structural" change, having a president whose background is not in higher education has also been a significant departure for the College. (Of presidents in living memory, all but one started out their careers as college professors; the one non-professor also came from a higher education career, but on the Advancement side.) Roger Taylor's training and experience as a trial lawyer have served him well as president: he writes and speaks in public with confidence and flair, he is accustomed to doing "due diligence" to prepare each new issue, he is comfortable with making decisions promptly while also comfortable with discussion and debate within a team—now Senior Staff instead of a legal team. His years on the Board of Trustees were also crucial in preparing him for understanding and leading the College. On the other hand, his frustration with some aspects of academic culture—for example, the often untidy nature of faculty deliberations—may have its source in his legal and corporate background, and that frustration has sometimes led to strain, most recently in deliberations over fraternities at Knox.⁵

⁵ Of course, having an academic background is no assurance of an understanding relationship between president and faculty—we have our own recent evidence of this.

Faculty

Change in committee structures: After an extended review by the Executive Committee of the College, the faculty voted in a series of changes to standing faculty committees in 2001. The major aims were: to reduce faculty workload on committees by reducing numbers of faculty on committees; to revisit committee functions and to create new ones where needed; to standardize regularly-meeting committees as faculty committees, eliminating ad hoc "president's committees." The changes that resulted are summarized in the table below⁶:

Change in Faculty Committee Structure, 2001

COMMITTEE	CHANGES MADE
Executive	reduced by 1 faculty member
FASCom (Faculty Affairs Subcommittee of Executive Committee; consists of the faculty members of Exec Com)	added to charge: size/shape of faculty; functions of discontinued Faculty Committee on Administrative Personnel
Faculty Personnel	no change
Faculty Committee on Administrative Personnel	discontinued
Curriculum	reduced by 1 faculty member
Academic Affairs	reduced by 1 faculty member; name change to Academic Standing
Student Affairs	reduced by 1 faculty member; name change to Student Life
BIP (Broadcast, Internet, Publications; subcommittee of Student Affairs Committee)	remained until 2008 when it was separated from the Student Life Committee and made into a regular standing committee
Admission	name changed to reflect expanded mission: Admission, Retention & Placement
Athletics	reduced by 1 faculty member
Lectures & Concerts	reduced by 1 faculty member; name change to Cultural Events
Library; Instructional Technology	2 committees replaced by the Instructional Support Committee which is concerned with: library, computers, instructional technology
Women's Concerns (subcommittee of Exec Com)	discontinued, with charge included in Campus Diversity (below)
Committee on Religious Life (President's Committee)	discontinued, with charge included in Campus Diversity (below)
Committee on Minority Affairs (President's Committee)	discontinued, with a new standing committee in its place: Campus Diversity
Visual Arts Curatorial Board	replaced with Campus Environment
	New committee added: Financial Development and Budget

The College has not carried out an assessment of the impact of these changes. Some miscellaneous reflections on those committees that underwent the most change:

Faculty Committee on Administrative Personnel: This committee had been charged with conveying faculty opinion of key administrative staff to the President. The

⁶ For a description of the charge and function of each committee, see Faculty Regulations, section F: <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Regulations.html>.

committee did not always get a high response rate on annual surveys, Presidents were often uncomfortable with the process, and administrators widely resented the surveys. The result was a significant amount of work for the faculty on the committee, to no effect. The committee was discontinued, with its charge added to the work of FASCom: FASCom will "provide the President with faculty perceptions of the effectiveness of certain administrative officers of the College." Such perceptions are no longer systematically gathered nor systematically conveyed, but are rather done on an ad hoc basis. This doesn't seem to be working any better than the old system.

Instructional Support Committee: The library feels the loss of a dedicated committee, but with lines between the various areas of "instructional support" increasingly blurred, it is also a good thing to have people concerned with all the interrelated areas of "instructional support" meeting together.

Diversity Committee: In its first years of existence, the committee's work focused on helping the Curriculum Committee with guidelines for courses that would fulfill the new "Understanding Diversity" requirement, and with recommending DV designation for courses. That task done, it is exploring areas for committee activity.

Campus Environment Committee: Having replaced a committee with narrow scope, the range of concern of this committee is still a work of progress.

Financial Development and Budget Committee: The charge of this newly created committee is "To provide counsel to the Vice President for Academic Affairs and the Vice President for Finance on the development of the College's budget; to keep the faculty informed about budget issues." The "keep faculty informed" portion of the committee charge has been more successfully carried out than the "provide counsel" portion. The "information" side: Before each meeting of the Board of Trustees, the VP for Finance presents to the committee the same financial information that he is presenting to the Board, and members of the FDB committee are invited to attend the meetings of the Finance Committee of the Board. Committee members pass on relevant information in occasional reports to the Faculty. Factors that may contribute to little activity on the "counsel" side: 1) Senior staff feels the responsibility is theirs for making budgetary decisions. 2) Faculty appointed to this committee have tended to be untenured (and sometimes very junior) faculty, people not in a good position to push back on an issue like the College budget. 3) Just a year after this committee was set up, the President established the Institutional Planning Group, a body including both senior staff and the faculty Executive Committee. IPG is engaged in tasks not unlike those imagined for the FDB, although IPG, too, since completion of the strategic plan in 2006, has been more of a sounding board than a site of discussion and deliberation.

Faculty Personnel Committee: No structural or mission changes were made to this committee during the review, but an effort was made in 2003/04 to reduce the very heavy load of this committee by going to a biannual salary review cycle. The committee, consisting of four faculty members, makes recommendations on all salary decisions, as well as on contract review and tenure and promotion decisions. Policy matters concerning personnel issues (such as content and timing of teaching evaluations) also go

through this committee. The new salary review has somewhat lessened the burden on this committee, but it is still overloaded, due, to some extent, to the increase in the number of people on the faculty, and work has in some years extended into the summer. The Chair of the Committee receives one course released time.

Executive Committee: When FASCom was originally instituted as a subcommittee of the Executive Committee, about twenty years ago, it was understood to be a kind of "emergency" committee that could be called into session when sensitive matters needed to be discussed outside the presence of students and/or the Dean of the College. Over the years, it has developed into a regularly meeting committee, which means that members of this committee often have two meetings each week connected with either Executive Committee or FASCom. And since the members of Executive Committee also serve as the faculty on the Institutional Planning Group, if that group is active, ExecCom members can have three meetings a week. This seems an unusually large commitment to ask for from members of Executive Committee.

Institutional Planning Group: As discussed in Chp. 10, IPG is not a faculty committee, but rather a planning group established by the President. There is no body within the governance structure of the College that provides a regular arena for collaborative work by faculty and staff. IPG has the potential to function in this way, but is not doing so currently. Starting this fall, IPG will take up the work of follow-up to this self-study, which will provide an opportunity for significant collaborative work.

Functioning of faculty governance: Faculty governance functions through committees and through the monthly meeting of the whole faculty. Faculty feel strongly that "faculty governance" is central to the mission of the College. But with the time-consuming demands of teaching and research, there is also a concern to keep a limit on faculty time spent in governance activities. No assessment of faculty governance has been done, but some ongoing concerns include the following.

Knowledge of committee work being done: Minutes of faculty committees (those that keep minutes) are available on the College's website, but not in a readily searchable form. The Chair Pro Tem of the faculty recently instituted a practice of monthly written reports from each standing committee of the faculty, along with time at the monthly faculty meeting for discussion of these reports. Some faculty appreciate the increased ease of knowing what is going on in committees, although some reports are more illuminating than others. Time spent in the faculty meeting reviewing the work of fourteen committees is sometimes very productive, but it is also time not available for discussion of business items on the agenda. Now that a year of this practice has passed, it would be good to ask for opinions and suggestions for improvement.

Effective working of the monthly faculty meetings: Faculty meetings are typically attended by 60 or more faculty, and moving business through a group this large will never be easy. Working through the agenda is sometimes complicated at Knox by a widespread unfamiliarity with the principles and specific guidelines of Robert's Rules, and no parliamentarian is appointed to advise and adjudicate. There is

sometimes confusion about what work is appropriate to be carried out by the faculty as a whole, and what work should be directed to committees. Sometimes work done by a committee and then brought to the faculty as a motion is re-discussed in the faculty as though no work had already been done. Sometimes this is a good thing—when the committee has gone off on a tangent, or has not considered a wide enough range of possibilities. But sometimes the discussion in the faculty meeting seems to gratuitously discount work already done in committee. Perhaps the regular monthly reports from committees will help the process. For example, the Executive Committee used the monthly report this spring to preview a proposal about fraternity approval process under consideration, and the feedback received helped them reshape the proposal before formal submission to the faculty.

Balancing the need for timely decisions with the need to develop a solid rationale for decisions⁷: At both the committee level and the faculty meeting level, coming to this balance is a struggle.

Faculty leadership: About fifteen years ago, the faculty was predominantly recently-hired or very senior, leaving a gap in the middle years that are crucial for a cohort of faculty leaders. Now many of the earlier "recently hired" generation are stepping into the roles of faculty leadership. For example, in one recent year, all four members of the elected Faculty Personnel Committee were associate professors.

Faculty governance vs. shared governance: It was illuminating to the writer of this report to read the AAUP/ACE/AGB "Statement on Government of Colleges and Universities." Perhaps a campus-wide discussion of this document would help college constituencies work out together the concerns we have about the governance of the College.

Students

The Student Senate continues to be the primary way in which students participate in College decision-making, with student membership on standing committees of the faculty another important vehicle for student participation. Although the effectiveness of the Senate varies from year to year, it continues to be a place where students can bring their concerns, and where administrators can go to hear student response. The current administration brings to Senate the annual proposal for tuition and fees, and also brings the capital projects list for discussion on an annual basis. Initiatives from the Senate on a variety of issues are sent on to the appropriate administrators or faculty committees. Recent issues that began with initiative from the Student Senate include: changing the dating on diplomas from "in the Year of Our Lord," changing the College's non-discrimination statement to include "gender identity or expression," eliminating trays from the cafeteria, and reduction of the proposed number of sworn campus safety officers from two to one. Issues currently in process include: 24 hour access to the library, consolidation of guest and regular meals on student meal plans, the renovation of a

⁷ Ken Anderson, "On Strengthening Shared Governance," *Illinois Academe*, Fall 2008, 2; Anderson is on the Illinois State Council of the AAUP, and a faculty member at the University of Illinois, Champaign-Urbana.

student lounge, gender-neutral housing, and security cameras. The Senate has also recently added a Sustainability Committee, which is working on new ideas and will be in charge of approving proposals from the newly implemented student Green Fee.

The selection criteria for members of Student Senate have changed significantly since 1998. According to the 1998/99 constitution, the Senate consisted of 22 members elected at large (8 first-years and 14 upper class), along with student members of faculty committees, and student observers to the meetings of faculty and of trustees. According to the current constitution, students are elected on the basis of districts, drawn according to residence. Student members thus now have a constituency that they represent (a concern of the 1999 evaluation team.) Committee chairs are now elected during spring term, along with the four officers, instead of being appointed by the Senate president.⁸

Trustees

The Board of Trustees is deeply committed to the well-being of the College and to their role in its governance, while also, by long tradition, respecting the responsibilities that the Trustee By-Laws have given to the faculty and the administrative officers of the College. They are kept informed about and in touch with the College through a variety of means, including:

- The Executive Committee of the Board is in regular contact with the President and Senior Staff through a monthly telephone conference meeting during which the Executive Committee is updated and is asked for counsel on any significant issues. The Board Executive Committee also plans the agenda for each Board meeting in consultation with the Senior Staff and President. Ordinarily, the President circulates a draft agenda to the Executive Committee two or three months in advance of the meeting, and the agenda is discussed during the monthly telephone conferences.
- Other Board committees meet from time to time by telephone conference call, usually with relevant college officers participating.
- The President writes regular updates for the Board, which are ordinarily shared with faculty and staff. Other memos from the President written with a first audience of the Knox campus are, in turn, shared with trustees.
- The Dean makes regular reports to the Education Committee of the Board, often focused on new programs or recent student accomplishments; extensive discussions are a regular feature of these committee meetings.
- Two faculty observers attend each Board meeting, with follow-up reports to the faculty; the President shares those reports with the Board. Two students observers, appointed by Student Senate, also attend each board meeting.
- Since October 2007, the Board has dedicated time at its meetings to discussions with two selected faculty committees (going through the roster in turn), meetings

⁸ The Student Senate Constitution and Bylaws may be found in the "College Procedures" section of the Student Handbook: <http://www.knox.edu/Offices-and-Services/Student-Development/Student-Handbook.html>.

held without administrators present.

- Since 2001, for one of the lunches during each Board meeting, trustees go to the student cafeteria for a meal, an opportunity for informal exchange with students.

Following a complete assessment in 2002 by Grenzebach Glier & Associates, the Board of Trustees underwent a substantial revision of Board operations, resulting in the current structure of standing committees, executive committee and task forces. More of the work of the Board is now done in a reduced number of committees and via teleconference. Under the prior system, every trustee attended virtually every committee meeting and the general board meetings consisted of full regurgitation of committee work. Now each board member attends one committee meeting of three standing committees that meet simultaneously (Education, Finance, and Advancement). The only other standing committee is the Committee on Trustees, which assesses board performance and individual trustee performance, assesses the board's need for new trustee skills and diversity, identifies and recruits new trustees, and orients and trains the board. Task forces and subcommittees further break down board work. These changes have resulted in more efficient use of trustees' time. As trustees now have confidence in committees doing the majority of the work, the board is freed up to address more substantive matters. Because of these changes, the Board adopted a strategic plan in 2006 for the first time in a long time, in large part because the Board was not bogged down in minutiae. Many other substantive discussions have taken place as well, and trustee attendance has increased markedly. Expanding the work done by committees and task forces has also provided numerous additional opportunities for newer board members to get involved in leadership and decision making at an earlier stage of their careers as Trustees, helping the Board to identify, train, and prepare a cadre of future leaders for the board more quickly. The new committee structure also provides for turnover in the Executive committee, so that no individual or group of persons runs the Board for long periods of time. Formal orientation every February for new board members also helps speed integration of new members into the workings of the Board.

Two faculty members and two students serve as Observers to the Board. Their status is strictly that of observers, who observe and then report back to their constituencies. Different Board and committee chairs treat observers differently—sometimes encouraging participation in discussion and sometimes expecting silent observation only. Some faculty have expressed concern at the lack of opportunity for faculty observers to speak up during meetings. The Trustee bylaws do not specify the nature of the observer role⁹; perhaps this is something the Board could discuss.

⁹ See Section III.2 of the Trustee Bylaws.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths:

- All governance constituencies—faculty, students, administrators, and trustees—are sincerely and deeply committed to furthering the Knox mission through a deliberative and consultative governing process.

Challenges:

- Some difficulty in relations between administration and faculty over the past two years.
- A lack of reflection on and open discussion of the processes of governance.
- Difficulty of balancing faculty interest in governance participation with other demands on faculty time.
- Need for further coordination and integration of the marketing of the College.

Chapter 12

INTEGRITY

As we have confirmed in the course of preparing this self-study, there is widespread agreement on the nature of Knox's mission among all college constituencies, and a strong feeling that a sense of community is central to the Knox experience. Nothing would more quickly and deeply damage a commitment to mission and community than a sense that the institution lacked integrity in its dealings within the community and with the outside world. Institutions, and the human beings that make up institutions, are not perfect, and instances arise from time to time that challenge the integrity of the institution. Knox College has policies and procedures in place to safeguard institutional integrity. Some of these are standards and procedures mandated by outside authorities; others are entirely of the College's own design, both official and unofficial. Given the face-to-face nature of the Knox community, the first step in problem-solving is usually a personal consultation with an appropriate representative of the institution, and many problems are solved at that level. When not, formal procedures are engaged. Some of these procedures work better than others; comments in the list below indicate where either difficult examples or possibly flawed procedures show the challenges of living with integrity in this human community.

POLICIES AND PROCEDURES

Accreditation: The College has received continuous accreditation since "accreditation" began in 1913.

Annual audits of the College's financial statements as well as financial practices and managerial procedures: The College undergoes the standard annual audit by an external auditing firm, hired by the Board of Trustees, with results reported to the Board, through the Board's Audit Subcommittee.¹ The process includes private meetings between the Audit Subcommittee and the auditors and between the full Board (in executive session) and the auditors, with no College employees present at either. (Copies of recent audited financial statements are available in the Resource Room.) But financial integrity is more complex than a successful audit. As has been detailed in Chp. 12, the depth of trouble in the College's financial situation was not fully confronted until 2000. Our ability to successfully address the severe financial difficulties was reliant on the commitment of Tom Axtell, the new VP for Finance, to open and frank communication of clearly presented data and analysis to all constituencies. The subsequent years of steady financial progress have habituated us to the practical importance—as well as ethical value—of sharing information on matters of essential concern to the health and continuance of the College.

Reporting of fraud: Once a year the President or the Vice President for Finance sends an e-mail message to the community, asking that employees be alert to the occurrence of

¹ The partner of the firm involved in the audit may work with Knox for a maximum of five years, returning only after two years away.

fraud, and that any suspected fraud be reported to any one of a number of individuals, including the trustee who is the Chair of the Audit Subcommittee.

Conflict of interest statements are signed by trustees and senior staff, and are distributed by senior staff to anyone at the College involved with either fundraising or purchasing. Statements are on file in the President's office.

Honor Code: Knox College has had an Honor Code promoting individual and collective responsibility for academic integrity since 1951, when Ismat Kittani, an Iraqi Kurdish student (who later became president of the United Nations General Assembly), initiated the establishment of the Code. A booklet explaining the Honor Code is given to each new entering student, and students on the Honor Board make presentations during new student orientation. (The Honor Board is comprised of eleven students and three faculty.) These sessions include small group discussions of hypothetical Honor Board cases, as well as discussion of actual decisions. All new students sign a form committing them to abide by the Honor System. The Code is readily available on the College's web site on the gateway pages for students and faculty/staff² and it is featured as part of the Virtual Tour aimed at prospective students.³ Further efforts to educate students about the workings of the Honor Code, especially after their first week on campus, would be helpful; for example, the Honor Board does not consistently publicize the results of Honor Board cases.

Faculty also need to be educated about the Honor Code, as most come from institutions in which faculty themselves handle suspected cases of academic dishonesty. Although the subject is mentioned during new faculty orientation, some newer faculty do not realize that they are obligated to bring suspected cases to the Honor Board, and even experienced faculty may sometimes wish to avoid the distressing and time-consuming process of bringing a case to the Board. To help guide faculty, an FAQ on the honor code was developed through a 2004 faculty development activity, and is available on the web.⁴

The Honor Code rests on a presumption of shared commitment to academic integrity, most noticeable in the fact that exams are not proctored, and students are free to take an exam to other public places in the classroom building. Faculty and students alike see the Honor System as central to the character and mission of the College because of its stress on integrity, trust, and responsible, independent intellectual inquiry. Unfortunately, but not unexpectedly, cases of academic dishonesty are brought to the Honor Board each term, and also unfortunately, the vast majority of these cases are brought by faculty, rather than by other students, despite the encouragement in the Honor Code for students to take action if they are aware of a violation of the Honor Code.⁵ The usual sanction for

² <http://www.knox.edu/documents/pdfs/HonorBooklet.pdf>.

³ http://www.knox.edu/virtual_tour/x11275.html.

⁴ <http://deptorg.knox.edu/facdev/HonorCodeFAQ.html>.

⁵ For example, in 1999/2000 eight cases were heard, all brought by faculty; in 2007/08, ten cases were heard, all brought by faculty. Similarly, the vast majority of conduct code violations are brought to authorities not by students (including student Resident Advisors), but by Campus Safety officers. Students will often call Campus Safety to report a disturbance, but they rarely call the Dean of Students office to report another student.

a first offense is a failing grade in a course; and for a second, dismissal from the College. All hearings are confidential, but a redacted case report is submitted to the Academic Status Committee for review.

Various policies governing appropriate behavior are detailed in Faculty, Student, and Employee Handbooks.⁶ They include:

- Statement on Amorous Relations
- Family Education Rights and Privacy Act
- Investigations of Allegations of Scientific Fraud
- Statement of Rights and Responsibilities
- Drug and Alcohol Policies
- Alcohol Policy
- Policy on Acceptable Use of Information Technology Resources
- Policies and Procedures regarding Closing Students Out of Courses
- Policies on Sexual Misconduct, Harassment, and Discrimination
- Fundraising Policy
- Student Conduct Code
- General Standards of Conduct
- Conduct Council Constitution

Disciplinary and Grievance procedures: Suspected breaches of the Honor Code are handled by the Honor Board, as described above. Charges of harassment, discrimination, sexual harassment or sexual misconduct are handled through the College's grievance procedures.⁷ Any other problems of student behavior are dealt with through the Conduct Council.⁸ Grievances by faculty against the administration or against other faculty have a separate grievance procedure.⁹ Procedure for termination of faculty are given in the College Bylaws.¹⁰

Intellectual property: The Seymour Library web page has a list of resources explaining copyright issues.¹¹ Faculty seeking copyright permissions in order to duplicate material for courses may enlist the help of the library staff, who will take care of the appropriate

⁶ Online locations of these policies include: **Faculty:** <http://www.knox.edu/offices-and-services/academic-affairs/faculty-handbook/appendices.html>; <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Handbook/II-Academic-Responsibilities-and-Professional-Obligations/E-Discrimination-and-Sexual-Harassment.html>; **Students:** <http://www.knox.edu/Offices-and-Services/Student-Development/Student-Handbook/Student-Conduct-Code/Grievance-Policies.html>; **Staff:** <http://www.knox.edu/Offices-and-Services/Human-Resources/Employee-Handbook.html>.

⁷ The procedure for establishing a grievance panel for these charges is the same for faculty, students and staff: <http://www.knox.edu/Offices-and-Services/Student-Development/Student-Handbook/Grievance-Procedures.html>.

⁸ <http://www.knox.edu/Offices-and-Services/Student-Development/Student-Handbook/Conduct-Council-Constitution.html>.

⁹ <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Handbook/III-Faculty-Personnel-Policies/H-Grievance-Procedures.html>.

¹⁰ <http://www.knox.edu/Offices-and-Services/Office-of-the-President/Bylaws-of-Knox-College/VI-Faculty.html>.

¹¹ <http://www.knox.edu/Library/Research-Help/Copyright.html>.

correspondence.¹² A formal policy on intellectual property is currently under development.

Investigations Involving Human Subjects¹³: Proposals for research by faculty, students, or staff involving human beings as subjects or respondents are submitted for approval by the Protection of Human Subjects Board before being undertaken. Proposals most often come from the departments of Psychology, Anthropology/Sociology, Educational Studies, and Biology; several dozen proposals are reviewed in a typical year.

Faculty Personnel Policies: All policies and procedures with regard to faculty hiring, evaluation, renewal, tenure, and promotion are detailed in the Faculty handbook.¹⁴

Staff Personnel Policies: Policies and benefits for all staff can be found on the Human Resources webpage and in the Employee Handbook.¹⁵

Affirmative Action: The College's Director of Human Resources also serves as our Affirmative Action Officer. Instructions about compliance with affirmative action policy are included in an instruction letter from the Dean that goes out to all chairs of faculty search committees (see copy in Resource Room). As a search progresses, if there are no candidates of color in the top three candidates in a search, the Dean asks whether there were any such candidates who met the minimum requirement; if so, he reviews those files. Based on his reading, he may ask a department to add a fourth candidate to be interviewed on campus. The College has also pursued its commitment to diversity by pursuing special opportunities, where they have arisen, to make appointments that help further diversity the faculty and the curriculum; the College's policy on "Opportunity Hires" is available in Appendix J of the Faculty Handbook.¹⁶

Broadcast, Internet, and Publications Committee hearings: The BIP committee is responsible to both protect and oversee the integrity of all student media, including the authority to appoint and dismiss editors of student publications and managers of broadcast media. The committee aims to preserve a lively forum for student public speech while upholding canons of responsible journalism. When complaints of unprofessional conduct are lodged, the committee seeks to mediate and, if necessary, hold a hearing to decide what, if any disciplinary action might be needed. Because of the annual turnover in student staffs, education on professionalism and ethical norms in student media is an ongoing task, as is the understanding of the college community of the importance of freedom of the press in a college setting. These responsibilities extend

¹² <http://www.knox.edu/Library/Inside-the-Library/Policies/Borrowing-Materials.html> (pdf on Creating Coursepackets)

¹³ Policy found in the Faculty Handbook: <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Handbook/Appendices/C-Policy-Concerning-Investigations-Involving-Human-Subjects.html>.

¹⁴ <http://www.knox.edu/offices-and-services/academic-affairs/faculty-handbook/iii-faculty-personnel-policies.html>

¹⁵ <http://www.knox.edu/Offices-and-Services/Human-Resources.html>; <http://www.knox.edu/Offices-and-Services/Human-Resources/Employee-Handbook.html>.

¹⁶ <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Handbook/Appendices/J-Increasing-Faculty-Diversity---Opportunity-Hires.html>.

beyond the BIP Committee to the faculty advisers of student media. The importance of these responsibilities is reflected in the recent (2009) decision to expand the student newspaper advisor position from being a voluntary faculty advisor to a paid, part-time position, currently held by the editor of Galesburg's daily newspaper.

HOW IT ALL WORKS

By their nature, disciplinary and grievance procedures are something that most of the campus population knows little or nothing about until they are suddenly of acute interest because of a disturbing incident or situation. Definitions, policies, and procedures are all readily available on the web for those who find they need to consult them. Understanding the ins and outs of the procedures is another matter. Like all legal or quasi-legal procedures, College procedures are necessarily detailed and complex, perhaps even convoluted (to some). Given that proceedings are confidential, it is not possible to give information about specific cases. In response to student concerns about the current grievance process for cases of sexual harassment or sexual misconduct, a task force was appointed in 2008 to review our process, evaluate it in comparison to what other institutions are doing, and to consider recommendations on how we might clarify or improve our process. The task force is preparing a report, with recommendations to be presented in fall 2009.

Except for the Honor Board, which hears cases involving academic integrity, all other procedures allow for informal settling of cases rather than going through a full-blown procedure. The grievance policy, for example, includes this as a preface: "It is the hope and educational intent of this policy to resolve grievances through informal procedures as often as possible. If informal procedures do not resolve the grievance or, due to the nature of the grievance, are not appropriate, the grievant may request a formal hearing by the Grievance Panel." In matters relevant to the student Conduct Council, very few cases (about one a year) have in recent years been brought before the Conduct Council; instead, students have sought to resolve their conduct related disputes via administrative hearings. Any case in which a student admits to violating a college policy is handled by a hearing, so the paucity of cases going to the Conduct Council is a positive sign of students taking responsibility for their actions. It is also in keeping with a general trend away from formal judicial proceedings, as reported in a recent article in the *Chronicle of Higher Education*.¹⁷ In each of the last eight years, the Associate Dean has convened an average of 200 hearings (1,600 total in the eight years). The most common infractions include violations of fire code, alcohol, smoking (since the banning of smoking from residence halls), or drug policies.

The Honor Board has many fewer cases each year (typically about three or four a term), but since each go through a full, formal procedure, the time spent is also great. As mandated in the Honor Board Constitution, an edited summary of each case is placed in a public file in the office of the Associate Dean of the College; in addition, a brief summary of each case is supposed to be released for publication in the student newspaper

¹⁷ Sara Lipka, "Discipline Goes on Trial at Colleges: Campuses strive to make hearings less courtlike," <http://chronicle.com/weekly/v55/i29/29a00103.htm>

twice per term, though recent practice has been limited to a once-a-year notice from the Board.

In the last decade, several members of the faculty or staff have been disciplined, fired, or a separation negotiated in accord with College bylaws for various infractions of community standards, including academic dishonesty and inappropriate conduct with students.

While official policies and procedures play an important role in sustaining the integrity of the College, other, less formal, means are also of great importance:

Courses: In addition to a wide array of courses on ethics taught in the Philosophy Department (Ethics; Environmental Ethics; Ethics and Business; Medical Ethics; Morality and the Law; Moral Life in Literature; and Agents, Actions, Ends), many departments and programs incorporate ethical issues into their curricula. A few of many possible examples: Political Science 301, "Democracy and Globalization," addresses our obligations to others (especially those outside our own nation) in an increasingly interconnected world. Biology 201, "Contemporary Biological Issues," includes discussion of the ethical implications of biological research. Many English literature courses involve discussions of ethics, uncovering the ethical positions presented in particular works of literature, often by examining particular characters' ethics. Computer Science 127, "Computing, Technology, and Society," discusses a variety of ethical issues, including privacy issues, intellectual property, and reliability of computing systems. Many Economics courses introduce ethical issues into discussion of institutions and of the formal and informal behavioral norms required by social organization. The Journalism program includes "the ethics of Journalism" as one of the four core learning goals of the minors. Should we ever be interested in an "ethics-across-the-curriculum" initiative, we would already have in place many courses that would fulfill such a purpose.

Center for Community Service: Founded in 2006, the CCS initiates opportunities to live out integrity through service in the community, and it also coordinates the array of service activities initiated by various student groups.

Personal example: Every member of the faculty and staff are, every day, examples to the students whose education and development are at the heart of our endeavors. We are mindful of, even if not always able to fully live up to, the responsibility we bear to provide examples of ethical behavior and discourse.

Personal responsiveness: Even with a full complement of procedures in place, most complaints and grievances begin with one individual seeking advice and help from another individual. Sometimes a complaint can be resolved within one conversation; often the process moves to further phone calls, appointments, meetings, and sometimes eventually a grievance procedure. We are confident that with one or two personal contacts, any person with a complaint will be put on track to some kind of resolution. This is not to claim that all complaints are always resolved to the satisfaction of the complainant; such success is beyond the capabilities of fully elaborated legal systems, not

to speak of a college's complaint and grievance procedures. But we try very hard to make the process one that lives up to our ideals of integrity and personal relationship.

Part Four

RESOURCES

This section of the self-study sets out to answer the question: Does Knox College have the resources it needs to advance the mission of the College? The answer is mixed. The human resources at Knox—its students, faculty, staff, and alumni—are as strong or stronger than at any previous period of the College's history. Since the mid-1990s we have made a strong investment in technology, which has kept us up to date in technological resources. But the College has long sustained itself on a smaller resource base than one would expect necessary for the strong educational experience we have provided. This has been possible because of the strong commitment of the people who make up the College, and by a "can do" attitude and a pride in big accomplishments with small means that sustained us in a perpetual over-achieving mode. But in the early part of this decade, the College faced up to a realization that in our effort to stay competitive and to further advance our position in the arena of higher education, we had overspent our financial resources and were in danger of collapse. As explained in the first chapter of this self-study, the last eight years have been a time of both consolidation and expansion. Significant challenges remain. But the College is on a much firmer base than it was ten years ago, and practices are now in place that will help us continue to build our resources, in their many forms: human, financial, physical, and technological.

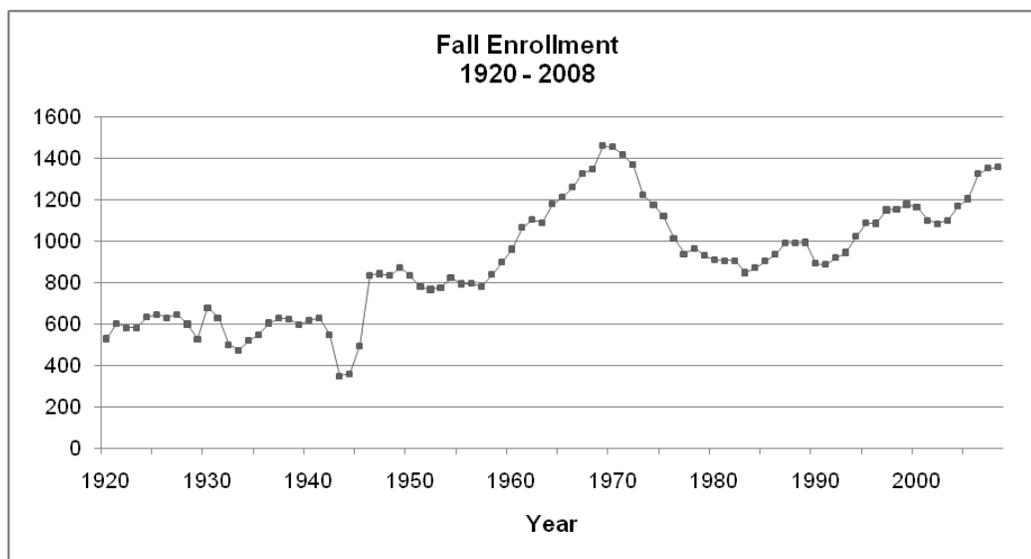
- 13 HUMAN RESOURCES
- 14 FINANCIAL RESOURCES
- 15 PHYSICAL RESOURCES
- 16 TECHNOLOGICAL RESOURCES

Chapter 13

HUMAN RESOURCES**STUDENTS**

Numbers: Students are, of course, the heart of the College, and the size and makeup of the student body is a key determinant of the character of the College. The last ten years tell a remarkable story of growth in numbers at the same time that the academic and demographic profile of the student body has held steady. The key markers of growth from 1998 to 2008:

- growth in the applicant pool: the number of applications has grown from 1,600 to over 2,800;
- growth in the size of entering classes: new student enrollment has grown from 326 to 400;
- growth in overall enrollments: degree-seeking enrollment has moved from 1,154 to 1,360, the second highest level in the College's history (highest since the early 1970's). In the mid-1990s, we put forward an ambitious enrollment target of 1200; in June 2008, the Board of Trustees endorsed a target of 1350, a number that had been successfully attained for the previous two years. The following chart tracks enrollment from 1920 to 2008; numbers for some selected years are indicated below the chart.



1920	528	1969	1461	1999	1177	2004	1167
1941	626	1983	847	2000	1162	2005	1204
1943	347	1993	945	2001	1101	2006	1327
1946	834	1997	1150	2002	1084	2007	1353
1962	1102	1998	1154	2003	1100	2008	1360

The recent increase in enrollment was achieved at the same time that the College's tuition discount rate was brought down from 47.6% to 42.1%.¹

These results were achieved through significant philosophical and strategic changes:

- **No longer meet full financial need:** The College moved away from meeting 100% of demonstrated need and toward making Knox as affordable as possible to as many students as possible. We continue to make the admission decision on a need-blind basis for all U.S. citizens.
- **Emphasis on educational experience rather than affordability:** Marketing messages turned from a focus on cost and affordability to an almost exclusive focus on the educational experience, including scholar-teachers, undergraduate research and independent study, study abroad, diversity, and freedom to flourish/developing your own educational plan.
- **Transformation of communications process:** The recruitment process, previously consisting almost exclusively of paper-based and face-to-face interactions, adapted to the onslaught of new communications technologies by utilizing a robust web site, online applications, electronic communications and relationship-building (email, electronic newsletter, online chats, social networking, etc.).
- **Recruitment begins with high school sophomores:** A national trend has pushed the college selection process earlier and earlier into the high school years, often starting during the sophomore year, and has transformed the college search from a 14-month time frame to a 26-month time frame.
- **Recruitment focuses on larger metro areas:** For many years, students from rural downstate Illinois were viewed as our “bread and butter.” Over the past decade, we have changed our recruitment strategies to recognize that there are a limited number of students from these rural areas who a) are academically prepared for Knox (exacerbated by the large and growing disparity in the quality of education available to students from rural areas versus suburban), b) are interested in attending small colleges, c) understand and appreciate the nature of a liberal arts education, d) therefore have the willingness to pay the cost of a Knox education, and e) regardless of their desire to be at a college such as Knox, can afford the extremely high cost. With this in mind, we haven’t abandoned our local market, but all incremental efforts and resources have been focused on a “major metropolitan” strategy, following both the Colleges That Change Lives events and national demographic shifts toward the South and West.
- **Development of “feeder schools”:** Our recruitment strategy changed from a rationalized sense of pride that hundreds of high schools were represented in our student body to a realization that we need to be much more focused and deliberate on the development of feeder schools. To do this, we worked with the consulting

¹ Given the state of the economy in 2009 and its impact on families of our entering and returning students, we expect the discount rate for 2009-10 to be somewhat higher, approximately 43.5%.

firm Human Capital Research to better identify high schools with opportunities for great market penetration. Using this data, we developed a series of Market Recruitment Plans for each geographic region to help us develop deeper relationships with specific high schools and high school counselors, and to engage our alumni, parents and current students in our recruitment efforts.

In the context of the sharp economic downturn of the past year, all these strategies have been put to the test, but we are optimistic about bringing in an entering class at the size for which we have budgeted. In recruiting the class for fall 2009, we have witnessed the erosion in family resources to pay for college. The average family contribution of financial aid applicants as determined by the FAFSA dropped by nearly \$1,000, and the average financial need of families applying for financial aid climbed by nearly \$2,000. During the past year, we have seen a nearly three-fold increase in the number of appeals for reconsideration of financial aid and a similar increase in requests for consideration of special or unusual circumstances (e.g. loss of employment, loss of home equity). The rising cost of education, the decline in family resources, and a growing difficulty and/or aversion to financing college using debt, mean that financial considerations are expected to remain heightened in the decision-making for most families into the future. This will continue to have a direct impact on our ability to maintain our current discount rate and on our ability to generate increased net tuition revenue.

Demographics: Despite the imperative to reduce our tuition discount rate, and the subsequent policy change to not meet full financial need, the College has maintained its historic commitment to students who are the first in their families to attend college, to students of color, and to low income students. We have done this by considering the relationships between enrollment, sticker price, and discount rate in establishing our goals and in measuring our achievements, rather than by focusing single-mindedly on just one of those measures without considering its relationship to the other two. The results are a matter of significant pride: 25% of our current students are considered low income and 24% are first generation.² The number of U.S. students of color enrolled at Knox grew from 13% in 1998 to 18% in 2008,³ and the number of international students grew from 6% to 7%. We have also increased geographical diversity, both within the U.S. and internationally. In 1998, 42 states and 34 countries were represented among our students; today Knox students come from 47 states and 48 countries. The ratio of women to men has increased in the last ten years: from 55/45% to 58/42%.

Academic profile: Measuring by high school academic achievement, we have an interesting story. Although the percentage of new students graduating in the top tenth of their classes fell from 50% to 44%, this actually represents a notable achievement. Ten years ago, the percentage of students in the top decile was achieved by “buying students”; that is, to entice top students, we offered a significant number of full-tuition scholarships.

² The percentage of students who are low-income has been very steady since 2000 (no data for 1998 or 1999). The percentage of students who are first-generation has fluctuated, with a low of 17% in 2000 and a high of 26% in 2003 (data from Fall Term Enrollment Reports, all degree-seeking students enrolled).

³ Broken down further, comparing 1998 to 2009: African-American enrollment grew from 3% to 5%; Asian from 5% to 7%, Hispanic from 4% to 5%, Native American steady at 1% (data from IPEDS).

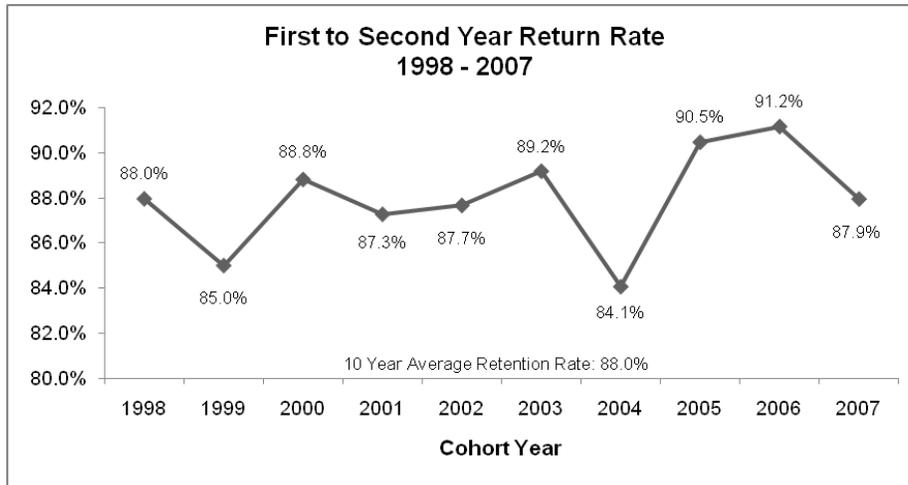
We moved away from this practice in 2001 as part of our effort to optimize net tuition revenue. Within two years, this statistic hit a low of 29%. Since 2003, we have been increasingly successful in attracting top decile students based on the educational experience and less on the amount of money we are offering them. Over the past five years of this approach, the percentage of students in the top decile has risen from 29% to 44%.

Until June of 2005, Knox required submission of ACT or SAT scores. In June 2005, after consultation with the faculty, Knox became test optional, joining a national movement of schools and providing leadership by being the first college in the state of Illinois to make the submission of standardized test scores optional. We wanted to play a leadership role in fighting the growing perception of the primacy of test scores in the college admission process. We wanted to make a clear and principled statement to prospective students, parents and educators about what is really important in preparing for college, namely: taking challenging courses, getting good grades, and developing a genuine love for learning. And with our strong commitment to educating a culturally diverse group of students, we also sought to lower one of the perceived barriers to admission for students from disadvantaged backgrounds who often had marginally lower scores and could not afford to spend hundreds or thousands of dollars on test prep courses. We also had long recognized that other factors, such as the rigor of high school curriculum, quality of high school attended, GPA—and, in particular, an aggregated academic rating of each applicant developed by the admission office—were better predictors of success at Knox. The results have been gratifying. Only about 30% of students omit test scores, and the scores of those submitted compare favorably with those of previous years. In 1998, the average ACT Composite score of entering students was 27. A decade later the average score was a 28, which was consistent with the average score during the year prior to becoming test-optional.

Retention/Graduation Rate: Our Admission success has been planned and sustained through extensive strategic, collaborative decision-making, among both college personnel and an outside consulting firm. There is widespread understanding that retention is as crucial to overall enrollment as admission, and all faculty and staff have this in mind as we interact with students in the classroom and across campus. A willingness to help students with academic, personal, and social problems is understood to be part of campus culture. (See Chapter 6 for more on the supportive nature of the learning environment.) On the other hand, there has not been a strategic effort to understand retention patterns comparable to that developed for recruiting new students. The Registrar compiles data on retention and graduation rates each fall and sends the information to the Dean of the College and the President. The information is discussed by the senior staff, with special responsibility understood to be in the areas of the Associate Dean of the College and the Dean of Students, each of whom works closely with individual students who are considering leaving Knox; their efforts certainly help retain students who would otherwise have left the College. No systematic effort has been undertaken to understand the multiple factors that might be involved, with the significant exception of a study of

retention of African-American and Hispanic students.⁴ We have had some recent success in first-to-second year retention, reaching an above-90% rate for the entering cohorts of 2005 and 2006, but the rate dipped again for the 2007 cohort; see graph below.

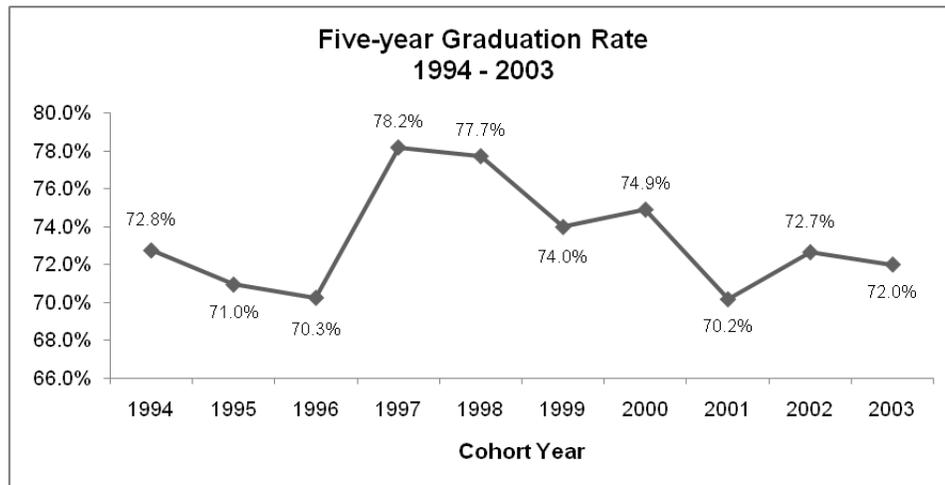
Analyzing any patterns that might explain such a dip has the built-in challenge of low numbers: the difference between a 90% return rate for the 2007 cohort and an 88% rate is only six individual students. Other colleges in the Associated Colleges of the Midwest (ACM) have an average first-to-second return rate of 87%, so aiming to keep the rate close to 90% would seem appropriate for Knox.



The five-year graduation rate ranges from a high of 78.2% for the 1997 fall cohort to a low of 70.2% for the 2001 fall cohort, with a ten year average of 73.4%. The cohort that entered in 2003 (72%) was the first class for which all students were under the new graduation requirements enacted in 2002. We will be watching attentively to see if the five-year graduation rate improves in the cohorts that follow. Other colleges in the ACM have an average five-year graduation rate of 75.5%, so aiming in that range, which is feasible given our historical data, would be reasonable.

[see next page]

⁴ This study was undertaken by the Admission, Retention, and Placement Committee in 2004-2006. The study found significantly lower retention rates for African-American and Hispanic students, and identified factors that might be used to predict problems. Recommendations were made for steps that might be taken to address this issue; no systematic response has been made to these suggestions. A small study was also done in January 2005 of students who left after fall term 2004.



Strengths:

- Recruitment of a capable and diverse student body.
- Increase in the size of the student body.

Challenges:

- Continued improvement in retention and five-year graduation rates.
- Maintaining the strong profile and size of entering classes giving the financial challenge of a shifting market.

FACULTY

Size and characteristics of the faculty: If one considered the size of the faculty at only two points—the beginning of the last decade and today—an incorrect conclusion might easily be drawn: that there has been no significant change in permanent positions. However, the internal composition of the faculty has been adjusted significantly in the past ten years as a result of financial and enrollment challenges, including significant reductions beginning in 2001 and a freeze of several years on tenure-line appointments. Throughout the decade, the Board of Trustees has authorized staffing at a 12:1 student:faculty ratio, a key decision which has enabled the College to maintain the quality of its academic program even during trying times. Most recently, the size of the faculty has grown in keeping with the increase in student population, again in accordance with our commitment to a 12:1 student/faculty ratio:

Student and Faculty FTE, 1999 – 2008

year	student FTE ⁵	faculty FTE	student-faculty ratio
1999-00	1100	92.8	11.9
2000-01	1074	95.4	11.3
2001-02	1031	92.8	11.1
2002-03	1027	87.4	11.8
2003-04	1044	89.0	11.7
2004-05	1087	90.5	12.0
2005-06	1142	93.8	12.2
2006-07	1242	100.8	12.3
2007-08	1256	105.2	11.9

Within these raw numbers, several significant fluctuations are masked:

- In the context of financial crisis in 2001, the size of the faculty was reduced by 8.67 FTE, implemented over a three-year period. The College achieved these reductions through attrition and through allowing a number of visiting appointments to lapse; all tenured and tenure-track appointments were honored.
- To keep the 12:1 student-faculty ratio at the same time that the number of tenure-lines was reduced, the College hired faculty into visiting positions. (Given the improvement in the financial situation, six visiting positions were converted to tenure lines in 2007-2008.)
- At the same time that reductions were being made in 2001, we added or restored faculty positions in areas that were in high demand among current students and also important for attracting prospective students: anthropology/sociology, biology, business (added .5) dance (added .83), environmental studies, history, English (particularly Creative Writing), journalism, and psychology. We also added continuing visiting positions in history, classics and mathematics. A position in Russian was discontinued and re-allocated to introduce the teaching of Chinese.⁶
- Over the course of the decade, we have lost tenure-track faculty from 33 different positions. Fourteen of these were through retirement and five were not voluntary. The other fourteen left for a variety of personal or professional reasons; only one left for a job at another small liberal arts college, and he has since left academia.
- Of the current full-time tenured, tenure-line, or continuing faculty (i.e., excluding visitors), 40 have been hired since the last re-accreditation. This means that just under 30% of the faculty are relative newcomers, a sizable proportion to bring into the history and culture of the community. While a slightly smaller proportion than a decade ago, the challenges of shepherding a large junior cohort through institutional socialization, monitoring the evolution of disciplinary and interdisciplinary course offerings that reflect new areas of expertise, and nurturing

⁵ These FTE numbers, drawn from the report of "Key Data and Statistics" that are part of the annual report to the Board of Trustees (Schedule O), are of students and faculty actually on campus. Student FTE numbers do not include students studying off-campus; faculty FTE numbers do not include faculty on leave or teaching on off-campus programs.

⁶ For a detailed chart showing changes in permanent faculty lines, by department, see Appendix 17.

teaching and scholarly development have, at times, created significant strains on the material and human resources of the College.

Our faculty continues to include a diverse array of individuals, in terms of ethnicity/race and gender, as well as in terms of international origin:

Knox Faculty, 1998/99-2008/09⁷

	Core Faculty Positions ¹	# of full-time faculty lines ²	% with appropriate professional degree ³	% women ³	% men ³	% persons of color ³	% int'l origin ³
1998-99	92.5	97	95	37	63	13	7
1999-00	93.5	98	94	34	66	13	7
2000-01	94.83	95	93	36	64	14	8
2001-02	95.33	94	93	38	62	17	12
2002-03	89.67	93	94	37	63	12	9
2003-04	90.67	94	94	39	61	10	10
2004-05	88.67	91	95	37	63	9	8
2005-06	92.67	95	94	43	57	9	4
2006-07	93.17	99	93	38	62	9	8
2007-08	94.17	99	92	38	62	14	10
2008-09	96.17	103	93	42	58	13	8
	¹ Authorized tenure-track/continuing faculty positions						
	² Actual full-time positions, including term, renewable non-tenure-line, etc.						
	³ Based on number of full-time faculty lines						

Efforts to sustain and to further increase the diversity of the faculty are implemented through the search guidelines that are routinely distributed to department chairs involved in hiring. A formal policy on opportunity hires was put in place after discussion with FASCom and has most recently been implemented in 2004. Our accomplishments with regard to diversity hires was recognized by *Black Issues in Higher Education*.⁸

A changing job market, with increasing numbers of two-career families, has led the College to develop practices that respond to the needs of such applicants, one informal and one formal. In cases where a new faculty member informs us of the career interests of a spouse or partner, informal efforts have been made within the community to connect new Knox families with other community opportunities. These have involved job interviews, references, and informal surveys of opportunities in a desired employment area. In a number of cases, a new tenure-track faculty member has been accompanied by an academic spouse or partner. Where possible and appropriate, and only with the support and interest of those academic programs involved, adjunct teaching has been made available to those individuals, along with professional development support. The

⁷ Data from the Office of the Dean of the College.

⁸ *Black Issues in Higher Education* 19 (September 12, 2002), 28-29.

College views such positions as enriching existing parts of our curriculum; expectations of the quality of teaching have been equal to those of tenure-line faculty. On one occasion in the last decade a spouse in an adjunct situation was offered a tenure-line appointment in a departmental search; he is today the chair of that department.

When a couple applies together for one position, the College's formal policy on shared positions, put in place in 1994, enables us to respond to the application in an informed and constructive manner. At the time of the last self-study, there were four shared positions within the tenured faculty lines (Art, Biology, Physics, and Political Science). During the past decade, occupants of two of the shared positions left the College: the biologists for professional and personal reasons moved to the west coast, the physicists left for the southwest to pursue full-time research. During the same period, two more shared appointments were made: in biology (recently tenured) and music. The current policy shapes expectations about teaching and advising load, the sharing of institutional service responsibilities, and the expectations of research. The latter, however, has emerged as an issue that requires some attention (e.g., is a person in a shared position expected to accomplish 50% of the research or creative work of a full-time faculty member?). While the policy needs some clarification, the institutional welcoming of shared professorships has been strong. In three cases since the last self-study, additional (i.e., beyond half-time) teaching has been made available to faculty in shared positions based on enrollment needs. Having two people in one position has brought significant talent to the departments, and intellectual collegiality has been enriched.

Shared positions and spousal employment are likely to remain continuing challenges to the College. While there are risks involved in these areas, these efforts have made additional talent available to our students. They have also brought us top candidates who found other schools less accommodating, and have helped in the retention of the individuals hired.

We continue to appoint faculty with very strong educational credentials, from major universities across the country and around the world. For example, individuals joining the faculty as tenure-track hires in fall 2007 and 2008 earned or were completing degrees at: Bowling Green State University, Harvard, Indiana University, MIT, Ohio State University, University of Iowa, University of Maryland, and Washington University. Many have had undergraduate experience at independent liberal arts colleges, although this is not a requirement for appointment; the undergraduate degrees corresponding to the above list are: Williams College, Seoul National University, Johannes Gutenberg Universität, Grinnell College, City College of New York, Grinnell College, New York University, and Beloit College. In all cases, the faculty search committees have sought individuals with commitments to undergraduate education and with the promise of informing their teaching with active scholarship and creative work.

In 1998 the procedures for conducting faculty searches were codified, including implementation of formal affirmative action steps. The Dean of the College, in consultation with the Faculty Affairs Subcommittee, created a procedural guide to those departments conducting searches that formalized what had been customary practices in most departments for some time. Most especially, the responsibilities of search

committees to develop pools of diverse applicants were underscored, along with the provision of assistance from the Dean's office, if requested, through Knox's subscription to several candidate services. At the customary point where a search committee brings forward the files of usually three candidates nominated to be invited to campus, the Dean meets with each chair to discuss the pool and asks to examine the files of any persons of color who have met the job requirements but who may not have emerged within the top tier; on several occasions, at the Dean's request, the department has invited a fourth candidate (one consistent with this latter description) to provide them an opportunity through the campus visit. This procedure has been generally well-received by department search committees.

Finally, there is the matter of intellectual range and flexibility across the faculty, not an easy thing to measure. One easy indicator is the fact that our small size militates against hiring "two of the same thing" in any discipline. That is, we are forced by size and scale to enhance the range of topics and approaches within our respective disciplines with each hire. In our faculty searches, we deliberately explore the intellectual scope of prospective faculty members (e.g., "what *other* interests besides your expertise within your discipline do you have?"). As a result, faculty offer a wide range of courses, sometimes including courses that serve the needs and interests of programs other than their home departments, which has the further benefit of bringing them into contact with curricular issues and concerns in other departments. Alongside the teaching of core introductory and methodological courses within their disciplines, faculty are expected to develop specialty courses at the advanced "tier" of their departmental offerings, courses that commonly change in topic over time. Finally, Knox faculty continue their commitment to a common course for entering students through the First-Year Preceptorial; faculty planning to teach in the fall begin meeting in the previous winter to exchange ideas on reading materials, and to engage their differing perspectives on core readings for the course.

The goal of such intellectual range and flexibility is, of course, an educational environment where students and faculty constructively engage with varied intellectual perspectives brought to their classrooms by their intellect, experiences, understandings, and perceptions. Knox professors are not shy about "professing." As active scholars and artists, they locate themselves within the theoretical approaches of their respective fields, and students are exposed to the particular approaches and perspectives through which faculty pursue their disciplines. At the same time, the faculty are committed to maintaining a classroom environment that invites the testing of ideas and the critical exchange of intellectual perspectives. The results of our campus survey indicate that this is, in fact, what does occur. Over 85% of students (21% strongly agree, 64% agree) and 84% of faculty (23% strongly agree, 61% agree) endorse the statement that "Inside the classroom, the learning environment at Knox is characterized by a critical exchange of ideas." These results suggest that faculty pedagogy welcomes competing views and encourages the type of intellectual exchange consistent with our mission. (See Chapter 6 for a more extended discussion of the character of the learning environment at Knox.)

Faculty as teachers/scholars: As an undergraduate college, Knox is primarily concerned with the effectiveness of the teaching of its students and the maintenance of an academic

environment and educational programs that promote student learning. In addition, faculty at Knox are expected to make significant contributions to scholarship in their fields and to do appropriate service for the institution.⁹ The service aspect of faculty work is considered in Chapter 11 on Institutional Organization and Decision-Making.

The standard teaching load at Knox is six courses over three ten-week terms (with adjustments for laboratory scientists, music professors with responsibilities for ensembles, and theatre professors with responsibilities for productions). The intensity and three-time turnover of the term system has its problems, but each time the possibility of a change to semesters has come up for a vote (two or three times in the last forty years), the term system has been confirmed. The key positive element of our calendar is that faculty teach only two courses at a time, which means not only fewer class preparations, but a smaller number of students being taught at any one time. This may help account for the prominence of strong faculty-student relations as a characteristic of the Knox learning environment. (See Chapter 6.)

The teaching of all faculty is evaluated by students regularly through a standard form (see Appendix 16). Data are reported in a way that allows faculty to compare their own results with a running three-year average of student responses. (Individual faculty results are shared with each faculty member, the department/program chair, the Faculty Personnel Committee, and the Dean of the College.) The average responses show that Knox teachers, overall, are rated very positively, with combined "strongly agree" and "agree responses" over 80% for most measures. Comparative data from other institutions would be helpful for understanding the significance of these figures, but for what they may be worth, here are aggregate responses for the three years preceding fall 2008¹⁰:

Student Responses on Teaching Evaluations, Fall 2005 – Spring 2008

	SA	A	N	D	SD	SA+A
aims of the course were clear	47.9	41.2	7.6	2.6	.7	89.1
course was intellectually/creatively demanding	48.8	37.5	10.0	3.3	1.1	86.3
instructor's feedback was helpful	41.0	37.1	14.9	4.2	2.2	78.1
course was well organized	41.3	39.7	12.0	4.8	1.9	81.0
instructor gave clear explanations	41.8	39.9	11.7	4.4	1.9	81.7
instructor responded effectively	51.5	35.5	8.3	3.0	1.5	87.0
grading practices were fair	44.9	38.2	10.2	2.6	1.1	83.1
instructor was available during office hours	47.8	33.3	8.1	1.0	.4	81.1
instructor was enthusiastic	71.5	23.4	3.7	.9	.3	94.9
course made a significant contribution to my education	42.9	35.8	13.7	4.6	2.5	78.7
overall quality of the course	43.5	38.3	10.2	4.9	2.8	81.8
effectiveness of the instructor	51.5	32.7	8.5	4.2	2.9	84.2

⁹ For a detailed description of the criteria for evaluation of faculty, see this section of the Faculty Handbook: <http://www.knox.edu/offices-and-services/academic-affairs/faculty-handbook/iii-faculty-personnel-policies/b-criteria-for-evaluation-of-faculty-for-appointments-promotions-and-salary-at-knox.html>.

¹⁰ By long-time practice, evaluations from sections of the First-Year Preceptorial are not included in these aggregates.

The College continues to benefit from a gifted and creative faculty, one with genuine commitments to undergraduate education, to pursuing scholarship in ways that enhance their teaching, and to the welfare of the institution as a whole. During the previous two academic years, 2007-2008 and 2008-2009, for example, Knox faculty presented papers at over 120 scholarly conferences; they published articles, gave invited readings, exhibited in off-campus galleries, and participated in professional theatre and dance performances over 180 times; seven books were published, including two edited conference proceedings. During 2007-2008, in addition to routine updating of continuing courses, Knox faculty submitted 35 proposals for new permanent courses, in addition to 26 proposals for one-time offerings of “special topics” courses in advanced areas of the disciplines—all requiring approval of the faculty Curriculum Committee. During the past two academic years, more than 10 academic departments made changes to the requirements for their majors and minors, including significant revisions of the curricula in computer science and music. A new minor in film studies was created. The picture that emerges is one of a faculty who see their position as *educators* involving the integration of their work as learners (as scholars, writers and artists) with their work as undergraduate teachers. More than three-quarters of the faculty attended a workshop or conference on teaching and learning during the last five years, and more than half gave a presentation at such an event.¹¹

The balance between teaching and research is a fruitful one at Knox and was noted positively by our consultant-evaluators during our last re-accreditation. Faculty are expected to actively contribute to their fields, but there is not an expectation of the quantity that would be required at a research university; the definition of scholarship is broad, and faculty are encouraged to connect research and teaching. Some do this by teaching courses directly related to their research areas: Nancy Eberhardt (Anthropology/Sociology), recent author of a monograph on Shan (Thai) religion, culture and personality, regularly offers an advanced course on, “Psychological Anthropology: Self, Culture and Society”; James Mountjoy (Biology), who publishes widely on evolution of bird song repertoires, offers “Ornithology”; Stephen Fineberg (Classics), who researches Greek art and archaeology, offers a course with the same name; Daniel Wack, a recent Ph.D. in philosophy whose University of Chicago dissertation explores ethical and other issues through an analysis of *The Sopranos*, offers a course on “Philosophy and Film”; and Tim Kasser, a professor of psychology whose publications on materialism, values and well-being are nationally recognized, offers a course on “Alternatives to Consumerism.” Many faculty involve students as assistants or partners in their research projects, most notably in the sciences. For example, a recent publication by Associate Professors Jennifer Templeton and Judy Thorn (Biology) in the *Journal of Applied Animal Welfare Science* was co-authored with several students; in Psychology, Professor Frank McAndrew has co-authored papers with Knox colleagues and regularly with Knox students, including recent publications on the nature of gossip and on male aggression and weapons, both of which have drawn national attention. In addition, faculty in the social sciences have regularly involved students as research assistants, with a smaller number of instances in the humanities.

¹¹ As self-reported in the 2009 faculty survey.

Two unusual and remarkable consequences of the Knox culture of scholarship and creative work are the founding of the Lincoln Studies Center and the establishment of Vitalist Theatre in Chicago. The Lincoln Studies Center was established at Knox in 1998 by two distinguished emeriti faculty, Rodney Davis (History) and Douglas Wilson (English). The Center has produced important new scholarship on Lincoln (including several monographs published through the University of Illinois Press), hosts annual lectures and occasional symposia. The co-directors nearly always employ able students as assistants in their continuing scholarly projects. Most recently, Wilson and Davis published an annotated edition of the Lincoln-Douglas debates, marking the celebration of the 150th anniversary of those events with important new Lincoln scholarship, as well as hosting a national conference in October 2008, funded in part by the National Endowment for the Humanities, that brought leading Lincoln scholars to campus. The Center is on the verge of transformation from an emblem of the commitment to scholarship and intellectual achievement at Knox to a unit that more directly enhances the student experiences through lectures, potential research opportunities, and perhaps even courses. In August 2009, Knox was awarded an \$850,000 challenge grant from the NEH “We the People” initiative, a grant that will provide the base of a permanent endowment for the Center, enabling it to accomplish these tasks.¹²

Professor Elizabeth Carlin Metz (Theatre) founded Vitalist Theatre in 1997. While the Theatre has no formal connection with Knox College, Knox colleagues in English and Theatre have been involved in Vitalist productions in Chicago. Currently enrolled students as well as recent Knox alums have participated on the stage, in technical support, in marketing and company management. Vitalist has regularly received critical acclaim in the Chicago art community, including in recent years their productions of *Mother Courage and Her Children*, *A Passage to India*, *Anung's First American Christmas*, *Anna Karenina*, and *King Lear*.

Support for faculty: The last ten years have seen increased recognition of the complex demands on faculty time and energy and the importance of institutional support—not only through monetary support but also through programmatic additions.

External Research Grants. The Office of Corporate and Foundation Relations (OCFR), in consultation with the Dean of the College, works with individual faculty members in finding grant opportunities and in developing research proposals to government agencies and private foundations. In the past two academic years, there has been an initiative to increase the number of external research grant proposals. Through the OCFR’s outreach to faculty, 14 proposals by 5 faculty were submitted in 2007-08 and 11 proposals by 11 faculty in 08-09. Successful proposals included two Fulbrights (one to the United Kingdom, one to Argentina) and one grant each from the National Institutes of Health and the National Science Foundation. A substantial grant from the Associated Colleges of the Midwest was also awarded to two Knox faculty for archeological work in Jordan. The College has been able to provide matching funds when required by external granting agencies, and has also allowed principal investigators access to indirect cost recovery in further support of their funded projects.

¹² For further information on the Lincoln Studies Center: <http://www.knox.edu/x21387.xml>

Funding for faculty research and travel: The Dean's office has long provided funding for faculty research expenses and for travel to professional meetings. The operating budget for research support has remained static during most of the last decade, after a significant reduction in response to the 2001 financial situation; \$36,500 is currently allocated. Actual expenditure in most years has been about \$70,000, with the budgeted amount supplemented on an ad hoc basis by the Dean from savings in other areas. In 2008/09, when budget constraints eliminated that flexibility, additional support was provided by special gifts by two trustees, totaling \$50,000. Operating funds were also augmented for three years by a \$100,000 grant from the Mellon Foundation, awarded in 2003. Through a twice-a-year application process, the Dean is able to support virtually all proposals with very modest funding, and to give more substantial support on occasions where such funding is needed for a project to succeed; often Knox funding will help the research progress far enough that a subsequent proposal for outside funding will be successful.

While designated as Faculty “research” funds, these funds are also used to support significant curricular development projects. Knox has no dedicated curriculum/program development funding. The use of research funds for curriculum development projects further diminishes their support for scholarship and creative work.

The conference travel budget has been enhanced by the 2005 establishment of the Eleanor Zweifel and Anne Zweifel Taylor Fund for Faculty Travel. Up until that point (and for decades earlier), the Dean was able to provide transportation expenses, in addition to a long-inadequate \$150 stipend for food, lodging, registration, etc., for those formally participating in a disciplinary meeting. The creation of the Zweifel Fund has allowed the stipend to be raised to \$500. The Dean is generally able to fund travel to one professional meeting a year to those who request it. The College has also expanded faculty start-up fund support for all new faculty appointments. Start-up commitments were significantly raised for scientists in the early 1990s, and in the late 1990s, start-up support was extended to all new faculty. Start-up funds recognize special needs in a range of disciplines, e.g., science, studio art, field-based social sciences, where awards can range from \$8,000 (over the first two years) to \$60,000 (over the same period). However, all new faculty get at least a \$2,000 start-up account, even if they express no special needs; these funds are used for travel to field sites, special collections, etc. In recent years, visiting faculty with at least 2/3 loads (4 courses) are given small (\$800-\$1,000) start-up funds; often these individuals are completing their Ph.D.s, and the funds are used for dissertation-related expenses (e.g., travel to their home campuses). Finally, visiting faculty on one-year contracts (e.g., sabbatical replacements) are also given full support (travel, registration, reasonable room and board) for participation in a job-search-related national or regional meeting.

The College also provides several leave programs to support faculty. Tenure-line faculty receive a one-term “junior research leave” during their probationary period in support of their scholarly and creative agenda. Tenured faculty participate in a sabbatical program that offers several choices: one term as frequently as every fifth year of full-time service; one term, two terms or a full year after seven years of full-time service, with

corresponding compensation arrangements. Sabbatical projects can be research and/or teaching-related; often they combine the two.

Occasionally faculty request a leave-without-pay to take advantage of an external grant-funded project or other opportunity. The College is eager to facilitate such opportunities for professional development as a way to support the integration of scholarship and creative work with teaching, and a leave is granted so long as it is supported by the faculty member's department. For example, in 2009-10, Assistant Professor of Art Claire Sherman will have a one-term junior research leave (at full pay), followed by a two-term leave without pay, in order that she may hold an artist's residency in New York City for the full academic year.

Faculty Development: Under the auspices of a program sponsored by the American Council on Education and the Kellogg Foundation from 1996 to 2000, Knox developed a project centered on faculty workplace issues. The project involved several working groups, each of which took on one or another aspect of faculty life. The resulting proposal for child care assistance has been stalled for years in the administration, and a proposal for increased clerical support had the modest result of a half-time secretary for the Arts faculty. Much more successful were two other parts of the projects: The writing of a guide for faculty (aimed especially at new faculty) and the establishment of a Faculty Development Program. The *Survival/Success Guide for Knox Faculty*, first printed in 1997, is now in its fourth edition, and—with our open invitation—has been utilized by a number of other colleges as the basis for their own guides.¹³

A formal Faculty Development Program, established in 2001, provided an extensive array of professional development opportunities for all faculty, including: new faculty orientation and mentoring, regular opportunities for the presentation of faculty research and for the discussion of pedagogical issues, teaching consultations, day-long workshops in December and summer, a newsletter, and a website.¹⁴ A *Guide for Department Chairs* was also developed; this too has been adapted by several other colleges.¹⁵ The program also facilitated discussion and writing about issues as they arose, for example, a discussion group and then a working paper on "Finding Time," suggesting ways to marshal this scarce resource, and an FAQ for faculty about the student Honor Code.¹⁶ The Faculty Development Program has been in abeyance since its coordinator stepped down in 2007. A couple of the activities continue (new faculty orientation/mentoring, faculty research presentations) while the Dean continues to try to find someone to lead the program.¹⁷ As mentioned above, a large proportion of the faculty consists of new

¹³ Institutions making use of the Knox guide include: Lawrence University, Stephen F. Austin University, Connecticut College, Maryville College, and Skidmore College. The guide is available online at: <http://deptorg.knox.edu/facdev/guide/>.

¹⁴ The program's website may be found at: <http://deptorg.knox.edu/facdev/>. Annual reports from 2002 to 2007: <http://deptorg.knox.edu/facdev/archives.html>.

¹⁵ The Chairs Guide is online: <http://deptorg.knox.edu/facdev/ChairsGuide.html>.

¹⁶ Finding Time: <http://deptorg.knox.edu/facdev/FindingTime.html>; FAQ on the Honor Code: <http://deptorg.knox.edu/facdev/HonorCodeFAQ.html>.

¹⁷ A new mentor for first-year faculty was appointed in spring 2009. After his participation in a workshop on orientation for new faculty, sponsored by the Center for Inquiry at Wabash College, a new plan for orientation has been developed and will be introduced in fall 2009.

members, most working in their first post-graduate positions. While department colleagues provide support for new colleagues, experiences from department to department vary. The establishment of a formal Faculty Development Program provided consistent support for the institutional socialization for new faculty; the temporary suspension of the formal program is, in this regard, a setback.

Other ongoing faculty development opportunities on campus include: annual workshops for the First-Year Preceptorial staff and technology workshops organized by the Office of Instructional Technology and/or the library. In addition, Knox's membership in the Associated Colleges of the Midwest, Midwest Faculty Seminars, the Midstates Consortium for Math and Science, and NITLE (National Institute for Technology and Liberal Education) provide a wide range of opportunities for faculty.

Personal support: Some crucial occasions where support is needed cannot be predicted or planned for. In response to family and personal illness, death, the challenges of parenthood, and, in a very few cases, special circumstances related to faculty research projects, the current Dean of the College has provided much appreciated support through course release and other means. For smaller difficulties also (e.g., conflicts with colleagues, departmental distress), the Dean is an important resource for faculty. He listens carefully, gives reasonable and effective advice, and helps one get a larger perspective on the trouble of the moment.

Compensation Initiative: The College began to implement a faculty/staff compensation initiative in FY05. The initiative was designed to begin to improve faculty and staff salaries, which had deteriorated significantly over the previous five years relative to inflation and the marketplace. The initiative had four components: 1) internal equity; 2) cost of living; 3) external equity; 4) compression. Given the continued pressures on budgetary resources and the dollars that would be required to address all of the compensation issues, the College decided to focus its available resources on one issue at a time.

In FY05, the first year of the compensation initiative, the College focused on addressing internal equity issues, which were most apparent in faculty at the assistant professor rank. Starting salaries for new hires approached, and in some instances surpassed, salaries of faculty members in comparable positions who had been hired several years earlier. In order to address these inequities, the Vice President for Finance and the Dean of the College established a "step system" that established minimum salaries based on years at rank. Raises for FY05 were then calculated using both the standard methodology and the step system, and were distributed based on the higher of the two calculations. The introduction of the step system in FY05 had substantially different effects on individual faculty members. On average, however, raises for assistant and associate professors were substantial compared to those at the full professor rank, since most of the inequities were in the junior ranks. The introduction of the step system virtually eliminated internal equity issues in the faculty in the first year of the compensation initiative.

In FY06, the second year of the compensation initiative, the College focused on cost-of-living issues, with the goal of restoring salaries in inflation-adjusted dollars to their levels

in FY00, the year before the first salary freeze. Raises were calculated three different ways. The first calculation increased salaries by a percentage slightly higher than the annual rate of inflation, as measured by the Consumer Price Index (CPI).¹⁸ The second calculation increased salaries by a percentage slightly higher than the cumulative increase in the CPI since FY00. The third calculation was based on the step system. As was the case in the prior year, raises were distributed based on the highest of the three calculations, and, once again, individual faculty members received substantially different raises. In FY06, however, faculty who had received large equity adjustments in the prior year (predominately junior faculty) received raises slightly higher than the annual inflation rate, while faculty who had not received large equity adjustments in the prior year (predominately senior faculty) received substantial cost-of-living adjustments that were sufficient to restore the purchasing power of salaries that had been lost since FY00.

In FY07, the College introduced the third component of its compensation initiative—external equity. While the College did not have an explicit compensation goal relative to the market, it seemed reasonable to attempt, at a minimum, to restore the position it held in FY00, when average salaries were still favorable relative to the national average for all baccalaureate institutions. In FY00, average faculty salaries at Knox, as reported to the American Association of University Professors (AAUP), were marginally higher than the national average. Knox salaries had tracked the national average, more or less, for over 20 years. By FY04, however, after two salary freezes in five years, a significant gap had developed between Knox salaries and the national average. Given the magnitude of the gap and the resources that would be required to close the gap, the College adopted a simple strategy. It would endeavor to maintain the progress it had made in relation to internal equity and inflation; it would make incremental progress in relation to the external market, if feasible given current budgetary constraints; and it would make endowment gifts supporting faculty salaries a “priority one” fundraising goal. In order to measure progress in relation to the external market, the vice president for finance developed indices for Knox and national baccalaureate institutions that used FY00 average salaries by rank inflated annually by increases in salaries for continuing faculty as reported to the AAUP.¹⁹

Faculty raises in FY07 and FY08 were again marginally higher than inflation, and the step system prevented internal inequities from resurfacing, but the gap relative to the national peer index remained about \$6,000 per faculty member. This gap informed the College’s endowment fundraising target of \$12 million for faculty salaries, the amount

¹⁸ Inflation is measured using the increase in the annual calendar year CPI-U for Midwest cities with populations under 50,000, as reported by the Bureau of Labor Statistics, U.S. Department of Labor.

¹⁹ The indices were used for comparison purposes rather than average salaries in order to eliminate the confounding effects that demographic changes such as promotions, retirements, and new hires have on average salaries. Promotions, for example, tend to depress the average salaries of both ranks involved, since the faculty member would typically leave the high end of the salary range for the previous rank and enter the low end of the salary range for the new rank. Similarly, retirements and new hires would tend to depress rank averages. Therefore, comparing rank averages over time can lead to erroneous conclusions, if used to evaluate salary increases for continuing faculty relative to other institutions.

needed to eliminate the gap.²⁰ This targeting of endowed chairs as a fundraising goal has been going well, with four chairs endowed since 2005, one with a \$2 million gift, and two others are expected by the end of 2009. (The four previously endowed chairs came to the college in 1998, 1993, 1990, and 1977.)

Our ranking among ACM institutions is another spur to keep the compensation issue high on our agenda. Among the thirteen schools of the ACM, Knox salaries in 2008/09 (using average salaries at each rank) place 9th for full and associate professors and 12th for assistant professors and overall. Comparing salaries with endowments gives further perspective: Knox ranks 10th in endowment in the ACM. Of the thirteen schools, four institutions have close to or over \$500 million in endowment; these four institutions also have the highest faculty salaries at each rank.

During the first five years of the compensation initiative, efforts to address internal equity, cost of living, and external equity have ameliorated compression issues, which will likely cease to be a separate issue. However, a new challenge to continuing the initiative was presented in 2008-2009, largely as a result of the national and international economic factors. In spring 2009, the President announced that only 2 percent would be available for salary increases for 2009-2010. While positive in relation to many other institutions, the amount is less than the cost of living goal of the initiative. It remains to be seen how quickly that aspect of the compensation initiative can get back on track.

Evaluation of faculty: From 1995 to 1999, the procedures for contract review and assessment had gradually been strengthened, including a feed-back process that created a substantial developmental dimension to faculty assessment; these were officially added to the Faculty Handbook in 1999. The Faculty Handbook was extensively updated and revised in 2004, and is now available online, with revisions made as items change.²¹ In 2005, we moved to a biennial schedule of review for merit raises. This was done in order to somewhat reduce the load of the Faculty Personnel Committee, which makes recommendations on all salary increases as well as contract renewal, tenure, and promotion.

Strengths

- An accomplished faculty, dedicated to students and to the educational mission of the College, committed to their own active scholarship and creative work as a key educational resource for teaching and learning.
- Continued commitment to a 12:1 student-faculty ratio.
- Regular attention to two-career faculty couples and assistance with spousal/partner job searches.

²⁰ \$12 million would provide \$600,000 at a 5% spending rate, which would be sufficient to eliminate a \$6,000 gap for 100 faculty members—the approximate number of Knox faculty. For details, see Compensation Initiative Update, Board of Trustees, June 5-6, 2008, in the Resource Room.

²¹ Faculty Handbook online: <http://www.knox.edu/Offices-and-Services/Academic-Affairs/Faculty-Handbook.html>. Personnel policies: <http://www.knox.edu/offices-and-services/academic-affairs/faculty-handbook/iii-faculty-personnel-policies.html>.

- An array of leave opportunities and institutional flexibility to support the integration of scholarship and teaching.

Challenges

- Inadequate salary support, even as we continue to make slow progress.
- Inadequate faculty development support both for curriculum development and for scholarship/creative work; suspension of the faculty development program.
- Inconsistent and uneven attention to new faculty orientation and their integration into the institution.
- A set of guidelines for shared professorships that need to be revised.
- A modest child care proposal that came out of the ACE/Kellogg project has not been carried forward.
- Inadequate secretarial support for faculty.

STAFF

Numbers: During the summer of 2000, the College began to make structural reductions in its operating budget with a view toward reducing its endowment spending rate from the unsustainable levels of the 1990's. The first major structural reduction was in the number of non-faculty employees. From FY00 to FY01, the College reduced the number of benefits eligible positions (requiring at least 20 hours per week for 10 months per year) by 25 FTE (11%) from 226 to 201. The positions that were eliminated were not evenly distributed among the major functional areas of the College. "Infrastructure" positions were reduced by 18%, with facilities and dining services absorbing all of the reductions in this area, while positions in the "Educational Core" and "External Relations" were reduced by 2% and 8%, respectively. The distribution of staff reductions reflected an understanding of the importance of maintaining the integrity of the educational program, admission, and fundraising to the future financial health of the institution.

From FY01 to FY09, the College increased staff by 31 FTE to 232, or 6 more than existed in FY00, prior to the initial staff reduction exercise. The new positions did not merely reinstate eliminated positions, but rather were disproportionately distributed to support the strategic initiatives of the College. Relative to the levels that existed before the reductions in 2000, staff supporting the "Infrastructure" has decreased by 11 FTE; staff supporting the "Educational Core" has increased by 17; and, "External Relations" staff has remained essentially constant. The newly created Office of Institutional Research and Assessment accounts for three of the six FTE increase in staff positions from FY00 to FY08. This office is currently being funded by a Title III grant from the Department of Education; funding will be absorbed by the College over the next five years. Staff changes over the last ten years are summarized in the chart below:

Non-Faculty Staff by Functional Area^a
FY99 - FY09

FUNCTIONAL AREA	1999-00 ^b		2000-01 ^c		2008-09 ^d	
	HEADS	FTE	HEADS	FTE	HEADS	FTE
EDUCATIONAL CORE						
Academic Programs and Support	36	29.17	35	27.59	43	35.46
Athletics	7	7.00	7	7.00	10	9.83
Technology	15	14.50	15	14.50	20	19.63
Student Development	16	16.00	16	16.00	21	18.33
Total Educational Core	74	66.67	73	65.09	94	83.25
EXTERNAL RELATIONS						
President's Office	3	2.50	3	2.50	2	2.00
Advancement	20	19.00	17	17.00	22	22.00
Admission/Financial Aid	25	22.85	23	20.85	22	21.21
Public Relations	7	6.50	7	6.50	6	6.00
Total External	55	50.85	50	46.85	52	51.21
INFRASTRUCTURE						
Business and Finance	10	10.00	10	10.00	9	8.50
Administrative Services	112	98.72	89	79.18	99	89.04
Total Infrastructure	122	108.72	99	89.18	108	97.54
Grand Total	251	226.24	222	201.12	254	232.01
^a Includes all benefits eligible positions (requiring at least 20 hours per week for 10 months per year), except ^b Before staff reductions of 25 FTE, which began at the end of the 1999-00 fiscal year. ^c After staff reductions of 25 FTE, which were completed early in the 2000-01 fiscal year. ^d As of June 2009.						

While the size of the faculty is geared to the size of the student body in a 12:1 student-faculty ratio, no such guideline is applied to staff. The strategic reductions in staff were necessary for the financial survival of the institution; it is a measure of increasing financial stability that the staff has been brought back up to a little beyond its 1999 numbers. But the increase in staff (5.77 FTE or 2.6%) is small in comparison to the increase in numbers of students in the same period (206 additional degree-seeking students from 1998 to 2008, a 17.8% increase). The Admission and Financial Aid Office, which is processing 75% more applications than in 1999, is down 1.64 FTE.

Despite the challenge of understaffing in significant areas, staff at Knox work with dedication, commitment, and enthusiasm. It has long been the case that "community" at Knox is understood to include staff, perhaps more than is commonly the case at educational institutions. But in this last decade of special challenge, a significant factor has also been the role of President Taylor, who has made a sustained effort to convey to employees how essential they are to the advancement of the mission of the College, and to acknowledge and support the ways in which they contribute. At many public events, thanks are given to the people who have made the event physically possible—to the facilities staff at Commencement, to the dining services staff at large dinners. And when the President puts on a Facilities T-shirt on opening day, and helps new first-year students move into their residence halls, a message is conveyed that we all pitch in here; that each person's job description—whatever the details may be—has the same bottom line: to advance the education of Knox students.

Diversity: The percentage of minorities in staff positions is comparable to that of the faculty, though there is less diversity in academic support areas (library, Registrar, Athletics, Computer Center), where all directors and/or coordinators are white males, with the exception of one female. Below the director/coordinator level, there are also few minorities—one or two part-time coaches/assistants, and one programmer in the computer center. Applicant pools for staff positions tend to be more regionally focused than faculty searches, which may limit the diversity of the pool. Also, the hiring process is decentralized. Human Resources (HR) places the ads, but does not participate in the application review and interview process. The new Director of HR plans to work on a common set of procedures, with attention to issues of diversity, appropriate interview questions, and other aspects of the hiring process.

Staff welfare and development: A new Director of HR was hired in 2007, bringing new momentum to HR projects, and an enhanced level of professionalization to the office. The office is expanding the use of available technology, including the extended utilization of an HR database. The latter is a challenge, given antiquated software and a lack of readily available historical data.

Staff Handbook: In the works for many years, the Employee Handbook was completed early in 2009 and is now available on the web.²²

Wellness Program: The College's Wellness Program was established in 2000, with a half-time coordinator. A wide variety of programs/opportunities is offered, including: health screenings, flu shots, "lunch and learn" sessions, an array of fitness classes, semi-monthly table massage, a quarterly newsletter, and various special events (e.g., "Ride Your Bike to Work Day," smoking cessation class). The new E. & L. Andrew Fitness Center (opened in 2006) provides a superb facility not only for the fitness classes but also for individuals exercising on their own.

Benefits—Medical: Knox provides a full range of benefits to its employees; we will focus here on significant developments in the last ten years.²³ Efforts to hold down health care costs have had significant results, including below market increases in our health insurance premiums and no increase at all for FY09 and FY10 (versus 11-12% elsewhere for FY09). The Benefits Coordinator regularly sends useful information out to all employees, and also answers questions from individuals about ways to compare and reduce costs. We have participated for several years in an annual health screening provided by Interactive Health Services (IHS). This screening is free to all benefit-eligible employees and their spouses/domestic partners. Active promotion of the program by HR staff has resulted in 80% participation at Knox. (Typical participation level at other ACM schools is in the 25-30% range.) In 2008, Knox won an award from IHS for being the "Most Improved." From over 1,000 employers and over 1,000,000 employees, Knox had the highest percentage of improvement in people who took the test in both 2007 and 2008. In 2009, we were again recognized by IHS for being in the top

²² <http://www.knox.edu/Offices-and-Services/Human-Resources/Employee-Handbook.html>.

²³ For a full description of employee benefits, see: <http://www.knox.edu/offices-and-services/human-resources/employee-handbook/iii-employment-benefits.html>.

8% of its clients as measured by aggregate health scores on the annual screening exam. We implemented a Disease Management Program in 2005; though it is not used by many, it provides additional help to those who do.

Benefits—Other: The College has long had an Employee Assistance Program, which provides up to five hours of counseling at no cost to the employee, but the program was underutilized. The HR staff has recently implemented stronger marketing of the program, and use has grown from 13 case openings in 2007 to 24 in 2008.

Effective in fall 2010, Knox faculty and staff will be able to participate in the Tuition Exchange program, in addition to the ACM Tuition Remission Exchange Program.²⁴ The new program opens many more tuition benefit opportunities to the dependent children of Knox employees.

Optional term life insurance has been offered since 2003.

While many employees choose Knox because of the significant benefits associated with a job here, there are also many employees who do not understand their total compensation package and the significant monetary value of the fringe benefits offered. Perhaps having this information available on the web will help, but the HR office is interested in finding additional ways to increase understanding of the benefits. HR also makes an effort to convince employees to participate in the disability and retirement programs, contacting those who are eligible but who have not signed up. Unfortunately, of twenty letters sent out this year, not one resulted in a new sign up.

Website: The current HR website works well for an external audience of job applicants. The HR office is interested in enhancing the website for its internal audience of employees (student as well as faculty and staff), with information and forms. A student employment on-line job bank and automated application system will be in place by the fall of 2009.

Professional Development: Employees may participate in professional development opportunities off-campus by attending workshops and seminars, though budgets in most departments are inadequate. Expenditures for professional development and training were severely curtailed in the early part of the decade, reduced 53% from \$28,469 in FY00 to \$13,404 in FY02. Since then, overall expenditures have increased threefold (to \$40,750 in FY08), although with funds allocated according to strategic goals, some departments have improved more than others. Admission and the Office of Student Development, for example, have received a substantial increase in professional development funds, while Administrative Services has not. Salaried staff in the Office of Student Development, Admission, Computer Center, Library, and Advancement Office routinely attend national and regional meetings. The OSD itself has twice offered the Knox College Student Development Annual Institute, a one-day workshop for colleges and universities in the Midwest. The most common on-campus training tends to be related to software training, provided as needed across campus. But the amount budgeted

²⁴ <http://www.tuitionexchange.org>.

for training and development continues to be low, and this impedes the improvement and growth of this important human resource. The Director of Facilities Services, for example, commented in his department's self-study that, "With little or no budget for staff training and professional development, it is difficult for staff to improve their skills and keep up on new technology, equipment, materials and trends to meet today's standards and innovations."

HR has also initiated two new internal professional development programs: 1) an orientation program for new employees, offered for the first time in fall 2008, with the goal of providing information as well as giving new staff a sense of the community at Knox; 2) a workshop about the prevention of harassment and discrimination in higher education, with sessions offered for faculty and staff in spring 2008.

Evaluation of Staff: Staff members are evaluated in various ways across campus. Depending on the department and preferences of supervisors, evaluations may be oral or written, formal or informal, and adequately or inadequately communicated to employees. In some areas our current methods of evaluation are appropriate and adequate, in others they are not. Some years ago, the College explored, but did not implement, a standardized system of written performance evaluations for all staff members.

There are several reasons why a standardized system has not been adopted. First, experiments with a common form did not work well for all departments. Second, previously proposed systems were extremely labor intensive, especially for supervisors. This problem was particularly acute in areas that are relatively understaffed. Third, there are conflicting views on the purpose of performance evaluation and how such evaluation would be used in determining raises. Under current practices, there is a common understanding that a "standard raise" is given for fully satisfactory job performance, and that less than satisfactory performance can result in a below-standard raise. There is, however, no system of merit raises comparable to the system that exists for faculty.

It is likely that the College will revisit the development and implementation of a more standardized system of performance evaluations. In the meantime, new mechanisms for evaluating staff performance will continue in a decentralized fashion, as determined by the needs of specific departments. Models are available that could be used more widely. For example, the Director of Athletics has developed a detailed system of performance evaluation for all members of his staff. Another model has been developed by Dining Services, which introduced a goal-based, collaborative review process for hourly staff in the fall of 2008. This was done by a new director, in the wake of upheaval in this department after the sudden death of the previous director. The introduction and use of a comprehensive employee review system, one that uses established review criteria and principles, has helped to ease conflict within the department, to rebuild a common sense of purpose, and to improve employee performance.

The College is committed to encouraging employees to do their work well and to grow in their jobs. Further improvements in our methods of evaluation—methods aimed at employee improvement—along with more funding for professional development would be important ways of making such encouragement happen across campus.

Compensation initiative: As discussed above in the section on faculty, the College began to implement a faculty/staff compensation initiative in FY05. While staff salaries are not as consistently structured as are faculty salaries, they have been approached with the same set of principles, and similar success has been achieved for staff in addressing internal equity and cost-of-living issues. External equity is more complicated to measure, as it is more difficult to construct comparable salary benchmarks for many staff positions vis-à-vis the market. Comparison is possible for the 35 administrative positions covered in the Administrative Salary Survey done by the Associated Colleges of the Midwest. These figures indicate that Knox administrative salaries, like faculty salaries, rank low in comparison to our ACM peers, in most cases comparable to or lower than our position in endowment rankings. Without identifying individual positions (which would identify individuals), some sample comparisons can be made:

- About one-quarter (9 out of 35) individuals are last or next to last in rank.²⁵
- About one-half (16 out of 35) are in the lowest quintile.
- Length of service does not necessarily move Knox administrators up in the rankings.²⁶ Fourteen out of 35 individuals have been in their positions for more than ten years. Of these fourteen, 12 rank in the lowest two quintiles—that is below the middle quintile.
- Looking at the six top positions (president and 5 vice-presidents), 4 are in the lowest quintile, and 2 are in the next to lowest.
- One ray of light: "last hired Admission Counselor" and a Financial Aid Director who has been here less than five years are in the 3rd quintile—that is, in this key area, we have made some new hires at a middle-range salary.

Strengths:

- Dedicated and loyal work force.
- Development of the Wellness Program.
- Increased professionalization of the Human Resources office.
- No increases in health insurance premiums for two years in a row.

Challenges:

- Facilities staffing that is still at the same level as after the 2001 cuts.
- Lack of a campus-wide evaluation system.
- Lack of resources for professional development.
- Keeping health costs down.

²⁵ Not all positions are reported in all schools, so "last in rank" might be 10 out of 10 or 13 out of 13.

²⁶ The ACM listings include length of service in these categories: five years or less, 6-10 years, more than 10 years.

ALUMNI

While not present on campus, Knox alumni are an essential resource for the College, with over 15,000 "alumni of record" carrying word of Knox across the country and around the world. Alumni also have an important message to bring to current students, inspiring them with examples of the impact of a Knox education and the great things that alumni have gone on to do. Some of the ways in which students have opportunities for interaction with alumni include:

- Career panels with Knox alumni, including the annual John D. Carlin Career Development Forum (established in 2008).
- Annual alumni achievement awards, with recipients encouraged to visit a class or two, where appropriate. In 2005, a Young Alumni Achievement Award was added to the Alumni Achievement Award process to recognize achievement of more recent graduates.
- Student activities during Homecoming: In 2006, Alumni Relations became integrally involved in student Homecoming activities, with the aim of encouraging students to stay on campus for that weekend and to participate in events. Some departmentally sponsored events (such as those sponsored by the Art, English, and Psychology departments) attract current students as well as alumni.
- The Knox Ambassadors program, established by Alumni Relations in 2004: This program integrates selected current Knox students into alumni events for a closer relationship between Knox students and alumni. About 35-40 students serve as Ambassadors each year, assisting with alumni events on and off campus, and working to plan student activities for Homecoming and Founder's Day. The program is building connections between current Knox students and alumni of all ages that did not seem to exist at the same level a decade ago.
- Career networking: The Center for Career and Pre-Professional Development makes available lists of alumni in a particular field or geographic area, in order to facilitate student networking with alumni for career advice and job leads.

The Alumni Council provides a means for the College to consult with representatives of the alumni body, and also provides a way for alumni to help the College in relevant areas, particularly fundraising. The Council developed a strategic plan in 2006 with the goal of achieving a more substantive role within the College. An Alumni Council member job description was written, and the Alumni Council Chair set a goal of 100% giving within the Council. New projects included calls to inactive alumni and handwritten thank you notes to Advancement volunteers.

Positive signs of increased involvement of alumni with Knox in the last decade include:

- Increased attendance at Homecoming, from around 500 ten years ago to over 1,000. This is the result of the reprogramming of Homecoming to offer a variety of events during a weekend that for years had been focused on a football game and class dinner. This is also a sign of the increased cooperation between Alumni

Relations, Student Development and Admission, three offices that used to operate very separately.

- Increased activity in Knox clubs outside of the immediate region, from 18 events and about 1,400 guests in FY2001 to 45 events and over 2,500 guests in FY2008.
- Increased alumni giving in the last several years, detailed in Chapter 14.
- A newly formed GLBTQ Knox Club held a kick-off reception at Homecoming 2008.
- Establishment of a Business Advisory Group for the new minor in Business and Management, with mostly alumni members.

Having very enthusiastic alumni serving the College as President and President's spouse since 2001 has also made a significant contribution to the involvement of other alumni. In addition, Anne Taylor, '63, wife of President Taylor, has donated her service to the College as pro bono counsel.

Consideration of the success of Knox alumni and the wide range of their career paths is taken up in Chapter 9 on "The Cumulative Impact of Knox on Its Students and Alumni."

Strengths:

- Increasing involvement of alumni in College events and in support of the College.

Challenges:

- The perennial challenge of negotiating the reality of campus issues today with alumni perceptions and concerns.

CONCLUSION: STRENGTHS & CHALLENGES

Overall Strengths: The strength and character of the College depend fundamentally on the people that make up the College community, in combination with a shared sense of mission. The very diverse nature of our population means that disagreement and even misunderstanding will always be a challenge, but we share a commitment to a multifaceted community and the educational mission that it sustains. It is this combination of mission along with accomplished and committed students, faculty, staff and alumni that enables the College to achieve well beyond our financial and physical resources.

Overall Challenges: To keep up morale and commitment in the face of financial challenges (including inadequate compensation and support staff), and whatever other challenges arise from time to time.

Chapter 14

FINANCIAL RESOURCES

BACKGROUND

During the 1990's, the College implemented a number of initiatives designed to attract more highly qualified students and to increase enrollments. These initiatives included: hiring new faculty, establishing a campus-wide computer network, and investing in academic and residential facilities. The strategy behind these steps anticipated two-stages: in the short-term the College would fund these initiatives through loan capital and deliberate overspending of the College's endowment; in the long-term the College would replenish its endowment through capital gifts, and would cover increased operating costs, including debt service, through increased tuition revenue. During FY00 (the fiscal year ending June 30, 2000), the year of the last reaccreditation visit, it was becoming increasingly clear that the strategy was not working and that the College was in serious financial trouble.

Multiple issues had contributed to this circumstance and needed to be addressed before meaningful progress could be made in solving the College's financial problems.

First, there had been a profound lack of continuity in financial leadership, with six Vice Presidents for Finance over an eight year period. This instability was likely part of the reason why the College had not developed the historical analyses or long-range projection capabilities that are important to inform strategic planning and institutional decision-making.

Second, the budget development process was cumbersome, paper-driven, labor intensive, and time consuming. Once developed, the budget was static and used only as a benchmark against which actual revenues and expenses were compared. The budget process did not include mechanisms to adjust the budget, to reallocate resources, to control expenditures, and, ultimately, to ensure that the College was living within its budgetary constraints.

Third, a poorly set up financial system made it difficult to produce simple summary reports. A former employee had established the chart of accounts, which defines account-number ranges for various functional categories (e.g., instruction, student services, institutional support), with insufficient room for adding new accounts. In order to produce an expense summary, a paper report was generated that showed account totals by functional category; the functional category totals would then be adjusted manually to add or subtract accounts that had been established outside the pre-established account-number ranges. Unfortunately, there was no practical way to redo the chart of accounts once it had been established and used for an extended period of time.

Fourth, certain financial accounting practices tended to undermine good budget management practices. For example, through a cost allocation process, program budgets were routinely charged for a variety of expenses (e.g., utilities, fringe benefits, computer services, telephone administration) over which the program director had no control. As a

result, while financial accounting needs were satisfied, budget managers could not easily monitor their budgets, nor could they be held accountable for accounts that were technically not their responsibility. (“I’m over budget because somebody else charged administrative costs to my account!”)

Fifth, there was no mechanism for end users to define and obtain financial information in ways that were useful to them. The Dean of the College, for example, would routinely receive a budget report for each account for which he was identified as “primary reviewer” by the financial system. Unfortunately, since the Dean is responsible for hundreds of accounts, an account-by-account report was not useful without a mechanism to summarize the information into categories meaningful to the Dean (e.g., academic departments, faculty support, library, computer center, athletics, etc.). In short, the financial system was being used for financial accounting without sufficient attention to managerial accounting.

Sixth, the Knox Now! campaign (1995-2002) met its \$125 million goal, but did little to advance the College, as the majority of the monies raised (about 60%) were in deferred, revocable gifts that the College will not see for years, if ever. Current monies raised were immediately spent and the overall campaign did not leave the College ahead of its past financial position, which is normally a goal of a campaign. The College did not succeed in raising the needed funds for either of the two capital projects included in the campaign, the Natatorium and Alumni Hall.

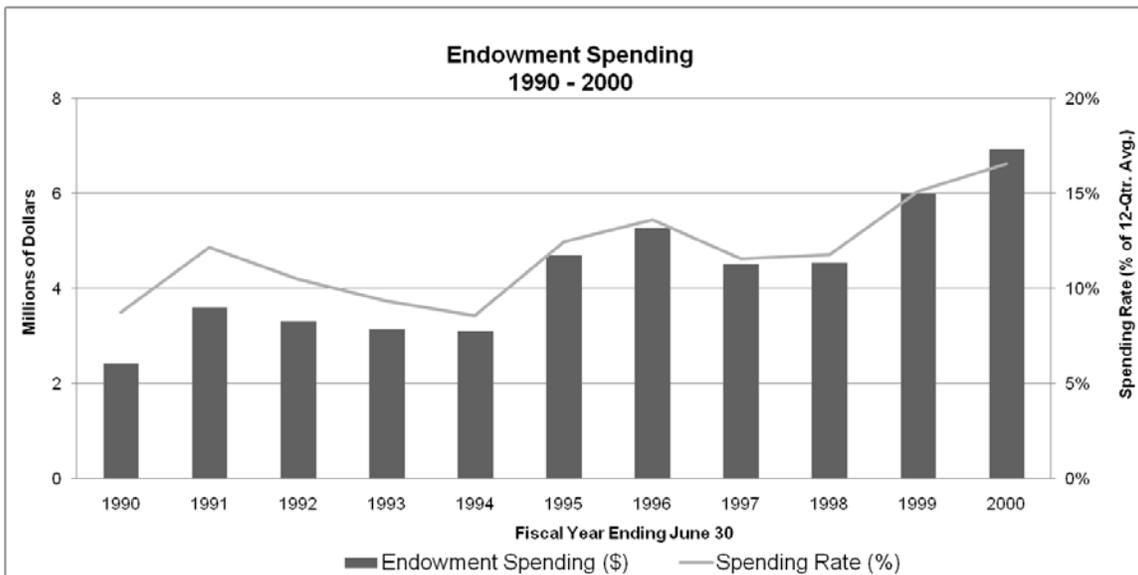
Finally, the Advancement side of the College was impaired by the sudden departure of its vice president in 2000, followed by an interim VP for a year; a new VP was hired in 2001. In the early years of the decade, improvements were made in fundraising practices, but changes tended to be ad hoc rather than based on strategic, planned initiatives. Efforts were also hampered by an office culture of reticence in asking alumni for money, and stewardship of donors was not carried out in a systematic way. Fundraising efforts had also long been hampered by the legacy of Sharvey Umbeck, one of the best loved and, in many ways, most successful of Knox presidents (1949-1974). Umbeck made it his mission not to ask alumni for money, telling them he would never ask for donations. Instead, he said, Knox would succeed based on gifts from foundations and corporations. That worked for some years, but as those groups, especially corporations, cut back on their charitable gifts, alumni from the Umbeck years—at what should now be their peak giving years—were not primed and ready to pick up the slack.

By the end of FY00, these accumulated financial strains put the continued existence of the College in jeopardy. The story of the College's climb to success in the last decade can be understood as dividing into two parts. The first five years, from FY00 through FY04, could be characterized as a period of “entrenchment and survival”; the second five years, from FY05 through FY09, a period of “moving forward.” In each period, the College sought to understand the most urgent financial issues it was facing, adopted strategies designed to remedy them, and developed the requisite mechanisms to succeed. The components of success included: intensive analysis and planning; reduction of endowment spending, which utilized a new budget protocol; and increase of revenues. Further steps taken to protect the future of the College include: creating a capital projects

fund, mitigating long-term risks, and dealing in a measured way with the challenges of the current recession. (See Appendix 2 for a summary of key data and statistics from FY 98-08.)

ANALYZING THE FINANCIAL SITUATION AND DEVELOPING LONG-RANGE PROJECTIONS

During FY00, the College’s newly hired Vice President for Finance, Tom Axtell, focused on understanding and communicating the College’s financial situation to the Board of Trustees and to various on-campus constituencies. He quickly developed a ten-year financial retrospective, which quantified the College’s most critical financial problem—the chronic and severe overspending of the endowment. Most importantly, the College had been unable to reduce its unsustainable endowment spending rate, which averaged over 12% per year for the prior decade, and reached an astronomical 16.6% in FY00. (See chart below.)



Axtell also developed a long-range projection capability to forecast the financial feasibility of alternative sets of planning assumptions. The increased awareness of the College’s financial history coupled with a robust forecasting capability led the Board of Trustees, at a special meeting in April 2000, to adopt a financial strategy for reducing endowment spending. In October 2000, at its first meeting of the new fiscal year, the Board established a series of specific maximum annual spending rates that would reduce the spending rate from current unsustainable levels to no more than 5.8% by FY10, well on the way to a long-term goal of 5.0%. Implementing the new financial strategy would require decentralized and collective responsibility for budget development and control, new budget management tools, protocols that discourage unnecessary spending, and mechanisms that facilitate the reallocation of resources and create flexibility. The new strategy would begin with the development of the FY01 budget.

At the beginning of FY01, the College's long-term debt stood at \$27 million, while its unrestricted net assets totaled only \$7 million. There was no provision to repay the principal of the two variable rate bond issues totaling \$25 million that had been used to fund the 1990's initiatives. Bond covenants would need to be renegotiated to avoid technical violations. The College had a deferred maintenance list in excess of \$28 million with a woefully inadequate budget for maintenance and repair. (The College spent approximately 0.7% of the replacement cost of its facilities for maintenance and repair compared to a minimum industry standard of 2.0%.) The financial aid discount rate (Knox gift aid as a percent of gross tuition and fee revenue) had increased from 31.7% in 1990 to 48.4% in 2000. Consequently, increases in enrollments and gross tuition revenue had not resulted in concomitant increases in net tuition revenue (gross tuition revenue less Knox gift aid), which represents the primary source of funds for College operations. Perennially small budgets, the absence of any meaningful reserve funds, and a "use it or lose it" budget mentality were reflections of a well-established culture of institutional poverty.

REDUCING ENDOWMENT SPENDING

The major question facing the College in FY01 was how to substantially reduce endowment spending while preserving the integrity of the educational program. Part of the answer was to implement a series of structural expense reductions. During the summer of 2000, the College eliminated 25 FTE staff positions, including the severance of the Vice President for Enrollment and Institutional Planning, a dedicated and popular member of the staff. The distribution of these reductions, which represented 11% of the workforce, was informed by the conceptualization of the College's functions into three major categories: the "Educational Core" (academic programs, athletics, student development, and technology); "External Relations" (advancement and admission, with the President's office and public relations subsequently added to this category); and "Infrastructure" (finance and administrative services). Nearly 80% of the staff reductions occurred in the Infrastructure category, principally in facilities and dining services, while the Educational Core and External Relations had more moderate reductions, reflecting the understanding that future financial success was dependent on maintaining the quality of the educational program and effectively communicating the value of that program to external constituencies.

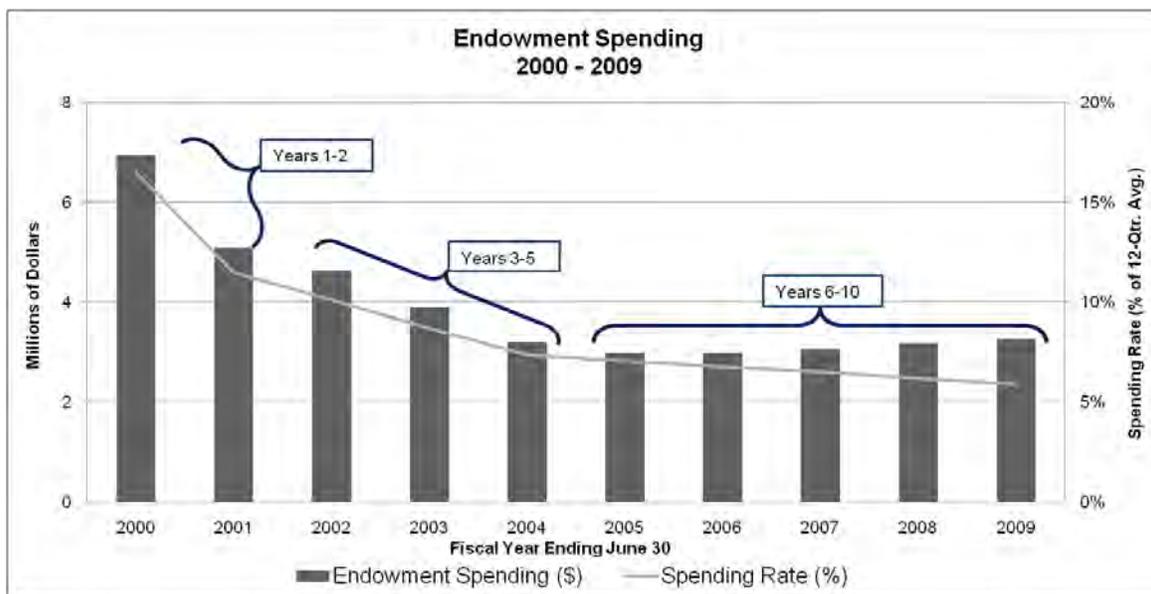
In spite of the significant reduction in the size of the staff, the budget savings realized were insufficient to eliminate the projected FY01 budget deficit. In addition to workforce reductions, the FY01 budget presented to the Board in June 2000 reflected a freeze on salaries, wages, and discretionary non-personnel expenses, as well as a number of ad hoc expense reductions. After these measures were taken, the budget still showed a deficit of \$764,000. The Board approved that budget with the understanding that the deficit would be eliminated by the end of the fiscal year. The College successfully eliminated the deficit by employing a new budget control protocol.

The budget control protocol provides a mechanism for balancing the budget during the course of the fiscal year, while simultaneously accommodating reallocation of resources to new initiatives or to other high priority activities. It utilizes an electronic tool,

developed with assistance from the Computer Center, that enables the Vice President for Finance to download data from the College’s financial system into an Excel spreadsheet. The data include current budgets and year-to-date results as well as comparable data for the prior year. The VP for Finance integrates this information with a number of Excel “lookup tables” that allow accounts to be grouped and viewed in user-defined categories. Budget worksheets are prepared for each vice president and a number of key budget managers throughout the College and placed in jointly accessible electronic folders. Budget managers review the worksheets, make their best estimates of year-end results for their areas of responsibility, and meet with the Vice President for Finance to review the projections. The new projections are then entered into the College’s financial system and become the new budget for the current fiscal year until replaced by the next quarterly projection.

To encourage people to think beyond their department to the best interest of the College as a whole, the protocol eliminated the inclination towards a “use-it-or-lose-it” budget mentality by guaranteeing that if a budget manager identified any ad hoc savings through the budget review process, that manager’s budget would be “made whole” again at the beginning of the budget cycle for the next fiscal year. In addition, if the College identified more than enough savings to balance the budget, the extra savings would be given back (at the vice presidential level) to the areas that generated the savings.

By the end of FY01, the first year of its endowment reduction strategy, the College had reduced its reliance on the endowment by nearly \$2 million (27%), but had only reduced its spending rate to 11.5%. (See "Years 1-2" in chart below: Endowment Spending 2000-2009.)



It was evident that the College’s long-term spending rate objectives could not be realized through expense reductions alone. Rather, we also needed significant increases in operating revenue, primarily from tuition. It was also evident that overly aggressive or unwise expenditure reductions could adversely affect student satisfaction, and, in turn,

student retention and recruitment. (The experiment of having students in residence halls, instead of college custodians, be responsible for cleaning bathrooms was stopped after two years.) If expenditure reductions resulted in concomitant revenue losses, the College's financial problems could be exacerbated.

In June 2001, with the College facing another large projected deficit of \$2.5 million for FY02, the Board of Trustees adopted a resolution establishing the Task Force for the Renewed Knox. The resolution called for a comprehensive review of the educational program and support systems, and the development of a plan that would reflect deeply-rooted institutional values and that would resonate with current and prospective students, while also conforming to the endowment spending constraints established by the Board. At a special meeting held in August 2001, the Task Force presented to the Board of Trustees the Plan for the Renewed Knox, which the Board endorsed. The Plan would provide the framework not only for a new educational program, but also for the College's future marketing efforts. One financial bright spot in this period was the Andrew W. Mellon Foundation's 2002 grant of \$50,000 in support of the College's efforts to restructure the academic program, a grant that was followed by three others from Mellon in the course of the subsequent five years, for a total of over \$525,000. The Mellon grant was a significant boost to morale in this period. The extent of financial difficulty was, of course, unsettling to all in the community. However, the fact that we now had a deep and systematic analysis of the problems, and that this analysis, with supporting data, was being shared with the community, were important factors for the building of solidarity and hopefulness.

In September 2001, the Dean of the College presented a proposal to reduce the size of the faculty by 8.67 FTE over a three-year period; this proposal was made in conjunction with the Plan for the (Re)New(ed) Knox. These reductions represented approximately 10% of the faculty, commensurate with the reductions in the staff achieved the prior year. The reductions were achieved while adhering to several key principles. First, the College honored all tenure and tenure track appointments, and achieved the reductions through attrition and through allowing a number of visiting appointments to lapse. Second, the reductions were achieved while simultaneously adding several faculty positions in areas that were in high demand among current students and also important for attracting prospective students. Finally, and most importantly, while the absolute numbers of on-going faculty positions were being reduced, the commitment to maintaining a 12-to-1 student/faculty ratio was reaffirmed. This key decision served to maintain the quality of the classroom experience while the College was going through a period of financial stress and curricular restructuring.

In addition to the scheduled reductions in the size of the faculty, the senior administrative staff agreed to incur another round of structural expense reductions with a view toward eliminating the \$2.5 million projected deficit for FY02. These structural reductions were again informed by the three major functional areas of the College. Discretionary non-personnel budgets were reduced by 25% in all departments and programs within the Educational Core and Infrastructure categories, and 5% was used to create a pool of funds for each vice president to redeploy to areas of critical need. Non-personnel budgets

in the External Relations area were not cut, recognizing their primary role in raising future revenue from student enrollments and fundraising.

In addition, the Senior Staff established a new personnel protocol designed not only to realize short-term savings, but also to force consideration of reassigning job responsibilities, which could lead to the identification of long-term efficiencies. The new protocol included the following: 1) a mandatory 90-day waiting period before considering filling an open position; 2) a justification for filling the position after the waiting period that includes a report on how functions were (or were not) performed during the waiting period; 3) a provision that calls for filling positions, when authorized, by internal transfer only; and 4) a mechanism to make exceptions to the waiting period and internal transfer provisions when warranted by the College's highest institutional priorities.

The new round of structural reductions, the new personnel protocol, and the ongoing budget control process were sufficient not only to balance the budget by year-end with a 10.1% endowment spending rate, but also to add \$443,000 to operating and plant reserves, and to retain \$600,000 in a budget contingency reserve for future years. In spite of the significant success in managing the budget in FY02, the College's financial position at year-end was tenuous at best, with unrestricted net assets reaching an all-time low of -\$503,758 (that is, a negative amount). (See audited financial statements for the fiscal year ended June 30, 2002, in the Resource Room.)

During FY03 and FY04, the College continued to utilize its dynamic budget process, continued to focus on expense control, and, in FY04, implemented its second salary and wage freeze in five years, even while implementing the new curriculum. By the end of FY04, the College had made significant progress in reducing its reliance on the endowment. From FY00 to FY04, endowment spending had been reduced by \$3.7 million (54%) from \$6.9 million to \$3.2 million, and the spending rate had been reduced from 16.6% to 7.4%. (See above chart on Endowment Spending, 2000-2009, "Years 3-5.") Although not yet at the long-term spending rate goal of 5%, the objective was in sight, and the College was confident in its ability to manage its budget and to live within the future endowment spending constraints established by the Board.

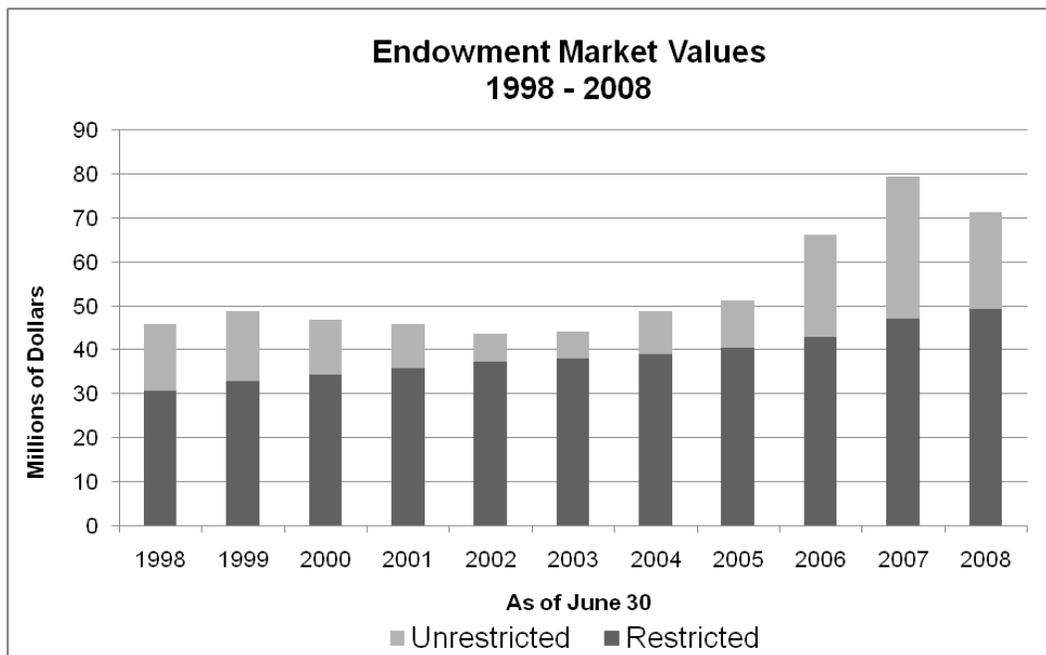
Even with this dramatic progress in reducing the endowment spending rate, the College's financial position at the beginning of FY05 had not significantly improved since five years earlier. Long-term debt was still in excess of \$25 million, with no provision to repay the principal on its two recent bond issues. Unrestricted net assets totaled \$7 million, virtually the same amount as in FY00. Faculty and staff salaries had suffered relative to both inflation and the marketplace as a result of salary freezes in two of the previous five years and relatively small raises in the other three. Maintenance and repair funding had increased only marginally from 0.7% in FY00 to 0.9%, but was still less than half of the minimum industry standard of 2.0%.

In FY05, the financial strategy shifted from one designed first and foremost to reducing the endowment spending rate, to one designed to make simultaneous incremental progress toward three goals: 1) to continue reducing the endowment spending rate to a

sustainable level of 5%; 2) to improve compensation levels for faculty and staff, which had eroded over the previous five years relative to inflation and the market; and 3) to increase funding for the College's physical assets in order to preserve the value of those assets over time.

In FY05, the strategy for reducing the endowment spending rate shifted. During the prior five-year period, the goal was to reduce the spending rate as fast as possible without jeopardizing the integrity of the educational program, upon which future revenues depended. Expense reductions, both permanent and ad hoc, were a very important part of this initial strategy. When the financial strategy was expanded in FY05 to include compensation and asset preservation goals—both of which would require increases in expenses—the College slowed the pace of annual spending rate reductions. (See chart above on Endowment Spending, 2000-2009, "Years 6-10.") The shift in strategy was intended to make more resources available for the compensation and asset preservation initiatives. From FY05 through FY09, the endowment spending rate declined by 0.3% per year, from 7.4% in FY04 to 5.9% in FY09, and will reach the long-term goal of 5.0% in FY12.

With endowment spending reduced, the endowment was now able to grow in size, from a low of \$43.7 million in 2002 to a high of \$80.3 million in 2007.¹ (See chart below.)



The College began to implement a faculty/staff compensation initiative in FY05. The initiative was designed to begin to improve faculty and staff salaries, which had deteriorated significantly over the previous five years relative to inflation and the marketplace. The initiative had four components: 1) internal equity; 2) cost of living; 3)

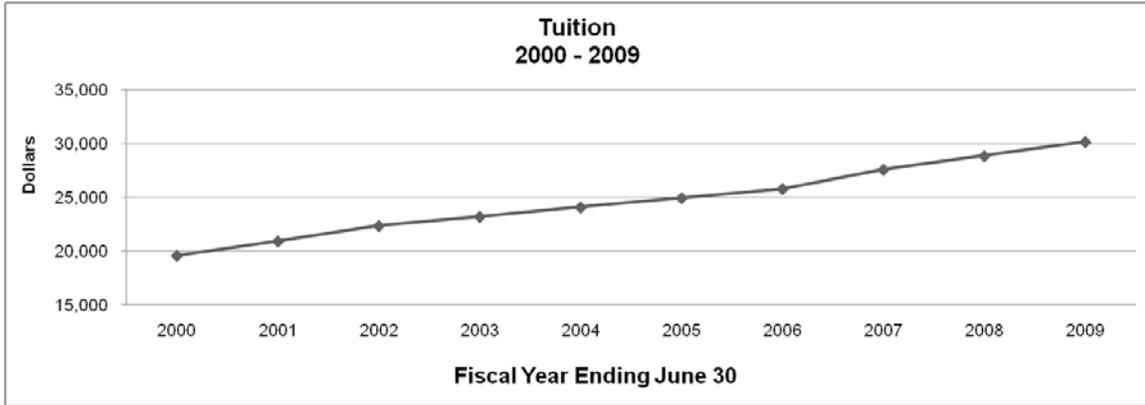
¹ The high on the chart is for the end of FY 2007, \$79.5 million. The endowment grew to its highest value of \$80.3 million as of 9/30/07.

external equity; 4) compression. Given the continued pressures on budgetary resources and the dollars that would be required to address all of the compensation issues, the College decided to focus its available resources on one issue at a time. (For further detail on the compensation initiative, see sections on Faculty and Staff in chapter on "Human Resources.")

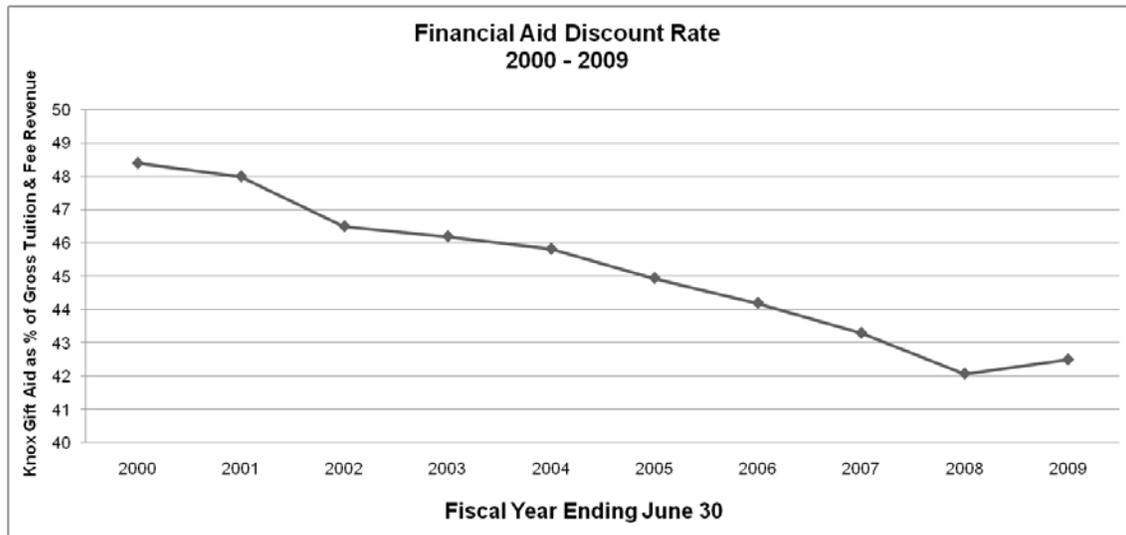
INCREASING REVENUE: NET TUITION

While most of the success in reducing endowment spending during the first five years of the decade was attributable to structural expense reductions and budget control protocols, a major strategic change also occurred on the revenue side of the equation. Prior to FY01, the comprehensive fee, enrollment targets, and financial aid budgets were established independently, with the primary goal being to achieve a specified enrollment target. Consequently, the comprehensive fee had risen to unjustifiable levels relative to a group of peer institutions, the financial aid discount rate had risen dramatically in an effort to attract new students, and increases in net tuition revenue were not commensurate with increases in the sticker price or enrollments. In FY01, the Vice President for Finance, the Director of Admission, the Director of Financial Aid, and a professor of economics began to meet as the "Net Tuition Group," to consider ways of managing together the three determinants of net tuition. With the help of the consulting firm Human Capital Research, the group developed and implemented a new strategy that is still being followed by the College. The strategy calls for maximizing net tuition revenue—not enrollments—by adopting moderate increases in the comprehensive fee, diligently managing financial aid resources, and achieving stable enrollments. Annually, in the context of the net tuition strategy, the Net Tuition Group develops a preliminary recommendation for increases in the comprehensive fee. The recommendation is then vetted with the Institutional Planning Group (IPG) and Student Senate. Sometimes the preliminary recommendation has been modified as a result of the vetting process and sometimes not, but at the end of the process both IPG and Student Senate have endorsed all comprehensive fee proposals. (Student Senate has done so for nine consecutive years.) During the five-year period beginning in FY05, the net tuition strategy would yield significant dividends.

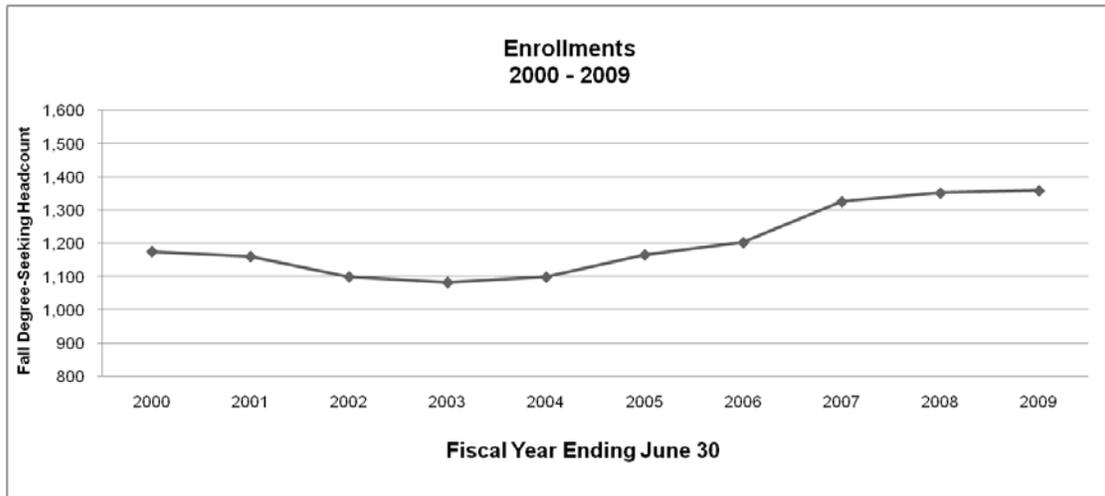
The three determinants of net tuition revenue—tuition, the financial aid discount rate, and enrollments—are illustrated for the last ten years in the three charts below. The College's comprehensive fee increases averaged 4.6% per year during the first five years of the decade and 4.2% during the last five years, which was consistent with the portion of the strategy that called for moderate increases in sticker price. The increases were not only moderate relative to Knox's own history, but even more moderate with respect to a group of comparison institutions that increased comprehensive fees by 6.1% per year on average during the last five-year period. The tuition component of the comprehensive fee at Knox increased 48% over the ten-year period.



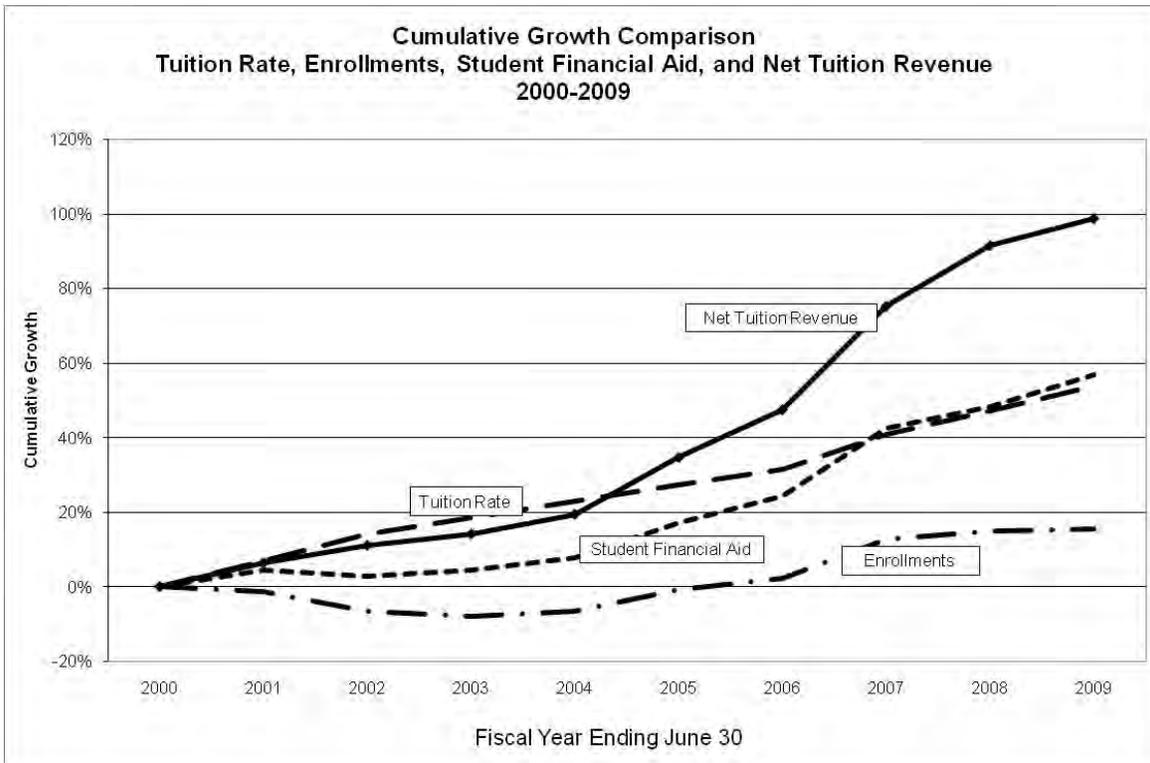
From FY00 to FY08, the financial aid discount rate declined from 48.4% to 42.1% as a result of an extremely disciplined and data-driven approach to allocating financial aid funds, an approach undertaken with a view toward maximizing net tuition revenue.



The enrollment history shown in the chart below illustrates the College’s success in attracting students under the new educational program. In FY05, 402 new students enrolled at the College, significantly exceeding the admission target of 350. This was the first class to be recruited entirely under the new educational program, a very strong indication that the new plan was resonating with prospective students. The following year, in FY06, the College achieved its long-standing enrollment goal of 1,200 fall term degree-seeking students. In FY07, because of higher than expected retention of current students and higher than expected yield on new admits, enrollments exceeded 1,300. In FY08 and FY09, enrollments stabilized at approximately 1,350.



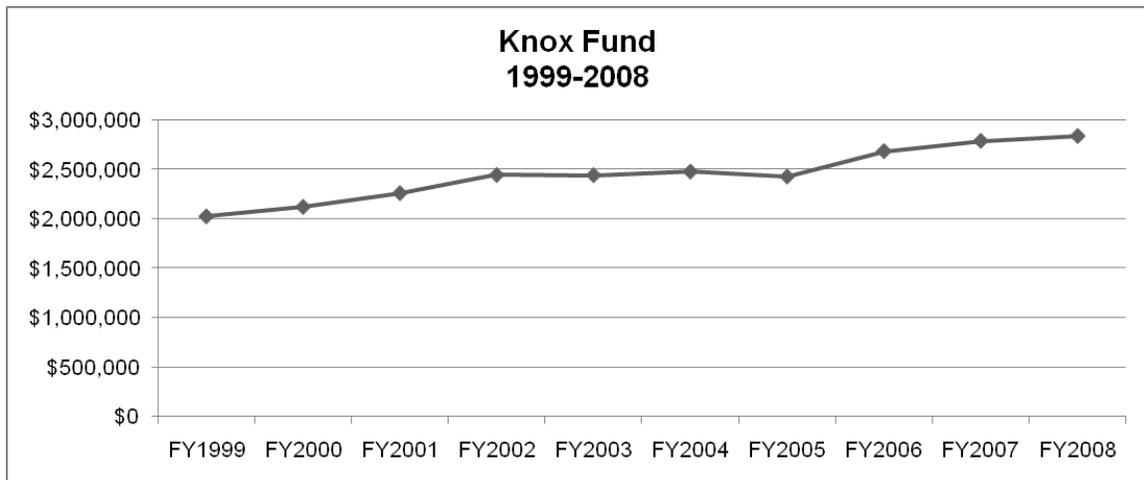
The overall success of the net tuition strategy first became apparent in FY05, when, for the first time, the cumulative growth in net tuition revenue exceeded that which could be explained by any single one of the underlying variables. (See the "Net Tuition Revenue" line in the comparison chart below; this chart adds net tuition revenue to a compilation of the previous three charts.) Over the last decade, net tuition and fee revenue increased 100%, compared to the much smaller cumulative increases in tuition (54%), financial aid expense (56%), and enrollments (16%).



INCREASING REVENUE: ADVANCEMENT

The second largest source of funds for the educational and general budget, second only to net tuition revenue, is private gifts and grants. When the Office of Development and Alumni Affairs changed its name to the Office of Advancement in 2000, it was the beginning of a new era in fundraising at Knox, marked by an increasingly professionalized and integrated endeavor, strategic planning, strong leadership, and a stable (and also growing) staff. Seven new positions in the last decade (five new in 2008) have enabled the Advancement Office to better convey a vision of a College worthy of support, to be more systematic about identifying potential donors, and to be more assertive about making requests.²

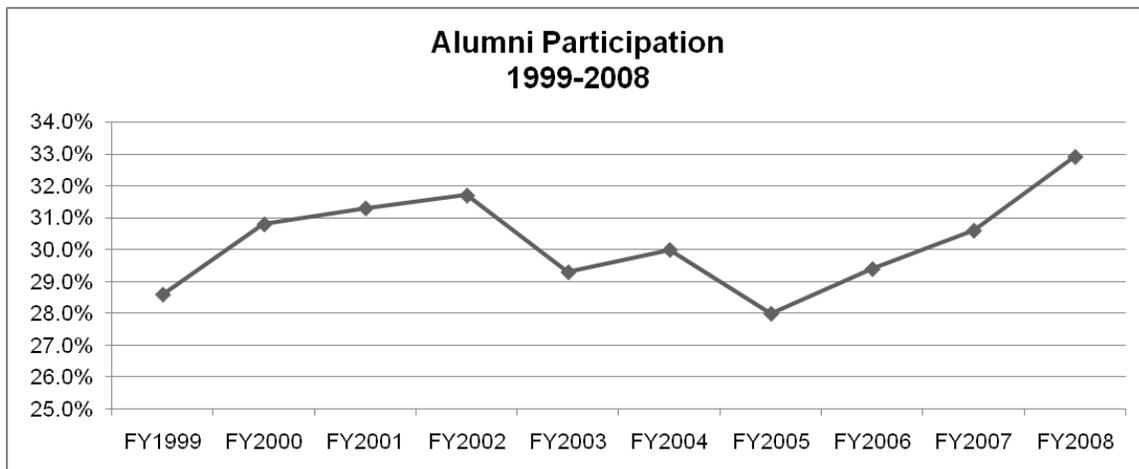
The Knox Fund: The majority of private gifts and grants revenue comes from the Knox Fund, the annual fund that supports operating expenses. There has been slow but deliberate growth of the Knox Fund from roughly \$2 million in 1998 to \$2.8 million in 2008, with the Knox Fund goal surpassed in each of the last three years.³



Another key turnaround in the last several years has been a sustained increase in alumni participation (that is, the percentage of alumni making gifts to the College):

² The seven new positions include: 1/2 additional fundraiser in the Knox fund, 3 additional fundraisers in Major Gifts, 1/2 additional person in Alumni Relations, 2 full-time staff in Alumni and Advancement Communications, 1 full-time person to focus on stewardship and grant and fund administration.

³ The Knox Fund excludes non-recurring operating gifts such as major grants and large, non-recurring unrestricted gifts.



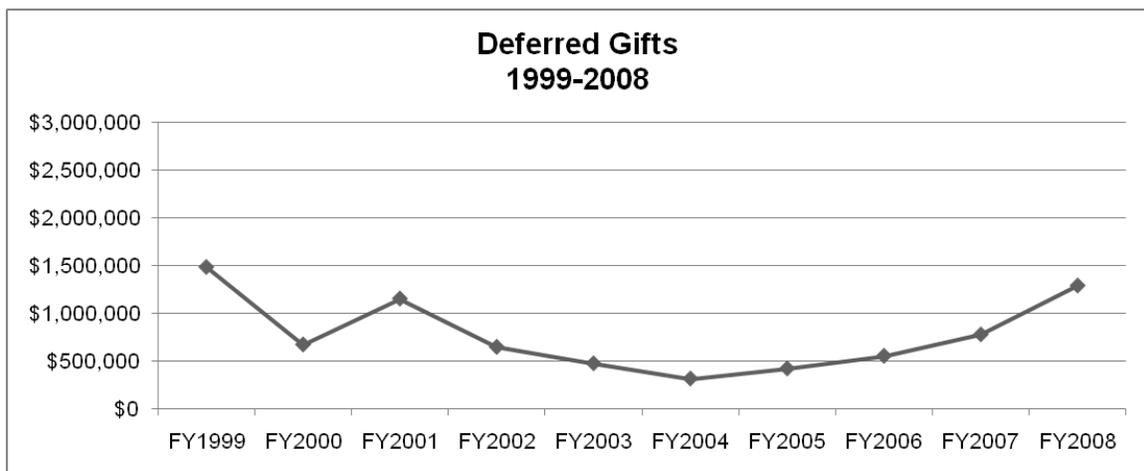
Behind these successes were significant changes in the organization of the Advancement office and in fundraising practices, some of which are just now beginning to bear fruit:

- stable, professional, and innovative leadership since 2001 by two Vice Presidents for Advancement (the current VP taking over in 2006, after five years already in the Advancement Office);
- substantial integration of alumni relations and development (now together under the name of "Advancement"), with the “giving” message now a regular component of all Advancement communications and beginning to be incorporated into alumni events;
- additional fundraiser position (1/2) for the Knox Fund;
- the ramping up of the annual Senior Class Challenge to include outreach and programming, making it a true fundraising campaign. Together with the establishment of a Young Alumni Challenge program, it has yielded young alumni (five years and less since graduation) who are giving back to the College at a rate of 30% or more, a rate consistent with classes of the 1940s and 1950s and among the highest in the nation;
- the transformation of the Fifty Year Club (renamed to FYC), from a separate entity focused on social events for Galesburg-area alumni, to a powerful force nationwide for alumni engagement and fundraising among alumni 50 years after graduation or older;
- establishment in 2007 of a professionally run and managed student phonathon program that reached out to long-lapsed alumni donors and alumni who had never given to Knox previously, providing a significant return on resources.⁴
- establishment of the Knox Ambassadors program, which involves selected current Knox students into alumni events for a closer relationship between Knox students and alumni;

⁴ One Knox student who began phoning her first year at Knox has raised over \$300,000 during the three years she has been on the phonathon team and spent this past year as the phonathon captain.

- development of an online vehicle for giving, with internet gifts growing from 12 in FY 2000 to 1,042 in FY 2008;
- the transformation of 50th Reunion campaigns, resulting in an increase in gifts from \$35,000 in 2003 to \$571,000 in 2008;
- in general, a new attitude—in large part attributable to the coaching, encouragement, and insistence of President Taylor—that frank and frequent solicitation of gifts is an honorable as well as necessary pursuit. Gone are the days when the office would not follow up with donors on unfilled pledges out of a concern that such a call would be some kind of intrusive dunning. Current pledge fulfillment rates are about 90%. We have also achieved an overall donor retention rate of more than 80% for donors who have given five years or more, comparable with the best fundraising organizations.

Major Gifts: Increasing annual giving was a self-conscious focus in the early years of the past decade, as such gifts were urgently needed to keep the College operating each year without digging deeper into the endowment. But because of the intense focus on annual giving, the College is behind many others in creating a consistent and on-going base of capital donors making gifts to the College's endowment and for building projects. Given that many major gifts are deferred, they had not been the focus of fundraising endeavors. But with renewed attention and the hire of three additional fundraisers in Major Gifts, results are being felt, and the impact should increase as their focus moves from cultivation to solicitation. (See chart of Deferred Gifts below). For the first time, the College has focused, dedicated staff working to identify donors who could make large gifts; their endeavors will also allow the College to consider a formal campaign in the future. If the office could add a full-time prospect researcher, freeing up the major gift officers for travel on the road instead of time spent in the office researching, even more progress could be made. Another factor impeding progress is a computer system that is better for gift processing than for managing donor relationships; we do not have a prospect management system.



Significant major gifts in the last decade include:

- The first million dollar gift from a living donor, from Ed and Edie Andrew (parents of Laurel Andrew '86) for the Natatorium and then transferred to the E. & L. Andrew Fitness Center (dedicated 2006), which was fully paid for by donor gifts, without the assistance of the College or other funding.⁵
- Four \$1 million-plus commitments for endowed chairs from currently living alumni; two more such gifts are expected before the end of 2009. Until this decade, there had never been a Knox alumnus/a who had given the College a single \$1 million gift during their lifetime, even though such gifts are commonplace at most academic institutions. One of these four chairs is being funded through two \$1 million gifts from the same alumna; the other three chairs are being paid off over multiple gifts versus one-time gifts, under a new program of "philanthropic mortgage," which allows donors to fund a large endowed commitment over time while providing current monies that support the endowed purpose. Donors can thus see the actions of their gift before it is fully endowed. Beyond the great good of the endowed chairs established, these gifts have also provided a tremendous corollary benefit in providing models of major gifts from alumni. People give to success, and when more and more Knox alumni see others giving such gifts to the College, the number of substantial gifts will grow. Responsibility for overseeing this effort in this high priority area is the trustee Faculty Salary Initiative Task Force, established in February 2008 with a goal of twelve endowed chairs.
- The largest gift ever to the College—\$10 million—came from the bequest of Walter Hobbs '25, who had never previously given to the college. More is said below about the impact of this transformative gift on College finances.
- Two additional estate gifts of over \$1 million were received in 2002 and 2007.⁶

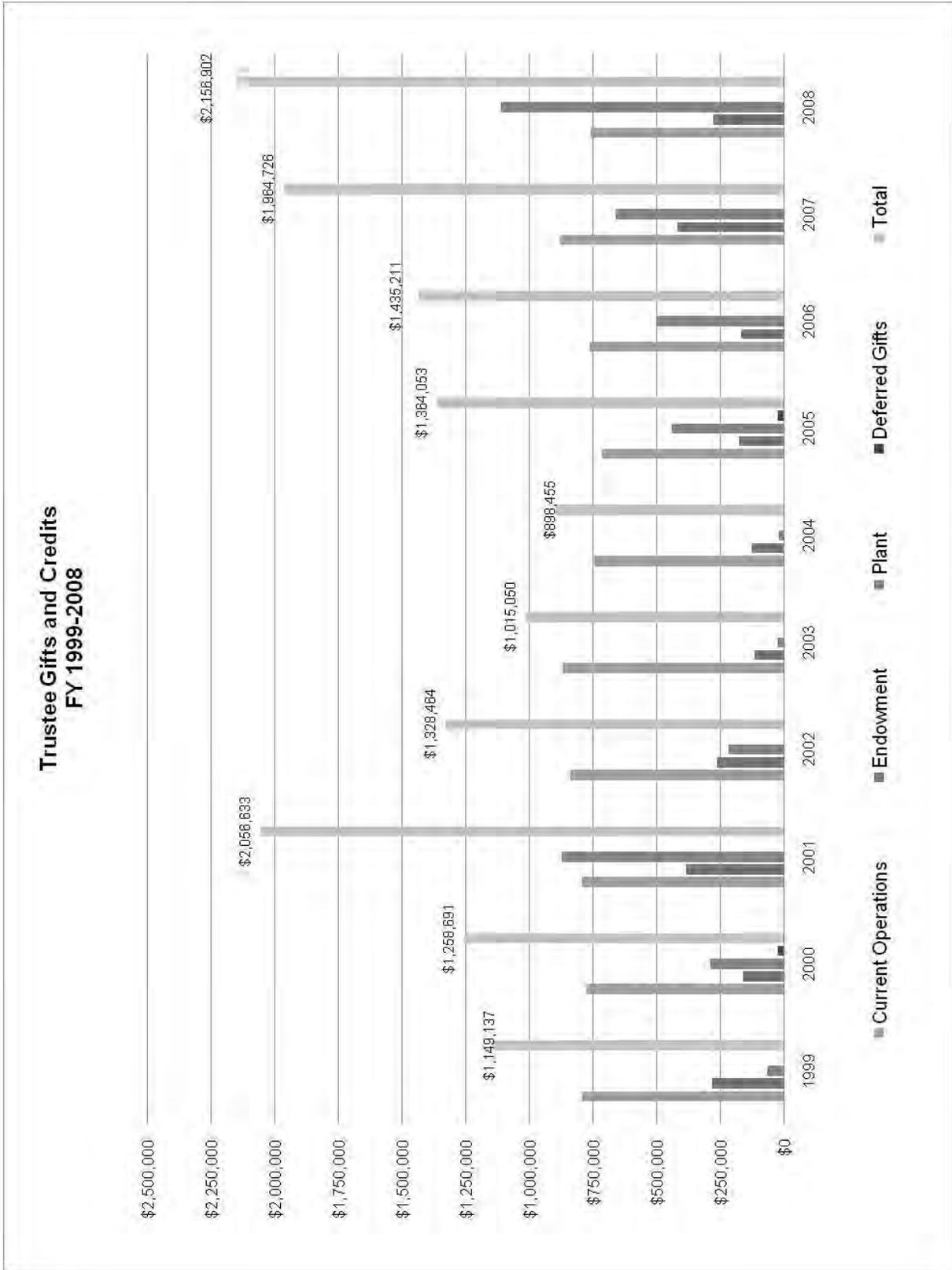
Trustee giving: The giving of Knox trustees is essential to the financial well-being of the College, and trustees have been responsive to times of crisis, as well as to new giving strategies. In the first half of the last decade, trustee contributions to the Knox Fund made up about 30% of annual giving, sustaining operating expenses in a time of significant financial stress. In the last several years, in the context of increased alumni giving overall, we have begun to wean ourselves from a reliance on trustee gifts within the Knox Fund and to move trustee focus to capital and endowment gifts. Annual giving levels among trustees are moving up, with significant expansion in gifts to endowment and capital projects from 2005 to 2008. Trustee giving to the Knox Fund has remained steady in this period, but its proportion of the Knox Fund total has gone down to about 20%. New and refocused projects (primarily the fitness/athletics and faculty

⁵ The pledge for this gift was recorded on June 1, 1998, with payment made in four installments through FY01.

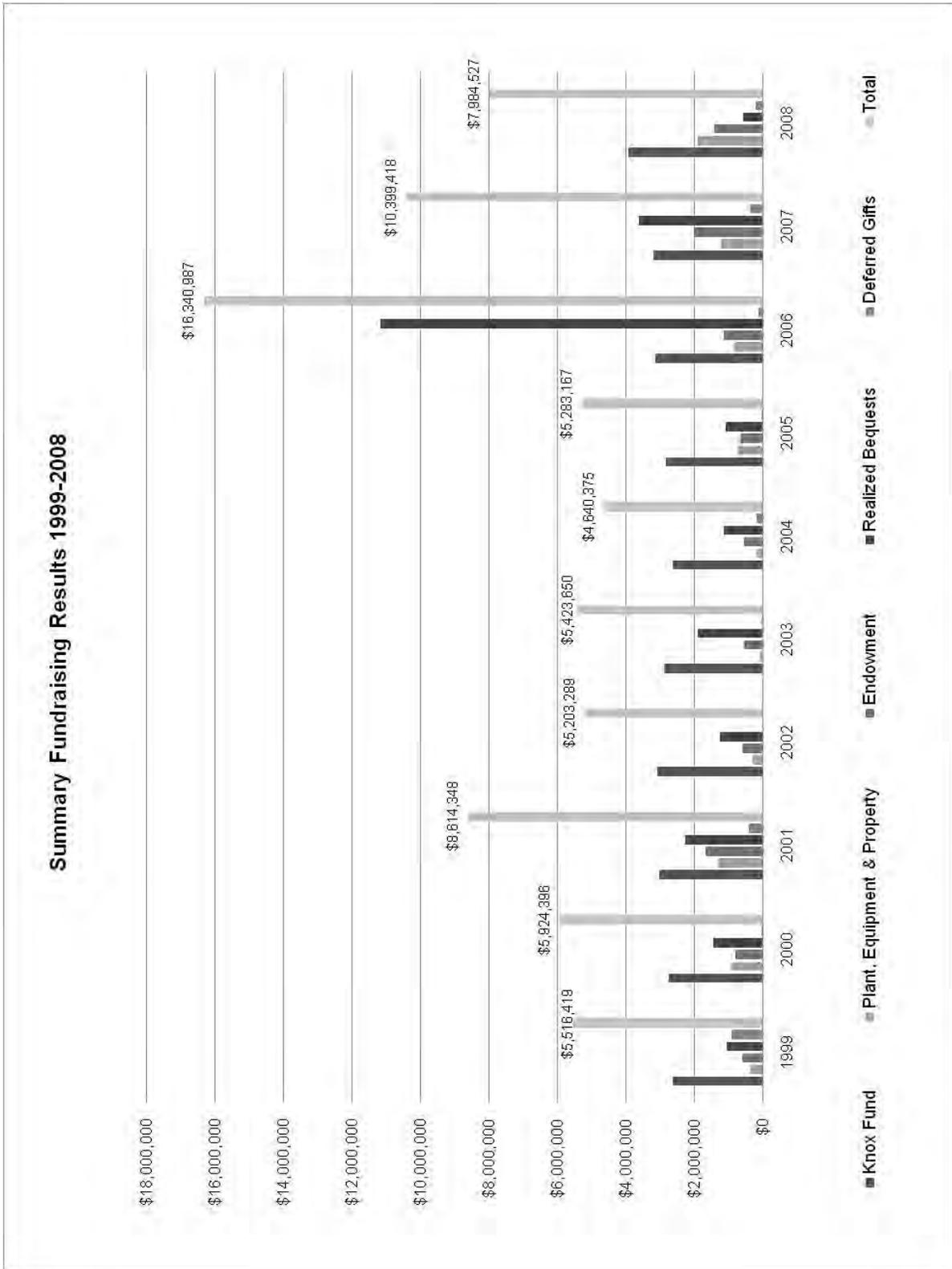
⁶ The Lucille Sudbury Charitable Trust was established with assets totaling approximately \$4,000,000 in 2002 under the estate of Lucille Sudbury, 1928 graduate of Lombard College. Knox is one of two charitable entities who will receive the income generated by the trust in perpetuity; the College's share is one-third of the annual income. Since August, 2004, Knox has received \$245,291 from the Sudbury Charitable Trust for use in supporting the music department at the College. From the Trust of William G. Karnes (a trustee at Knox, but not an alumnus) Knox's portion was \$1,321,500, received 2007.

compensation initiatives) have successfully spurred trustee giving to capital projects from its low point in 2003-2004. Also contributing to new patterns of giving from trustees is a sizable turnover on the Board, with a quarter of current trustees having served four years or less as of June 2009. Trustees now come onto the Board with a very explicit understanding of the amount they are expected to give to the Knox Fund each year, as well as the expectation of further gifts above that amount. There is no shyness now in talking with trustees about giving, an attitude much helped by the handful of trustees who truly enjoy the role of cultivating future leadership donors and fellow trustees. The first chart below summarizes trustee giving in the last ten years; the second and third summarize fundraising results overall.

[see next page]



The following graph and chart summarize fundraising results from FY1999 to FY 2008:



SUMMARY FUNDRAISING RESULTS 1999-2008

Gift Category	1999	2000	2001	2002	2003
Knox Fund & Other Operating	\$2,613,869	\$2,745,312	\$3,022,918	\$3,083,064	\$2,881,294
Plant, Equipment & Property	\$363,019	\$902,235	\$1,283,734	\$277,474	\$85,554
Endowment	\$591,813	\$796,807	\$1,655,887	\$583,633	\$529,190
Realized Bequests	\$1,048,944	\$1,428,336	\$2,259,079	\$1,249,618	\$1,890,412
Deferred Gifts	\$898,774	\$51,706	\$392,730	\$9,500	\$37,200
Total Gifts & Grants	\$5,516,419	\$5,924,396	\$8,614,348	\$5,203,289	\$5,423,650
Alumni Participation	28.6%	30.8%	31.3%	31.7%	29.3%

Gift Category	2004	2005	2006	2007	2008
Knox Fund & Other Operating	\$2,617,953	\$2,812,589	\$3,127,226	\$3,182,154	\$3,909,287
Plant, Equipment & Property	\$169,676	\$721,099	\$814,281	\$1,217,180	\$1,903,817
Endowment	\$549,317	\$643,320	\$1,114,628	\$1,994,518	\$1,401,656
Realized Bequests	\$1,126,429	\$1,068,081	\$11,174,208	\$3,621,594	\$552,562
Deferred Gifts	\$177,000	\$38,078	\$110,644	\$383,972	\$217,205
Total Gifts & Grants	\$4,640,375	\$5,283,167	\$16,340,987	\$10,399,418	\$7,984,527
Alumni Participation	30.0%	28.0%	29.4%	30.6%	32.9%

Corporate and Foundation Relations: The College’s competitiveness in securing foundation grants was compromised during the late 90s and early 2000s by the College’s threatened financial situation and by turnover in presidential leadership. Many foundations consider the financial situation and stability of a College when reviewing proposals. During these times, foundations such as Mellon and Luce would not consider proposals, and grants from Knox were denied by the Christian A. Johnson Foundation, Booth Ferris Foundation, Arthur Vining Davis Foundation, Mellinger Foundation, MacArthur Foundation, Ford Foundation, and others. Strides made in improving the College’s financial situation, paired with persistent cultivation on the part of institutional leadership, have led to improvement in the College’s prospects. The Mellon and Arthur Vining Davis Foundations have added the College back to their roster of grant recipients, and we have received grants from both Mellon and Luce. We also continue to have strong and long-term relationships with close to twenty key foundations that have supported Knox academics and research, in some cases since the 1950s; these remain open to receiving grant proposals. This success with grants has been forged through strong collaborative effort between the Director of Corporate and Foundation Relations and the Vice President for Academic Affairs. It is also the case that some foundations who had been supportive of Knox in the past—such as Kresge, MacArthur, and the Research Corporation—are changing the focus of their giving away from higher education.

The most significant grants to Knox in the last decade include the following:

- Over \$525,000 in grants from the Andrew W. Mellon. A grant of \$50,000 in 2002 supported the College’s efforts to restructure the academic program. A

- grant of \$200,000 in 2003 supported further strengthening of the College's curricular program and faculty career enhancement. A grant of \$49,000 in 2005 supported a planning grant for integrated digital media technologies as components of the College's academic program. Finally, a grant of \$228,750 was awarded in 2007 to establish a Center for Research and Advanced Study.
- \$1 million four-year grant from the Howard Hughes Medical Institute in 2004 to establish a program and major in neuroscience, including new course development, establishment of a professorship in neuroscience, summer research fellowships for students, faculty research fellowships and research enhancement opportunities, a summer science camp for junior high school girls, and secondary education teacher workshops on interdisciplinary applications of primary math and science concepts. Knox had received two other HHMI grants in the 1990s; it is one of only a very few undergraduate institutions to receive multiple awards from HHMI.
 - \$219,144 grant from the Henry Luce Foundation in 2005 to establish a scholarship program providing full-tuition for exemplary women entering their junior year and majoring in physics or math. The invitation-only program is the single most significant source of private support for women in science, mathematics and engineering, and recognizes colleges that contribute to the success of women in pursuing doctoral degrees and college teaching or research careers in the sciences.
 - \$1,253,000 USDOE Title III grant in 2007 to establish an Office of Institutional Research and Assessment. The five-year grant provides start-up funds for a Director of Institutional Research and an Associate Director of Academic Assessment, and for a schedule of assessment and evaluation activities that will significantly enhance the College's ability to use data-based information for strategic planning and decision making. The grant also allows for a portion of funds to be invested in the College's endowment.
 - \$200,000 Arthur Vining Davis grant in 2008 to integrate teaching technologies throughout the campus. This gift is significant for two reasons. One, it allowed Knox to upgrade most teaching spaces with modern teaching technologies. Second, the foundation explicitly makes awards to colleges with strong presidential leadership and secure financial standing. After cultivation efforts by President Taylor, the College was invited to submit a letter of inquiry in 2006, a formal proposal and additional information in 2007 followed by a site visit from the Foundation, and received the award in spring of 2008. Throughout, extensive information regarding improvements made by Knox in financial status, management and leadership served as the basis for the Foundation's decision to make a grant award to Knox College.
 - More than \$5.8 million in funding from the USDOE TRIO Achievement Program in support of the Ronald E. McNair Program and SSSP (Student Support Service Program).⁷

⁷ See Chapter 5 for information on the McNair program, and Chapter 6 for information on the TRIO program.

- An \$850,000 Challenge grant from the NEH “We the People” initiative awarded in August 2009, a grant that will provide the base of a permanent endowment for the Lincoln Studies Center.

ADDITIONAL MEASURES TO PROTECT THE FUTURE OF THE COLLEGE

Part of the financial story of the last decade is the careful consideration of commitments and procedures, looking for ways in which the College can address ongoing operating and capital needs while also minimizing volatility and risk.

Creating Funding for Capital Projects: For many years, the College has not had a recurring source of funds large enough to prevent the continued accumulation of deferred maintenance. A significant portion of the \$25 million bond proceeds obtained in the 1990’s was used for facilities and infrastructure projects, addressing a number of deferred maintenance needs. But the College had virtually no capital reserves for new projects, major renovations, or major equipment purchases. In FY00, for example, because of the lack of reserves or other available funds, approval was needed from the Board of Trustees for an additional draw from the endowment when the College needed to purchase a second-hand dishwasher for \$172,000. In contrast, when the College in 2007/08 needed \$520,000 to replace the storm-damaged roof of Old Main, we could pay for it with reserve funds that had been set aside.

The capital reserve fund was established in FY01, with regular additions made in each subsequent year. The fund was set up in the wake of Board authorization of \$500,000 in expenditure for various capital projects in June, 2000, the first explicit capital budget in recent memory. Capital reserve additions have been made each year: \$200,000 in FY02 through FY05, \$250,000 in FY06 and FY07, \$300,000 in FY08, and \$350,000 in FY09. While these funding levels were insufficient by themselves to address capital needs, the College also increased operating budget reserve additions for maintenance and repair from \$150,000 in FY00 to \$700,000 in FY09, bringing the total annual budget for capital reserve additions to \$1,050,000 in FY09.

While the College has been severely constrained by the limited availability of capital funds throughout the last decade, it has greatly improved the process by which capital projects are approved. In FY01, the Vice President for Finance and the Director of Facilities Services developed a capital projects database in order to provide a management tool for evaluating, recommending, and approving capital projects.⁸ The database contains a complete inventory of deferred maintenance projects as well as potential renovation and new construction projects. Each project is characterized in multiple ways, including its primary purpose (e.g., life/safety, asset preservation, cost reduction, programmatic enhancement, ADA compliance); primary beneficiary (e.g., academics, student life, general/campus); potential timeframe for completion (e.g., next

⁸ This tool was developed shortly after the Vice President for Finance assumed the responsibilities of the former Vice President for Administrative Services during a search for her replacement. After the search failed, the positions were officially consolidated under a single Vice President for Finance and Administrative Services.

summer, 1-5 years, 6-10 years, 11-15 years); cost (budget and actual); and funding source (restricted or unrestricted).

The annual approval process begins early each spring, when the Director of Facilities Services prepares a set of materials in the form of Excel pivot tables, generated from the capital projects database. The materials provide summary information in various formats, as well as detailed lists of projects for each time frame. The materials are reviewed by the Vice President for Finance and Administrative Services and then presented to the Institutional Planning Group (IPG). IPG reviews the preliminary recommendation, suggests changes, and makes a final recommendation to the President. It focuses on potential projects for the upcoming summer, which have been sorted by "Round 1," "Round 2," and "Defer." In early spring, IPG makes a recommendation to the president to authorize the first round of projects for the upcoming year, the cost of which represents a fraction of the anticipated funding level. A second round of authorizations may occur in the fall, if deemed prudent in the context of the first quarter budget status report. In no year during the last decade have capital project authorizations represented 100% of the budgeted reserve additions. At year-end, if the College is able to balance the budget without reducing the reserve addition, the unexpended capital projects funding remains in the reserve fund; if, however, the College needs to reduce the budgeted reserve addition in order to balance the budget, it does so. Since the capital projects process was established in FY01, all recommendations from IPG have been unanimous, and all have been accepted by the president.

Capital projects are funded through three sources: the annual budget, gifts, and loans. During the 1990's most of the capital projects were funded through loan capital provided by the 1996 and 1999 bond issues totaling \$25 million, which virtually exhausted the College's debt capacity. Since additional borrowing was not an option during the first five years of the last decade, and capital gifts were limited, most of the projects during that period were funded through the meager resources provided by annual budget allocations. Consequently, approved projects were small, and focused on the most critical needs identified through the new capital projects approval process.

During the last five years, the College has begun to make progress in addressing its capital needs. In FY05, the College completed the E. & L. Andrew Fitness Center, the first major new construction project since 1997. The project was fully funded through private gifts. Over the next several years, the following projects were paid for fully, or substantially, with private gifts: the Porter Wrestling Center, the Turner Track, Jorge Prats Soccer Field, the renovation of Memorial Gymnasium, the Knosher Bowl, the purchase and renovation of Borzello Hall, and the renovation of a number of classrooms and laboratories in Old Main, the Ford Center for the Fine Arts, and the Umbeck Science and Mathematics Center. All of the classroom renovations have incorporated new technologies.

The stage was set for the creation of a major new financing mechanism in FY06 when the Board of Trustees passed a resolution establishing a new protocol for the use of unrestricted bequests. The new protocol was intended to integrate previous Board actions into one protocol that would enable the College to address three critical and potentially

competing financial needs: balancing the annual budget, insuring compliance with the College's bond covenants, and building the capacity to address a variety of physical plant needs, including but not limited to the capacity to pay the principal due on its long-term debt.

At various times over the previous two decades, the Board had approved the use of unrestricted bequests to support the budget and to eliminate year-end budget deficits. The Board had also called for the creation of two endowment reserves. The first, authorized in June 1997, called for the establishment of a Plant Fund Reserve for physical plant projects that could be used for major construction, renovation and deferred maintenance projects. The reserve was to be funded by annual operating budget allocations, beginning no later than FY01, in an amount not less than \$266,000 annually. Because of the extraordinary pressures on the operating budget in FY01, however, the annual operating budget additions were postponed indefinitely. The second, a Budget Contingency Reserve, was created with \$600,000 in operating budget savings at the end of FY02. The reserve was intended for use in future years to meet unanticipated budget exigencies in order to assist the College in complying with Board mandated limitations on endowment spending and the College's bond covenants. Both the Budget Contingency Reserve and the Plant Fund Reserve were to be included in the pooled endowment fund for investment purposes, but excluded from the spending rate calculation that determines the authorized endowment support of the annual budget.

The new protocol called for unrestricted bequests to be used (in the order specified) for the following purposes as authorized from time to time by the Board:

1. to fund the unrestricted bequests expectation, if any, built into the annual budget;
2. to cover any budget deficit that would otherwise exist at the end of the fiscal year;
3. to increase the Budget Contingency Reserve; and,
4. to establish and fund the Plant Fund Reserve called for by the Board in 1997.

The Board action that established the new unrestricted bequests protocol was informed by a debt capacity analysis prepared by the Vice President for Finance. The analysis showed that under a range of reasonable assumptions regarding future unrestricted bequest receipts and investment returns, the College would be able to accumulate enough in the plant reserve to meet its principal payment obligations when the 1999 and 1996 bonds matured in 2024 and 2031, respectively. It was not anticipated that the plant reserve would grow sufficiently to be used for any other purpose.

Several months after passage of the unrestricted bequests protocol, however, that expectation was dramatically altered when the College was notified that it was the beneficiary of the largest gift in its history—an unrestricted bequest from Walter B. Hobbs '25 of approximately \$10.5 million, most of which was received during FY06. (The gift was long anticipated, though the amount was not known.) In accordance with the newly adopted protocol, a portion of FY06 bequests, including the Hobbs bequest, was used to support the budget, and a portion was used to increase the Budget Contingency Reserve, but the vast majority was placed in the Plant Fund Reserve, which was then designated the Hobbs Endowment by the Board of Trustees.

There was strong sentiment among the senior administrative staff that the largest gift in the history of the College should be “felt” by current faculty, staff, and students. However, since the Hobbs Endowment is excluded from the calculation of endowment support for the budget, the gift would not have a direct effect on College operations. The question became, “Could the Hobbs Endowment be leveraged to help move forward some of the College’s shorter term initiatives, in particular, improving faculty and staff compensation and increasing funding for asset preservation, while still satisfying the College’s long-term debt obligations?” The answer was, “Yes.”

The Vice President for Finance and Administrative Services arranged a new credit line for capital projects that used the Hobbs Endowment as collateral. Interest rates were low because the loans were fully collateralized. The first loan obtained through this line of credit, now referred to as a “Hobbs Loan,” was used to finance a \$2.3 million energy conservation project, which included a building control system that for the first time enabled the College to regulate and monitor building temperatures from a central location. The project resulted in utilities savings of \$530,000 per year. In order to maximize the impact on the operating budget, the College decided to pay the debt service cost for this loan from the endowment earnings generated by the Hobbs Endowment. As a result, the entire energy savings in the operating budget could be redeployed for other purposes, in particular, to support the College’s new compensation initiative for faculty and staff.

Since established in FY06, Hobbs Loans have been used to provide bridge financing for the track and field renovation (until gift pledges were received) and for a \$6 million renovation of Hamblin Hall, a residential facility for upper-class students. A Hobbs Loan has also been approved as a financing mechanism for installing sprinkler systems in all residential facilities over the next three summers in order to comply with legislative mandates from the State of Illinois. We are hopeful, however, that a capital appropriation that has passed the Illinois legislature will provide funding for this and other projects.

It would be difficult to overstate the significance and timeliness of the Hobbs bequest. It not only provided capital necessary to cover the College’s long-term debt obligations, it also provided a financing mechanism for much-needed capital investment, and an indirect means of providing additional support to the operating budget. As a result, the Hobbs gift touched the Knox community not only through improvements in the physical environment, but also in the salaries of its faculty and staff.

With the exception of the initial energy conservation project, a source of funds to repay a new Hobbs Loan is identified before the loan is approved. For example, room rates for students were increased by 13% for FY08. Of this, 3% was to cover increased operating costs, plus an additional 10%, which is being used to pay for the Hamblin Hall renovation. Similarly, the room rates for FY10 were increased by an additional percentage to cover the cost of installing sprinkler systems in the residence halls. As Hobbs loans are repaid, additional loans can be taken out to support new capital projects. Therefore, assuming investment returns of the Hobbs Endowment are higher, over the long term, than interest rates on the fully collateralized Hobbs Loans, the College would have, in effect, a functioning arbitrage fund supporting its facilities needs.

In sum, over the last decade, the capital projects approval process has become well established and ensures that projects are carefully selected for authorization. Funding from the annual budget has improved, but is still not sufficient. The new financing mechanism made possible by the Hobbs Endowment has enabled the College to complete important projects in an otherwise austere funding environment.

Mitigating long-term risk: Over the last decade, in addition to its efforts to preserve the endowment by achieving a sustainable spending rate, and to meet its long-term debt obligations by creating the Hobbs Endowment, the College has taken steps to mitigate its exposure to other long-term financial risks. In FY06, for example, the College sold the Brentwood Manor and Prairie Land Apartments, two facilities acquired in the early 1970's that had become a significant contingent liability for the College. The facilities required a major infusion of capital, which the College was not in a position to provide. Without capital infusion, the facilities could incur significant ongoing operating losses, which would have drained funds from the College's already overstressed operating budget. After considerable effort, the problem was solved in a negotiated sale of the properties to the Knox County Housing Authority.

In FY06, the College also mitigated its exposure to interest rate risk by entering into two swap agreements that, in effect, converted the interest rate on its \$25 million long-term debt from a variable rate to a fixed rate of approximately 3.5%. While this has not been advantageous for the College this past year, it eliminates exposure to any high interest rate environments that may develop over the next several decades.

Dealing with the current recession: In regard to the current global economic crisis, the College has adopted the following eight-part plan: (1) no new staff positions; (2) cautiously paced addition of tenure-line faculty positions; (3) continued careful management of enrollment, tuition, and financial aid to maximize tuition revenue; (4) especially attentive stewardship of existing donors; (5) increased emphasis on the one-time budget-savings protocol; (6) explicit budget reduction targets for each area of the College; (7) deferral of about \$500,000 in planned capital projects; (8) Vice Presidential authorization needed for all purchase orders (as of April 2009). Each element of this plan represents a practice that the College has successfully employed, or continues to employ, in order to deal with the financial challenges it was facing a decade ago. During this period of recession and global economic uncertainty, the strategies, processes, and protocols that pulled us out of the College's self-generated financial crisis will continue to serve us well as we meet the challenge of the larger economy.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths

- Introduction of systematic analysis and planning in Finance and Advancement.
- Dramatic improvement of the College's financial situation since 2001.
- Reduction of endowment spending from 16.6% to 5.9%.
- Development of the budget control protocol.

- Increasing annual giving levels among trustees, and a handful of trustees who truly enjoy the role of cultivating future leadership donors and fellow trustees.
- The building of institutional self-confidence in alumni (and in all Knox constituencies).
- Development of a culture of philanthropy in current students and in alumni.
- Reorganization of Advancement: new focus on major gifts; reconception of "Alumni Affairs" as "Alumni Relations"; integration of the fundraising and alumni relations sides of Advancement.
- Steady growth in Knox Fund.
- Increased alumni participation (as measure both in percentage of alumni giving and in numbers of alumni attending college-sponsored events).
- High donor loyalty.

Challenges

- To begin a year without a projected deficit. We were on track to do this within the next few years, but have been set back by the current recession.
- Finding donors for Alumni Hall.⁹
- Lack of known donors able to make transformational gifts to the endowment and the physical plant. A recent review of possible prospects in the Knox data base showed no donors capable of over \$10 million and just six prospects for gifts of \$1-\$10 million. But further prospect research could uncover other possibilities, as we have large untapped pools of prospects, including alumni, friends and parents. There are more prospects than we can get to face-to-face to truly learn what their potential could be for Knox and how best to bring their resources to Knox.
- Increasing the number of trustees involved with cultivation of donors.
- Building the endowment to a size commensurate with the level at which we operate as an educational institution.
- Potential impact of the national and global economic crisis on admission, financial aid, and giving.

⁹ See Chp. 15 for a discussion of Alumni Hall.

Chapter 15

PHYSICAL RESOURCES

GENERAL CONDITION OF PHYSICAL PLANT

Knox has a beautiful and well-integrated 90-acre campus, with a combination of historic and modern buildings. Since the early 1990s, and even in times of strained finances, care has been taken to maintain and enhance the physical appearance of the campus, including the continual upkeep of brick walks, the planting of flower beds, and new entry ways at the east and west ends of campus. New facilities have been added in the last decade, and substantial improvements made to others. But, as detailed in the previous chapter on Financial Resources, deferred maintenance is an ongoing issue, with major renovations necessary on several fronts. There are few facilities on the campus that are not in need of some deferred maintenance. The combination of deferred maintenance and a minimal amount of new construction or major renovations contribute to the challenge Knox faces in competing for students. It also makes it difficult to deliver the services—academic, student life, and administrative—commensurate with our current reputation, market position, and cost of attendance. While we are justifiably proud of how much we have accomplished as an educational institution given our limited resources, our overachieving tendencies cannot forever compensate for a physically outdated campus.

The reduction of staff in Facilities Services has been a further challenge to the ongoing maintenance and construction needs on campus. The facilities staff has met these challenges in creative and innovative ways, and has developed a sense of pride and self-confidence in their work, even in the face of very difficult circumstances. For example, after an unsuccessful experiment of having students clean their own bathrooms, the custodial staff, without any extra staffing, figured out how to include these spaces in the weekly cleaning schedule.

PLANNING

- *Campus Land Use Plan:* The College developed a Land Use Plan in 1996, supplemented with a Landscape Master Plan in 1998. While we have not implemented the major changes envisioned in the plans (e.g., re-use of older buildings and construction of new), they still serve as a reference for improvements to our campus
- *Capital Projects planning:* Developing a capital projects database in FY 2001 has made a major difference in how the College approaches the backlog of work waiting to be done. The college had previously maintained several different lists of projects. The VP for Finance combined the lists, and identified them by categories that help in setting priorities (e.g., academics, athletics, student life, ADA, life/safety). (See Chapter 14 on Financial Resources for a more detailed discussion of the process.) The list is long, to be sure, but having all projects listed, with dollar amounts estimated and priorities assigned, makes it possible to review, approve, and complete projects in a rational order. Everything that needs to be done stays on the list, and a sense of accomplishment at our steady (albeit

slow) progress has replaced a sense of hopelessness. (A sample Capital Projects List for 2009-10 is available in the Resource Room.)

- *Classroom inventory:* Several years ago, the faculty Instructional Support Committee undertook a project to inventory all classrooms, creating a database that included the status of everything from technology and furniture to the conditions of lighting, paint, and flooring. The goal was to utilize this database to highlight the most pressing needs and to rationalize the areas in which regular summer upkeep was needed. A few classroom upgrades were made on the basis of the initial inventory, and the list was helpful when applying for grants from Mellon Foundation and the Arthur Vining Davis Foundation, which have been received (for technology planning and upgrades). But the inventory has not been kept updated, and has not been used for other aspects of classroom planning. The continual demand of pressing upkeep and repairs (for example, the large job of maintenance in the residence halls each summer) has prevented the kind of systematic implementation that the committee envisioned.

FACILITY ENHANCEMENTS

In the last decade, close to \$22 million has been dedicated to capital projects that have improved the campus buildings and grounds and reduced energy consumption.

New facilities: One totally new facility has been added since our last self study.

- E. and L. Andrew Fitness Center begun 2005, dedicated 2006—the first major new construction project since 1997. The project was fully funded through private gifts.

Facilities newly acquired by the College: Several other existing buildings have been acquired by the College.

- Borzello Hall: This previously commercial building located adjacent to the campus, was purchased in 2008 through an alumnus gift. Substantial renovation and reconfiguration of space was done to adapt the building to its new academic purposes: the Journalism Program, faculty offices, and Public Relations.
- George Washington Gale House: This nineteenth-century house was built by the founder of Galesburg and Knox College; the building was purchased and given to the College by an alumni couple in 2007. The house is currently being used for occasional special events; planning for more regular use is yet to be undertaken.
- Eight small properties purchased on the west edge of campus: Two houses were renovated for student housing, and another for student programming space. One property was combined with other college property to create a 77-space paved parking lot. Two lots are currently being used as green space, and two properties have been purchased but not yet adapted for College use. In addition to serving the needs listed, these purchases give the College more control of the environment on the western edge of the campus.

- **The Box:** The College is entering into a lease agreement with a faculty member in the Art Department who owns a building in downtown Galesburg. This arrangement will increase available space, primarily for exhibitions.

Improvements to existing facilities:

- **Green Oaks:** Significant enhancement has been made to the physical infrastructure at Green Oaks, in support of the Green Oaks term and of ongoing faculty and student research. Interior improvements were made to the student residence hall and teaching labs, and the instructor's living quarters were renovated.
- **Athletics initiative:** An initiative to renew our athletic facilities became a fundraising priority in 2004, with all major projects completed by FY09. These included: complete renovation of the football field (Knosher Bowl) and the Jorge Prats Soccer Fields, the Turner track, the gymnasium and its lobby area, the athletic training area, and the Porter wrestling room. Sprinklers were also added to the Field House.
- **Hamblin Hall renovation:** This residence hall underwent an extensive \$6.2 million renovation, making it into a premier apartment-style residence for seniors. Water, sewer, sprinkler, electrical, fire alarms, bathrooms, all new furniture—all completed in less than ten weeks, so that the hall did not need to go off-line for repairs.
- **Classroom and laboratory renovations in Old Main and the Umbeck Science-Math Center:** With funding through class gifts, grants, and some discretionary money, renovations of technology and furniture have been made in rooms identified by faculty members as most in need of work.
- **Ford Center for the Fine Arts (CFA):** Improvements have been made in lighting (both general lighting and special theatre lighting), and several classrooms and studios have been upgraded with technology, equipment, and furniture.
- **Auxiliary Gym:** While the main space in this building is used by the dance program, the basement has been set up with art student studios.
- **Improved handicap access:** Doors on all buildings have been made handicapped accessible, and ramps have been to CFA and the Gizmo (café area of the student union).
- **Alumni Hall building stabilization:** This late nineteenth-century building has been empty for twenty years. Federal and state grants in the last fifteen years have enabled us to stabilize the building and prepare it for further renovation; projects have included total asbestos abatement, refurbishing old windows and adding storm windows, improving infrastructure (electrical, steam, and chilled water), tuck pointing the entire exterior, and water-proofing the building.
- **Campus Gateway entries** have been constructed at the corners of South and Cherry and South and Academy Streets.
- **Two small buildings** underwent substantial renovation to change them from student residences (theme houses) to academic centers: one for the Teaching and

Learning Center and the TRIO Achievement Program, the other for the Center for Career and Pre-Professional Development.

- Replacement of Old Main roof: In the wake of a severe storm, the roof of Old Main was entirely replaced in 2008.

Sustainability

- The College completed a \$2 million energy conservation project with Unicom (later Exelon), 1999-2000.
- In 2006, the College implemented a \$2.3 million energy conservation upgrade that included lighting, building controls, steam trap repair and replacement, and re-commissioning of HVAC systems campus wide, resulting in annual energy savings of over \$530,000.
- The Presidential Task Force on Sustainability was established in 2007. This faculty-staff-student group has been an important force in extending sustainability efforts in a multitude of forms and across campus.
- The President signed the Talloires Declaration in 2008.
- For further details on the College's efforts in the area of sustainability, see <http://www.knox.edu/About-Knox/We-Are-Knox/Our-Future/Sustainability-at-Knox-College.html>.

BIGGEST NEEDS

While much has been accomplished in the last ten years, we are very much aware of the serious outstanding needs in the physical resources of the College. Major needs include:

- *Umbeck Science-Mathematics Center*: Planning has begun for the thorough reconfiguration and renovation of the science/mathematics facility at Knox. Departments collaborated in developing "A Vision for the Sciences and Mathematics at Knox College," but a proposal for a feasibility/planning study submitted last year to the Mellinger Foundation was turned down. A new possibility exists for funding through federal stimulus money available through NIH and NSF. Architects were brought on campus in June, 2009, and grant applications will be submitted by end of summer 2009.
- *Alumni Hall*: Neither the capital campaign that closed in 2002 nor subsequent advancement efforts have succeeded in raising the funds necessary to carry out the renovation of this important campus building. At its June 2009 meeting, the Board of Trustees, after considering various options (including demolition of the building), decided to continue the quiet phase of fundraising for one more year, while also developing a more precise fundraising plan and case statement for the building.
- *Residence halls*: With the exception of the newly renovated Hamblin Hall, and a new dormitory built in the 1990s, Knox's housing infrastructure is very old. Upkeep is a continual issue and aesthetics date from the 1960s. Although fully

- functional, most of our residence halls do not make a positive impression when compared to those of many ACM or GLCA colleges.
- *Seymour Union* was built as a student union in the 1920s and added to in the 1960s; it includes a residence hall on its second and third stories, food service and meeting rooms on the main floor, and the College bookstore and mailroom in the basement. Like the dormitories, the building looks antiquated in comparison to facilities at many other schools. Food service lacks the space needed to accommodate students during peak hours, and production facilities are outdated. Given the growth of student clubs in the last few decades, we also need more space for student organizations, for study space, "hanging out," and for events. Renovation of a large lounge area in the basement was scheduled for FY09, but had to be put on hold given the financial climate of the last year.
 - *Accessibility*: The college has more work to do to make campus facilities fully accessible. Two of the biggest needs are for elevators in Old Main and George Davis Hall, two of the four main classroom buildings on campus.
 - *Library*: Shelving space is a major issue for all three campus libraries (main, math-science, music), and is particularly severe in Special Collections and Archives. A search for off-site storage has been ongoing, but even when found, such storage will not be a full solution to the problem. Even more pressing are environmental conditions in Seymour Library that have threatened the loss of substantial portions of our print collections. Air exchange is inadequate in the basement (where the entire periodical collection and much of the book collection is shelved), while mold and mildew have appeared on books, on walls, and on ceilings throughout the second and third floors. A recent engineering consultation recommended major repair to the HVAC systems in the building. Accessibility is also an issue in the Library.
 - *Signage*: Campus signage is a strategic marketing area that we have been slow to address. The Landscape Master Plan specifies signage that is now outdated and no longer fits the graphic identity of the College. In 2007, the college began a revision of the external campus signage plan, taking into account new buildings and offices, relocations, and a revised traffic pattern for visitors. The first new signs were installed in Borzello Hall, the College's newest building, in fall 2008. A review of internal signage has begun. Implementation of new signage is currently on the basis of "as money and opportunity permits," which means it will be a while before helpful and attractive signage is available across campus.
 - *Classrooms*: Technology has been introduced in classrooms across campus, and a number of classrooms have been physically enhanced to make them both more comfortable and more conducive to a variety of pedagogical methods. But many more classrooms need such enhancement. Beyond that is the simple need for more classroom space. Although the student body has increased by 15% in the last ten years, we have added only three classrooms, two of them small seminar rooms and one a more multi-purpose room that can seat up to twenty-five. Classroom space is especially limited in the three most popular periods of the day, when we are at 100% of capacity. But in all periods, faculty members have a limited choice of type of room available and its location, and it is particularly

difficult to find a room for those few Knox classes that have forty to fifty students. While small classroom size (most sitting twenty or less) is a positive sign of the value placed on close faculty-student interaction in the classroom, it would be good to have a greater number of classrooms, with built-in flexibility for either small or larger classes, both in terms of size and furnishings. The tight scheduling combined with lack of elevators in two main classroom buildings also creates problems in terms of insuring accessible classrooms for those students who need them.

- *Faculty Offices:* Given the increase in the number of faculty over the last ten years, office space for faculty has become an issue. Even with the addition of eight offices in Borzello Hall, faculty office space is now at capacity. No full-time faculty member is without an office of their own, but two shared appointments each share an office, and most part-time and/or adjunct faculty are sharing offices; some adjunct faculty in music have no office where they can store their books and/or instruments. Should the College hire one or two new full-time faculty, finding office space for them would be a serious challenge.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths

- Dedication to maintaining and enhancing the beauty and functionality of the campus.
- Success in finding creative ways of financing projects in order to address programmatic issues and reduce deferred maintenance.

Challenges

- Deferred maintenance and the challenge it creates for us to stay competitive with other institutions in terms of attractiveness of facilities.
- Major building and renovation projects that await funding (see "Biggest Needs" above).
- Facilities are stretched to capacity and beyond, in every area of the College. We are squeezing the increased number of students and faculty into the same facilities, and the consequences are felt all around.

Chapter 16

TECHNOLOGICAL RESOURCES

The use of technology by all constituencies of the College has grown exponentially in the past ten years. A decade ago, we anticipated two principal areas of challenge for the Computer Center: (1) while the College had financed the computerization of the campus (faculty machines, computer labs, etc.) in the early 1990s, there was no budget system in place to ensure the institutional capacity for regular upgrades (for hardware, the network, etc.); and (2) the College's location, salaries, and overall job market made the appointment of technically well-qualified staff difficult. Since 2001, however, through the oversight of the Vice President for Finance working in collaboration with the Computer Center, planning and budgeting have improved, most especially through the creation of a technology reserve fund and other financial arrangements (e.g., equipment leasing) that have not only resulted in regular upgrades for faculty, staff and labs, but also facilitated a number of campus upgrade projects, including the launching of a new content-management-based website in 2002, an overhaul of the campus network in 2004, launch of a web-redesign project in 2008 (with implementation in fall 2009), and a second network overhaul completed during summer 2009.

COMPUTERS

In the last decade, the use of computers and networking on campus have gone from being "essential" to "ubiquitous." Expectations, familiarity, and usage have grown in proportion. The following table shows the growth of computer technology on campus during the past decade:

Growth of Computer Technology, 1998-2008

	1998	2008
Students enrolled	1,085	1,353
Faculty (total number)	88	105
Staff (total number)	253	280
Computers—college owned	400	800
Computers—student owned	450	1,300
Servers	4	50 (38 virtual)
Users of the administrative system	50	1,650
Supported applications	50	100+
Classrooms with technology	2	35

Staffing to meet this increased demand has been a challenge. The number of staff dedicated to computers and the network has remained unchanged in the last decade at twelve positions, even while the number of computers, applications, and users has increased dramatically. In addition, it remains a challenge to attract and retain technically qualified persons. In a number of cases, the Center has pursued a "grow our own" policy, helping existing staff to develop new expertise for their own professional development as well as to create some "back-up" capacity for an admittedly thin staffing situation. Several positions have been added to the Computer Center, but they are in

connection with functions that have been added to the Center's responsibilities. Telecommunications (1.3 FTE) was moved from Administrative Services to the Center, responsibility for the campus video cable system (to residence halls, academic buildings, etc.) was given to the Center, and, most recently, a new unit, Web and New Media Services was created within the Center integrating technical support for Knox's website with writers and content managers formerly part of Public Relations (3 FTE). The increasing importance of the web site to both internal and external operations of the College also resulted in effectively dedicating more than 1 FTE of the Computer Center technical staff to Web and New Media support.

COLLEGE WEB SITE

Knox was behind the curve in establishing a strong marketing presence online when the Internet was emerging a decade ago as an increasingly popular way for prospective students to search for Colleges. This need was addressed initially through a primarily prospective-student focused web site launched in 2002. Since that time, however, the demands of administrative offices, alums, donors, faculty and students for using the web for internal operations has increased significantly; the challenges of having constantly refreshed information have increased; and a number of units of the College not included within primarily marketing foci were seeking a web presence, or at least an improved, more functional presence (e.g., Campus Safety, Knox-Galesburg Symphony, Lincoln Studies Center, College Libraries). As a result, a new web site redesign project began in May 2008, which, after only a few months, led to the creation of the Web and New Media Services unit (WNMS) within the Computer Center, consolidating content and development efforts under a single umbrella.

The web re-design project not only refreshes and refashions the material aimed at external audiences, but increases the functionality of the web site for internal purposes. WNMS works closely with Public Relations, Advancement, and Admission to advance the College's communication plan. Its work on the new site strengthens the use of the web for course registration, academic advising, potential donors, alumni communication, business operations, course management, and access to library and other learning resources. To date, the integration of content creators with technical specialists within this unit is proving to be an efficient way to move the College web site into a new phase and to provide continuing support and updating. As it has since the inception of the re-design project, WNMS will continue to conduct focus groups and surveys with various constituencies as the new site is released, as well as to analyze usage statistics to continue to make revisions.

INSTRUCTIONAL TECHNOLOGY SUPPORT

In 2005, supported by a planning grant from the Andrew W. Mellon Foundation, a group of faculty and staff began an assessment to develop a Digital Technology Planning Committee Report for the College. The report, completed in 2006, identified a variety of needs: new resources (e.g., ARTStor, image management applications), classroom and other facilities upgrades, technical support. The recommendations from the report have served as a guide for development in this area, even while we have not been able to fully

implement them. For example, in 2007, through a small grant, we were able to install widescreen monitors and internet access in the art studios so that students enrolled in painting, drawing, and sculpture classes could have on-site visual access to examples. In 2008, the College received a grant that facilitated our initial subscription to ARTStor, especially helpful to students in studio art, art history and classics. With the support of a grant from the Arthur Vining Davis Foundation in 2008, we have upgraded sixteen teaching spaces with computer projection and other technology. And in conjunction with the renovation of the Language Learning Center, we have converted the Centel Lab in George Davis Hall to an all-Macintosh lab, primarily for the use of graphic design and related courses, and also to support the growing number of Mac users on campus; this conversion was done with the help of the Dorothy and Richard Burkhardt fund.

One recommendation of the plan was to establish dedicated instructional technology support for faculty and students. Up until that time, one position within the Computer Center staff had been dedicated to instructional technology, but the situation was not satisfactory. The instructional technology specialist was responsible for a wide range of user services, including “plugging in machines” rather than working with faculty and students on applications integrated with teaching and learning. In 2007, the Office of Instructional Technology Support (OITS) was created by moving the instructional technologist out of the Computer Center to a new, independent unit reporting directly to the Dean of the College. The hope was that this move would make instructional technology distinct from other user support needs and allow the new office to expand its level of support to the College’s educational mission. The new unit includes both the coordinator’s office as well as a small OITS lab with hardware and software in support of video and audio editing, scanning, podcasts, online surveys, and posters.

The OITS coordinator serves as the College’s liaison with NITLE (the National Institute for Technology and Liberal Education), facilitating the participation of Knox faculty and staff in regional and national workshops. She manages the College’s Moodle course-management system. She works both in the lab and on-site (in classrooms and faculty offices) to support the integration of technology into teaching, learning and research, providing training and support for the use of Moodle, publisher/poster creation, and SNAP survey software; for the use of Smartboards and Quiz Clicker classroom technologies; and for the creation of podcasts and videos. In addition, the coordinator has worked with the staff of the College libraries in developing and implementing a series of lunchtime “Tech Tips” to spotlight new digital tools (e.g., RSS feeds). Finally, the coordinator is managing the College’s recent \$200,000 grant from the Arthur Vining Davis Foundation for classroom technologies, a role that requires partnerships with the Computer Center and the Audiovisual division of the College Libraries.

OITS is still a young office and its ability to balance outreach and information on new resources with the need to respond to existing interests of the faculty and students remains an issue. Responding to requests will be a continuing need, but the ultimate vision for the office is to provide leadership in this area.

Another significant source of instructional technology support is found in the professional staff of Seymour Library, all of whom regularly help faculty and students

with the various ways in which technology can be used to gather and organize information. In addition to the one-on-one help that they are always ready to provide, librarians also work closely with faculty to tailor workshops for students, either associated with particular courses, or to a particular need (e.g., RefWorks, a database management system well-suited to student research in a variety of fields).

REGISTRAR

The ten year span covering 1999-2008 saw a few significant technological changes in the Registrar's office, mostly refinements of what had begun in 1996-98 as well as fuller use of the web. The CARS administrative computer system was fully functional by 1999, including the facilities to enroll students, do student registration check-in, and view student records on the web, but we have developed more effective ways to use the system. Two significant changes were the creation in 2002 of the new College website and content management system, which for us involved significant work in migrating schedules, forms, the College Catalog, and other documents to the website; and the introduction of course grading on the web in 2004. Both changes have been successful. In 2003 the Encyclopedia Knoxensis, which was the College's first effort at a databook, was begun as a collection of documents accessible to faculty and staff on the web. Further changes on the horizon are a redesign of student Educational Development Record, which has already begun, and a move toward a more paperless office that would include electronic official academic transcripts.

CONCLUSION: STRENGTHS & CHALLENGES

Strengths

- A tremendous increase in the use of technology on campus.
- Financial tools and reserves created that enable continual updating of hardware across campus.
- A dedicated and able staff in the Computer Center that continues to provide a high level of support despite no increase in staffing in the central function of computer support.

Challenges

- To develop the Office of Instructional Support in such a way that it is a visible leader in both established and new uses for technology for faculty and students in the classroom and in research.
- To provide staff at the appropriate number and level of training to continue to meet what we assume will be increased demands in the future.

Part Five

CONCLUSION

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- 18 SUMMARY OF COMPLIANCE WITH CRITERIA & CORE COMPONENTS
ESTABLISHED BY THE HIGHER LEARNING COMMISSION

Chapter 17

OVERVIEW OF THE SELF-STUDY REPORT

Knox College launched the institutional self-study not only as part of our re-accreditation process, but also to provide a baseline as the College enters its next phase of institutional planning. In the months ahead, we look forward to the reactions and suggestions of the team of consultant/evaluators. Their response, together with the self-study report, will be the basis on which the College will move ahead with its planning. Supported by our new Office of Institutional Research and Assessment, the faculty, students, administration and Board of Trustees wish to maximize the usefulness of the self-study process to affirm our mission, refine our goals and practices, and nurture the continuous improvement and excellence of the College.

Early in the process of self-study, we decided to organize the self-study according to the mission statement of the College.¹ To facilitate use of the mission statement as a set of goals to be assessed, we created a new document, "Elements of the Knox Mission," that reordered the content of the mission statement into a list of five major goals, with a longer list of the means through which those goals are carried out. The central chapters of this self-study report (Chapters 5-8) were organized by the elements through which these fundamental goals of a Knox education are carried out: our curriculum, the character of our learning environment, our residential campus culture, and our community. In this chapter, we review the findings of the self-study in two ways: 1) We look back to the five major goals of the Knox mission, pointing to the evidence that each is being carried out; reference is given to the sections of the self-study report in which detailed analysis may be found. 2) We summarize the strengths and challenges from the four major sections of the self-study report. This summary is intended to serve as a preliminary first step to the further deliberation and articulation—reconsideration and winnowing—that will occur through campus conversations, both informal and structured, and including deliberation by the Board of Trustees²; the goal of this process is to close the loop on the self-study process, by integrating the self-study report with the strategic planning process.

REVIEW BY MAJOR MISSION GOALS***1. To understand and improve ourselves, our society and our world; to put learning to use to accomplish both personal and social goals.***

- Knox students experience significant personal, cultural, and intellectual growth over the course of four years at Knox, with supporting evidence at hand in CIRP and NSSE surveys (Chps. 7, 9).

¹ For a review of the rationale for this organization, see Chapter 2. To review the mission statement and the "Elements of the Knox Mission," see Appendix 1 or the double-sided bookmark.

² Campus working groups will be formed this fall to forward the discussion, and the main agenda item for the October 2009 meeting of the Board is discussion of the self-study report. Several faculty committees will review sections of the report relevant to their work. These discussions will continue in winter term, when the report of the HLC team will be available as well.

- Knox as an institution, and the individuals that make up the constituencies of the College, demonstrate extensive commitment to and engagement in communities beyond Knox: in the local area, across the United States, and around the world (Chps. 4, 8).
- In 2002, the College introduced a new curriculum that recommitted us to providing a liberal education, one that combines breadth across the disciplines with the development of expertise, one that recognizes different sources of learning (experiential as well as classroom), one that recognizes student aspirations and societal needs, and one that encourages students to take charge of their own education through planning and choice (Chp. 5).
- One element of the new curriculum that directly addresses the goal of putting learning to use is the Experiential Learning Requirement (Chp. 5).
- Our commitment to understanding others, in conjunction with understanding ourselves, is newly supported by:
 - the introduction of the “Understanding Diversity” key competency as part of the graduation requirements (Chp. 5);
 - the creation of the Center for Global Studies, with its wide-ranging support of international education (Chp. 5).
- Our commitment to improve our society and to put learning to use to accomplish both personal and social goals is now supported by:
 - the newly created Center for Community Service, which has led to an increased level of student involvement in the community (Chps. 6, 8);
 - the restructuring and renaming of the Center for Career and Pre-Professional Development and the addition of an Internship Coordinator (Chp. 6);
 - the creation of the Peace Corps Preparatory Program (Chp. 5).

2. To increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means.

- Knox’s Admission program is deeply committed to and successful in attaining the goal of a diverse student body, and in making a Knox education possible to qualified students of limited financial means. 25% of our current students are considered low income and 24% are first generation. Enrollment of U.S. students of color at Knox grew from 13% in 1998 to 18% in 2008, and enrollment of international students grew from 6% to 7%. We have also increased geographical diversity, both within the U.S. and internationally (Chp. 13).
- The diversity of the student body is mirrored in the diversity of the faculty. Of full-time faculty lines, 13% were held by persons of color and 8% by persons of international origin (Chp. 13).
- The value of diversity is embedded in Knox life well beyond the demographic make-up of the population. It is evident in the curriculum, including: the introduction of the “Understanding Diversity” key competency (Chp. 5); programs and activities sponsored by the newly created Center for Global Studies

(Chp. 5), the Center for Community Service (Chps. 6, 8), and the Peace Corps Preparatory Program (Chp. 5); the interdisciplinary programs that center on diverse populations (Asian Studies, Black Studies, Integrated International Studies, Latin American Studies, Gender & Women's Studies); and in our students' behaviors that demonstrate interaction with and concern for people in groups different from their own, as evidenced in survey data from CIRP and NSSE (Chp. 7).

- The learning environment at Knox successfully fosters interchange between students of diverse experience and opinions, both inside and outside the classroom (Chps. 5, 6, 7).
- The Center for Intercultural Life also backs up this goal of access by providing targeted support to U.S. students of color and to international students, helping them to stay at Knox once they have been admitted (Chp. 6).
- The most agreed upon characteristics of the Knox community are “friendly, supportive, diverse, engaged, and open,” characteristics that help sustain positive interactions among the diverse populations that make up our campus (Chp. 4).

3. To challenge students with high expectations and persistent demands for rigorous thinking in the pursuit of fundamental questions in order to reach their own reflective but independent judgments.

- The educational program at Knox is characterized by challenging work, high expectations, and an emphasis on critical inquiry; this assertion is supported through extensive evidence from NSSE and CIRP surveys, as well as descriptions of college programs (Chps. 5, 6, 9). Our improvement on all five NSSE benchmarks between 2002 and 2008, as well as our positive comparison with selected peer institutions on the 2008 survey, reassures us that the programs we now have in place are making a strong contribution to the accomplishment of these mission goals.
- The high expectations we set for our students are paralleled and sustained by those we set for our faculty. Knox faculty are expected to maintain an active program of scholarship/creative work alongside and informing their teaching, standards maintained through both internal and external reviews (Chp. 13).
- The academic and personal success of our students, in the face of these high expectations, is sustained through wide-ranging institutional support for the individual and collective pursuit of excellence: in the classroom, in independent academic work and internships, in co-curricular activities (Chps. 5, 6, 7). Our strong showing on NSSE benchmarks of “Supportive Campus Environment” and “Student-Faculty Interaction” are especially relevant here (Chp. 6).
- The positive consequences of this combination of high expectations with a supportive environment can be seen in many ways, including (all in Chp. 9):
 - high ranking in the proportion of our graduates who go on to complete Ph.D.s;
 - significant success in Fulbright Fellowships in the last decade;

- the high quality of Honors projects, as attested by comments of outside examiners;
- success in law and medical school acceptances.

4. To foster a lifelong love of learning. Once we begin participation in the Alumni Survey of the Higher Education Data Sharing Consortium (HEDS), we will have an important source of information about our accomplishment of this goal, which by its nature can only be assessed after students have graduated from Knox. But we are confident that students, while at Knox, have gained significant competence in the intellectual tools they need to pursue further learning throughout their lives.

- Survey data from NSSE indicates acquisition at or above the level at selected peer institutions in methods and skills of intellectual inquiry (e.g., thinking critically and effectively, learning effectively on one's own, solving complex real-world problems, etc.) (Chps. 5, 6, 7, 9).
- Knox graduates will have experienced a base of a strongly supportive campus environment and of strong student-faculty relations, providing the groundwork from which future independent learning will grow (Chp. 6).

5. To foster a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others.

- Knox students experience significant personal, cultural, and intellectual growth over the course of four years at Knox, with supporting evidence at hand in CIRP and NSSE surveys (Chps. 7, 9).
- Knox students demonstrate extensive engagement in issues of diversity and social justice (Chps. 4, 7).
- Knox students demonstrate extensive engagement in communities beyond Knox: in the local area, across the United States, and around the world (Chp. 8).
- College constituencies have a shared sense of institutional identity that builds on the heritage of the College to support such engagement (Chp. 4).
- Evidence from the National Survey of Student Engagement (NSSE) shows Knox students at or above selected peer institutions in virtually all measures of student engagement (Chp. 5, 6, 9).
- The Honor Code promotes individual and collective responsibility for academic integrity (Chp. 12).
- The involvement of students in institutional decision-making—their membership on faculty committees and the administrative practice of consulting Student Senate—helps foster a sense of community that may in turn contribute to a larger community involvement (Chp. 11).

On the 2009 Knox-produced survey given to 2007 and 2008 graduates of Knox, recent alumni were presented with a list of the educational goals mentioned in the Knox mission

statement. On 8 out of 14 goals, 90% or more of the alumni agreed or strongly agreed that their Knox education had accomplished that goal; see the chart below.

Recent Knox Alumni on the Accomplishment of Mission Goals

(Numbers in percent; total may exceed 100 due to rounding; a listing in order of strongest to weakest response may be found in Chp. 9.)

My Knox education. . .	SD or D	neutral	A or SA
has helped me to understand myself	2	8	90
has helped me to put learning to use to accomplish personal goals	3	4	94
has helped me to put learning to use to accomplish social goals	4	16	81
has helped me to understand our society and world	2	6	92
challenged me with high expectations	3	6	91
challenged me with persistent demands for rigorous thinking	2	6	92
engaged me in the pursuit of fundamental questions	5	8	88
has helped me reach my own independent judgments	3	8	90
fostered a lifelong love of learning	4	7	90
has helped me to live with purpose	5	18	76
has helped me contribute to the well-being of others	2	15	83
fostered a sense of competence	2	8	90
fostered a sense of confidence	4	10	86
fostered a sense of proportion	8	21	72

Freedom to Flourish! The goal of “freedom to flourish”—not part of Knox’s official mission statement but widely adopted across campus—is fed by each of the more specific mission goals above. By the very nature of the endeavor, we will never be satisfied that the educational goals laid out in our mission statement have been entirely fulfilled. We are committed to an ongoing examination of the institution—to continue and to extend our efforts to make these goals come to life in our students.

REVIEW BY MAJOR SECTIONS OF THE SELF-STUDY REPORT

Part One: INTRODUCTION (Chps. 1-4)

The past ten years have been ones of extraordinary challenge, keen commitment, and extensive achievement. The financial crisis of the late 1990s and early 2000s led to revision of the College’s curriculum to carry out Knox’s liberal education mission, guided by heightened attention to organizing and communicating the educational program in ways responsive to the concerns of our public constituency. We made significant reductions in the faculty and staff; we developed and implemented new financial management procedures; we significantly reduced endowment spending to sustainable levels; and we strengthened efforts at fundraising. In the first half of the last decade, the College implemented changes in all these areas—in some cases even while continuing to work out their details. In the second half of the decade, the College has enjoyed significantly positive results in enrollment growth, financial management, resources, and fund-raising, while maintaining a level of academic excellence in many ways beyond the level of its material resources.

The past decade has demonstrated extensive agreement among diverse constituencies on the mission of the College, along with the dedication and commitment of faculty and staff

to address the financial and programmatic challenges faced by the College. Throughout this period, the College has enjoyed effective and stable institutional leadership.

Challenges:

- The self-study has revealed a good deal of consensus on the content of the mission statement, but also possible ways of strengthening the statement through deletions, and/or additions and restructuring and/or shortening.
- The offices of the President and Dean of the College have remained understaffed, relative to many other colleges of Knox's size and relative to the richness of the programs administered at Knox.
- Existing roles and responsibilities of the Dean and Associate Dean of the College need to be reorganized; this process has begun.
- The College needs to continue on the path set in 2001/02, with the new challenge of a worldwide financial crisis and recession.
- The tenure of the senior administrative staff requires planning for an orderly succession to ensure continued institutional progress.
- As noted in the 1999 report, the library continues to be a locus of needs. We have not been able to take library costs into account when adding courses or programs, and the budget needs strengthening.
- Secretarial support positions for faculty remain understaffed.
- As noted in the 1999 report, regular evaluation processes are needed for administrators and staff.

Part Two: CARRYING OUT OUR MISSION (Chps. 5-9)

Our **CURRICULUM** has been significantly enriched in the past decade. A new general education program has been established; academic opportunities have been expanded through the addition of several interdisciplinary programs (e.g., Asian Studies, Neuroscience, Film Studies, etc.); the First-Year Preceptorial has been revitalized; a Global Studies Center provides support for the international dimension of a Knox education; and both material and intellectual support for student research has been enhanced, including the Center for Research and Advanced Study currently being established.

Challenges:

- The new curriculum needs to be fully assessed, and potentially revised as a result. Most especially, the Educational Plans and Experiential Learning have emerged as components of our graduation requirements that require attention. But the full general education program, including the Foundations requirement and Preceptorial, needs additional assessment.
- Interdisciplinary work remains popular, but barriers persist in its implementation.
- Like all small colleges, Knox must continue to identify gaps in its curriculum and assess faculty vacancies and other opportunities in their light.

Knox has maintained a strongly supportive **LEARNING ENVIRONMENT** through a combination of student energy and curiosity, faculty expertise and commitment, and effective support programs (e.g., the Center for Teaching and Learning, Center for Career & Pre-Professional Development, TRIO programs).

Challenges

- The academic advising system needs review, both in its structure (e.g., assigning new students on the basis of potential areas of interest) and in its effectiveness.
- The Umbeck Science-Mathematics Center needs renovation in order to allow for more innovative and effective science education.
- Opportunities for collaborative learning should be strengthened.
- Campus libraries face space needs which are beginning to interfere with their level of support for student research, studying, and access to materials.
- The professional support staff in the sciences needs to be expanded and similar positions in the arts need to be established to support teaching and learning.
- We need additional resources for pre-professional advising to augment the help available from faculty advisors as well as to reduce the load on those advisors.

The **RESIDENTIAL CAMPUS CULTURE** is one that nurtures significant personal, cultural, and intellectual growth over the course of four years. Consistent with the College's heritage and mission, particularly strong areas of growth are in intellectual development, politics/social justice, and the arts. Students actively attend cultural events and are engaged in many clubs and organizations. Students are conscious of their significant involvement with the College in general, e.g., through shared governance. Both the Office of Student Development and the Athletics Department have increased staffing to support student life activities.

Challenges:

- In spite of some recent renovations, the residence halls are aging.
- The role of fraternities and sororities at Knox remains, for some, an issue.
- Two challenges in the area of athletics: we have relatively small numbers of female athletes and we would like to have greater success in intercollegiate competition.
- The Knox student body experiences high levels of drinking and depression compared to our peer group.
- A troubled relationship between leadership in OSD and some faculty requires repair.

Knox's shared history with Galesburg, its early mission to educate young men and women, the early participation of students of color and international students, and the College's heritage of social activism all undergird the relationship between **KNOX AND THE COMMUNITY**. The College has increased its nurture of a sense of community

responsibility through the establishment of a number of offices/programs that have greatly enhanced our ability to carry out our mission "to understand and improve ourselves, our society and our world," most notably: the Global Studies Center, the Center for Community Service, and the Peace Corps Preparatory Program; the number and variety of volunteer activities and internships that bring Knox students into relationship with communities beyond Knox; the integration of community involvement with academic programs, both through the curricula of departments/programs and through the Experiential Learning requirement; a shared sense of an institutional identity that builds on the heritage of the College to support the involvement of the College and the people who make up the College in the world around us.

Challenges

- The Center for Global Studies and the Center for Community Service would benefit from full-time directors;
- The integration of community involvement with academic programs needs expansion and additional support;
- There is increasing student interest for paid internships, in the U.S. and abroad, awarded on a competitive basis.

Finally, the **IMPACT OF A KNOX EDUCATION** is evidenced through national surveys (e.g., rising scores on all five NSSE benchmarks and favorable comparison with selected peer institutions on those benchmarks); external measures such as Fulbright Fellowships, Ph.D. production, and comments of outside examiners on Honors projects; and internal Knox data, including the stories of Knox students and alumni.

Challenges:

- Participation in the HEDS Alumni Survey as well as targeted internal surveys of and data collection about Knox alumni will give us much more extensive information on the impact of a Knox education.
- As part of our assessment program, we need to develop further methods of direct assessment of student learning.

Part Three: INSTITUTIONAL PRACTICES AND STRUCTURES (Chps. 10-11)

Significant progress in **PLANNING**, in **INSTITUTIONAL RESEARCH**, and in **ASSESSMENT** has been made in the last decade. An Institutional Planning Group has been created by the President to coordinate senior administrators, faculty, and students in key institutional decisions. A planning structure (grounded in a strategic planning framework) has led to the current strategic plan and serves as a template for reviewing progress and making revisions. Sophisticated and effective assessment has been established in some areas of the College (i.e., finance, admission, financial aid), and the College's new Office of Institutional Research and Assessment is helping to establish equally useful assessment and planning in other areas. The College has begun to integrate assessment into the life cycle of academic departments and programs. A consultative governance process, guided by our mission, involves faculty, students, administrators, and trustees.

Challenges:

- The function and workings of the Institutional Planning Group require further development and articulation with planning and decision-making.
- The roles of administration, faculty, and students in institutional governance and decision-making continue to require clarification. Some recent difficulties in faculty-administration relations can be addressed through an open discussion of the governance process. Faculty participation in institutional governance must be balanced with demands on faculty time.
- A coordinated consideration across college constituencies of the institutional self-study needs to take place as the next step in long-range planning.
- A revised assessment plan for the academic program of the College, including graduation requirements, requires development and implementation.
- The recent, highly successful assessment workshops and training sessions need to be integrated with a regular program of assessment education for faculty.
- The agenda and practices of the new Office of Institutional Research and Assessment must continue to be integrated into planning and decision-making across the College, including the academic programs.

The **GOVERNANCE** of the College has benefited from stability in the top administrative positions and from significant restructuring: of staff positions, of faculty committees, of the Board of Trustees.

Challenges:

- The recent strain in relations between administration and faculty needs repair.
- More open discussion of and reflection on the processes of governance would be helpful.
- As we discuss governance, we need to take into account the difficulty of balancing faculty interest in governance participation with other demands on faculty time.
- We need to further coordinate and integrate the marketing of the College.

Part Four: RESOURCES (Chps. 13-16)

The College's success in carrying out its mission relies on our **human, financial, physical, and technological** resources.

The strength and character of the College depend fundamentally on the **PEOPLE THAT MAKE UP THE COLLEGE COMMUNITY**. The very diverse nature of our population means that disagreement and even misunderstanding will always be a challenge, but we share a commitment to a multifaceted community and the educational mission that it sustains. It is this combination of mission along with accomplished and committed students, faculty, staff, and alumni that enables the College to achieve well beyond our financial and physical resources. At the same time, we remain challenged to

keep up morale and commitment in the face of financial challenges (including inadequate compensation and support staff), and whatever other challenges arise from time to time.

Knox has experienced a significant increase in the size of the **student body** in the past five years. Recruitment has not only increased the numbers, but has also resulted in a capable and diverse group of students.

Challenges:

- The College has achieved high first-to-second-year retention rates, but continues to strive for improvement (to reach over 90%), as well as for an increase in the five-year graduation rate.
- Given the external economy and its financial challenges, Knox must find ways to maintain the strong profile and size of entering classes.

Knox benefits from an accomplished **faculty**, dedicated to students and the educational mission of the College, and committed to their own active scholarship and creative work as a key educational resource for teaching and learning. The College continues its commitment to a 12:1 student-faculty ratio. Continued attention to two-career faculty couples and assistance with spousal/partner job searches helps the College attract and retain its faculty. Finally, a variety of leave opportunities and institutional flexibility support the integration of scholarship and teaching.

Challenges:

- In the past four years, the College has begun to make slow progress on faculty compensation, but Knox salaries remain well below those at peer colleges.
- The level of material support for curriculum development and for scholarship/creative work is inadequate to both the aspirations and achievements of the Knox faculty.
- The faculty development program needs to be reinstated.
- Attention to new faculty orientation and the integration of new faculty into the institution has been inconsistent and uneven.
- The guidelines for shared professorships need to be revised.
- Childcare support remains a widespread challenge for faculty. A modest child care proposal that came out of the ACE/Kellogg project has not been carried forward.
- Secretarial support for faculty needs to be increased.

The College **staff** constitutes a dedicated and loyal work force, conscious of and committed to the mission of the College. An employee handbook has recently been completed and a Wellness Program instituted. The Human Resources office enjoys increased professionalization, reflected in its concern for new employee orientation and other support programs. A health screening program was

implemented four years ago and the College has had no increases in health insurance premiums for two years in a row.

Challenges:

- The facilities staffing is still at the same level as after the 2001 cuts, while the campus has added new facilities since that time.
- There is a lack of a campus-wide staff evaluation system and lack of resources for professional development.
- While the College has achieved 0% increase in health insurance premiums in the last two years, keeping health costs down will be an ongoing challenge.

Alumni of the College have increased their involvement in College events and support for Knox. Yet, the College faces the perennial challenge of negotiating the reality of campus issues today with alumni perceptions and concerns.

The **FINANCIAL RESOURCES** of the College are dramatically different today than in 1999, and the College's understanding of its finances is at a much higher level. There has been dramatic improvement in the College's financial situation since 2001: endowment spending has been reduced from 16.6% to 5.9%; an effective budget control protocol has been introduced. New means of systematic analysis and planning have been introduced in Finance and Advancement. Annual giving levels have increased as a result, in part, of the building of institutional self-confidence among alumni and of a culture of philanthropy among current students and alumni. The Advancement office has been re-organized with a new focus on major gifts, and on an integration of fundraising with alumni relations. Alumni participation has been increasing and there is high donor loyalty.

Challenges

- Since the last re-accreditation, the College has not begun a year without a projected deficit. We were on track to do this within the next few years, but have been set back by the current recession.
- The renovation of Alumni Hall must be completed.
- The College needs to identify donors able to make transformational gifts to the endowment and the physical plant. There are more prospects than we can get to face-to-face to truly learn what their potential could be for Knox and how best to bring their resources to Knox.
- The number of trustees who are involved with cultivation of donors must increase.
- The endowment must be built to a size commensurate with the level at which we operate as an educational institution.
- The College will continue to face the impact of the national and global economic crisis on admission, financial aid, and giving.

In our **PHYSICAL RESOURCES**, the College benefits from a staff dedicated to maintaining and enhancing the beauty and functionality of the campus. The College has also experienced significant successes in finding creative ways of financing projects in order to address programmatic issues and reduce deferred maintenance.

Challenges

- Deferred maintenance continues to impair our ability to stay competitive with other institutions in terms of attractiveness of facilities.
- There are major building and renovation projects (Alumni Hall, the Umbeck Science-Mathematics Center) that continue to await funding.
- Facilities are stretched to capacity and beyond, in every area of the College. We are squeezing the increased number of students and faculty into the same facilities, and the consequences are felt all around.

Finally, since 1999 there has been a tremendous increase in the use of **TECHNOLOGY** on campus. The budgeting process, financial tools, and financial reserves have enabled the regular updating of hardware and software across campus; and a dedicated and able staff continues to provide a high level of support (despite no net increase in staffing in the central function of computer support).

Challenges:

- The recently established Office of Instructional Support must be developed in such a way that it is a visible leader in both existing and new uses for technology for faculty and students in the classroom and in research.
- Appropriate technology staff (in both the number and level of training) must be provided in order to continue to meet what we assume will be increased demands in the future.

Chapter 18

**SUMMARY OF COMPLIANCE WITH CRITERIA & CORE COMPONENTS
ESTABLISHED BY THE HIGHER LEARNING COMMISSION**

Knox College's compliance with the five HLC criteria and their associated core components is summarized below. Extensive treatment of most items is found in the chapters indicated.

1. MISSION AND INTEGRITY: 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.

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

- The current mission statement of Knox College has been in place since 1993, and is readily available to all College constituencies and to the public. The mission statement as it stands articulates clearly the commitments of the College, though its re-ordering as the “Elements of the Knox Mission” (accomplished for the purposes of this self-study) serves more readily the purpose of assessing accomplishment of mission goals (Chp. 4).

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

- The opening paragraph of the mission statement states clearly the College's commitments to “explore, understand and improve ourselves, our society and our world,” commitments that are in keeping with the founding mission of the College. The mission statement also asserts our commitment “to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means” (Chp. 4).
- The demographic makeup of the Knox population demonstrates that such diversity is, indeed, in place. In 2008/09, Knox students came from 47 states and 48 countries. Eighteen percent were students of color; 7% were international students; and 24% were first-generation college students. Of full-time faculty lines, 13% were held by persons of color and 8% by persons of international origin (Chp. 13).
- The value of diversity is embedded in Knox life well beyond the demographic make-up of the population. It is evident in the curriculum, including: the introduction of the “Understanding Diversity” key competency (Chp. 5); in programs and activities sponsored by the newly created Center for Global Studies (Chp. 5), the Center for Community Service (Chps. 6, 8), and the Peace Corps Preparatory Program (Chp. 5); and in our students' behaviors that demonstrate interaction with and concern for people in groups different from their own, as evidenced in survey data from CIRP and NSSE (Chp. 7).

1c. Understanding of and support for the mission pervade the organization.

- The mission statement served as the basis and guide of the self-study that led to this report, a strategy adopted in order to insure current knowledge and understanding of the College's stated mission (Chp. 2). As part of self-studies across the campus, departments/offices were asked to consider the College's mission statement, and to recommend changes, if any seemed appropriate. Most respondents were satisfied with the mission statement as it stands, though several commented that it could be shortened (Chp. 4).
- Also as part of self-studies across the campus, departments/offices were asked to consider how the unit's goals meshed (or not) with the College's mission. Consonance with the mission was found campus-wide. (See individual studies in the Resource Room.)

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

- The Board of Trustees is deeply committed to the well-being of the College and to the Board's role in its governance, while also, by long tradition, respecting the responsibilities that the Trustee By-Laws have given to the faculty and the administrative officers of the College. Trustees are well informed about the College and give generously of their time, wisdom, and other resources in the collaborative governance of the institution (Chp. 11).
- The College has experienced continuity in the administrative leadership team since the current president came to Knox in 2001, leadership that successfully brought the College out of serious fiscal difficulties in the early part of the decade, and into a period of increased enrollment and a much stronger fiscal base (Chps. 1, 11).
- Changes were made in the faculty committee structure in 2001, with the major aims being: to reduce faculty workload on committees by reducing numbers of faculty on committees; to revisit committee functions and to create new ones where needed; to standardize regularly-meeting committees as faculty committees, eliminating ad hoc "president's committees" (Chp. 11).
- The Institutional Planning Group (IPG), created by President Taylor in 2002, is a locus for collaborative deliberation between administration, faculty, and students. IPG has worked effectively in the development of our successful Title III grant (supporting the creation of an Office of Institutional Research and Assessment) and in the development of the College's strategic plan. Once the self-study process is completed, the President will call upon IPG to lead the effort to follow up on the results of the self-study, and to integrate the self-study process with ongoing planning for the College (Chps. 10, 11).
- Especially since the financial crisis of 2000/01, the College has been committed to and has practiced transparency in decision-making. The administration was open about the serious challenges that faced the College, and has continued to be open about how these challenges are being addressed (Chps. 11, 12, 14).

1e. The organization upholds and protects its integrity.

- A commitment to integrity is closely linked to the College's central educational mission and to its commitment to fair treatment of all college constituencies. The College has a full array of policies and procedures in place to safeguard institutional integrity, which in turn relies on the integrity of individuals to carry out these policies and procedures (Chp. 12).

2. PREPARING FOR THE FUTURE: 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.

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Having experienced early in the decade the serious difficulty that comes from not realistically preparing for the future, we have built the success of the past eight years on extensive planning and restructuring, particularly in the areas of finance, advancement, and admission (Chps. 1, 10, 14). As a result of this experience, the College has been better able to cope with the current economic downturn than many peer institutions.¹
- In 2006 the College put in place a Strategic Plan that continues to guide the development of priorities and initiatives, adjusted for changing circumstances as needed (Chp. 10).
- Research done by the Admission Office and its consultants follows national demographic trends carefully and the College's recruitment efforts are well-positioned as a result (Chp. 13).
- The College has engaged in significant efforts to advance environmental sustainability, including a major energy conservation project, the establishment of a Presidential Task Force on Sustainability, and the signing of the Talloires Declaration (Chp. 15).
- In reviewing and revising the curriculum in 2001/02, we took into account important changes in the ways in which students, parents, and the general public understand and evaluate liberal education, particularly in the small residential college setting. As we restructured the curriculum, we maintained the proven strengths of a liberal education in preparing graduates for an ever-changing future, while also responding to social, cultural, and economic trends through new requirements (e.g., Experiential Learning, Information Literacy and Informed Use of Technology), new support positions (e.g., an internship coordinator) and new or expanded areas of study (e.g., a minor in Business and

¹ We go into FY10 without having had to make cuts in staff, faculty, or benefits, and without having to freeze salaries (even if only able to provide a 2% increment to faculty and staff salaries, rather than the 4% that had been planned).

Management). These last enhancements are in line with the mission of the College while also responding to larger developments external to the College: adding Neuroscience, expanding Environmental Studies, revising American Studies, expanding off-campus study, creating the Center for Global Studies. In these and other ways we have enhanced the means through which we educate students for the future (Chp 5).

2b. The organization's resource base supports its plans for maintaining and strengthening their quality in the future.

- The human resources of the College have long been a major strength of the institution (Chp. 13).
- The recent success in increasing in the size of the student body, at the same time that we have decreased the discount rate, has provided important new revenue (Chps. 13, 14). These successes are part of a larger story of how, beginning in 2000/01, the College turned around serious financial difficulties (Chp. 14).
- The thorough restructuring of how we handle financial planning and budgeting is key to the realization of the educational goals of the College (Chp. 14).
- The College has long sustained itself on a smaller resource base than one would expect necessary for the strong educational experience we have provided. The College is on a much firmer base now than it was ten years ago, but all resource areas—human, financial, physical, technological—remain stretched to the limit; a significant challenge for the future is to continue to build these resources (Chps 13-16 and passim).

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Early in the decade, institutional research and assessment was identified by the Institutional Planning Group (IPG) as a priority need of the College. A task force was formed to develop a proposal for a U.S. Department of Education Title III grant, and a consultant was brought in to help with the proposal process. The grant was funded at \$1.5 million for a five year period and has enabled the College to establish an Office of Institutional Research and Assessment (OIRA). The office is staffed by a Director of Institutional Research (on staff July 2008), an Associate Director of Assessment Support (on staff August 2009), and an assistant. The office has been a key support in the self-study process and is now beginning to take the lead to further develop college-wide evaluation and assessment processes (Chp. 10).
- Admission and Finance do sophisticated and continual assessment, and the payoff in enrollment growth and greatly improved financial situation are evident (Chps. 10, 13, 14).
- CIRP and NSSE surveys are now administered regularly. Until this year, their use was limited to the offices of admission and advancement. The thorough integration of survey data (both external and internal) into the self-study report

will help provide a model for continued use. Analysis and dissemination of survey data will now be centralized in OIRA and disseminated from there, greatly enhancing the availability and usability of such data by faculty and administrators (Chp. 10, Appendix 6).

- Four academic departments, involving about 20 faculty, have done extensive assessment projects under the 2006-2009 Teagle Foundation collaborative assessment project, and six departments participated in a course mapping project in spring 2009 under the Teagle umbrella (Chp. 10).
- All academic departments and programs and all administrative offices engaged in a process of evaluation and assessment as part of the self-study process (Chp. 2).
- In sum, we have not yet implemented ongoing, college-wide processes for evaluation and assessment, but we have made a significant effort to put in place the necessary resources. With OIRA fully staffed and faculty and staff recently involved in meaningful assessment activities, we are now extremely well-positioned to engage fully in these crucial processes.

2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The reconsideration of the curriculum in the early part of the decade was undertaken with the College's mission statement as a guide (Chp. 5).
- The strategic plan developed in 2006 set three overarching goals (nurture academic excellence, strengthen institutional self-confidence, chart a course toward financial impregnability), all chosen as essential to furthering the mission of the College (Chp. 10).
- The strategic plan was a collaborative endeavor, developed by the Institutional Planning Group, a group that combines major administrators (Senior Staff) with the major elected faculty committee (Executive Committee, which itself includes two students) (Chp. 10).
- Planning procedures for capital projects have been instituted that include the establishment of a capital reserve fund and the implementation of an annual approval process. The process includes prioritization of projects according to primary purpose and beneficiary (Chp. 14).
- In weekly meetings of the senior staff, proposed ideas and actions are regularly checked against the strategic planning goals, as well as against the mission and values of the College that are the reason for these goals. Underlying each decision is the question: How will this advance the education of Knox students? (Chp. 11)
- Senior staff regularly monitors progress on initiatives undertaken under the strategic plan. Progress as of July 2009 is detailed in an updated Tab VI in the Strategic Planning Notebook (available in the Resource Room).

3. STUDENT LEARNING AND EFFECTIVE TEACHING: *The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

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

- One goal of the curriculum revision in 2001/02 was to make our educational goals more explicitly evident in the graduation requirements; our general education goals are thus incorporated into the five components of the degree requirements: Foundations, Specialization, Key Competencies, Experiential Learning, Educational Plan (Chp. 5).
- As part of the self-study process of 2008/09, each academic department and program developed a list of fundamental educational goals, which was then used as the basis for assessment within the department/program (Appendix 4 and departmental/program self-studies in Resource Room).
- The new Associate Director for Assessment Support (on staff August 2009) has already begun working with departments and programs to close the loop on 2008/09 assessment activities and to develop ongoing procedures for outcome-based assessment (Chp. 10).
- At the level of individual courses, faculty engage in a wide variety of activities to assess student learning, tailored to the particular learning outcomes desired for that course. Other than a faculty development workshop or two, we have not devoted significant institutional attention to assessment at the course level, though many of the departmental-level assessment activities have involved or will have an influence on assessment within courses. We will also be looking to the new Associate Director for Assessment Support for help in this area of assessment.
- See 2c above for further discussion of our current engagement in and plans for assessment.

3b. The organization values and supports effective teaching.

- The strong value that the College puts on effective teaching is evident in a multitude of ways, beginning with focused attention to teaching experience and potential in candidates for entry-level faculty positions to a system of merit raises that includes consideration of excellence in teaching. Formal policies and practices make clear that effectiveness as a teacher is a central consideration in all contract, tenure, and promotion reviews, and tenure would not be granted where there were persistent questions about teaching (Chp. 13). Contract extension reviews always involve feedback to the faculty member on their teaching and suggestions for ways to improve, where necessary.
- In addition to funds for traditional faculty research and creative work, funding in support of scholarship on teaching and learning as well as travel to conferences centered on pedagogical issues is available from the Dean of the College, and is well-utilized. Support in the area of teaching was a central focus

of the Faculty Development Program in place from 2001 to 2007, with a regular round of workshops, discussions of pedagogical issues, and the availability of individual teaching consultations. More recently, individuals and programs have taken the initiative to organize pedagogical workshops related to particular subjects, issues, or methods, for example: several Saturday workshops over the course of 2008/09 for faculty teaching in Film Studies on the methodologies of the field; a workshop on teaching sustainability across the curriculum, attended by 21 faculty in summer 2009 (Chp. 13).

- Regular student evaluations of teaching (for every course for untenured professors, two terms out of three for tenured) reinforce the institutional importance of teaching and provide teachers with helpful information for improvement. Many instructors also have students fill out evaluations tailored to individual courses. Faculty members' interpretation of and responses to their course evaluations are regularly included in reviews for contract extensions, tenure, and/or promotion (Chp. 13).
- Two awards for excellence in teaching are given each year, one to an untenured professor and one to a tenured professor.
- The faculty is itself in charge of determining curricular content and strategies for instruction. New areas of study (majors or minors) must be approved by the faculty as a whole. New courses, and changes in existing courses and majors/minors must be approved by the Curriculum Committee. At the level of an individual, existing course, faculty members have significant freedom to determine the content and strategies for instruction, in line with the educational goals for the course and the expectations within a department.

3c. The organization creates effective learning environments.

- A supportive and effective learning environment provides key reinforcement for carrying out the educational mission of the College. Relevant NSSE benchmarks show our improvement from 2003 to 2008, and also show our strong standing in comparison to peer institutions on four of the five benchmarks (Level of Academic Challenge, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment); on the fourth (Active and Collaborative Learning), we are similar to peer institutions. Chp. 6 details the various elements that contribute to this strong showing; NSSE benchmarks are summarized in Chp. 9.
- The first-to-second-year retention rate is within the average range for peer institutions. Five-year graduation rate is a little lower; we have yet to see if the curricular and other changes instituted with the class of 2007 will have an impact on this measure (Chp. 13).
- Student satisfaction with advising is very similar to that at NSSE selected peer institutions. The assessment of advising during the self-study has initiated consideration of the effectiveness of advising, an endeavor that will continue with a review of advising in 2009/10 (Chp. 6).

3d. The organization's learning resources support student learning and effective teaching.

- The various learning resources on campus (libraries, laboratories, art and performance spaces, language learning center) have undergone a variety of enhancements over the last decade, but also face ongoing and new challenges (Chp. 6).
- The use of technology in support of learning has grown enormously in recent years, as evidenced, for example, in the sharp rise in the number of computers, in the introduction of Moodle (learning-management system) and its use in many courses, and in the new programs and electronic resources available (JStor, ArtStor, etc.) (Chp. 16).
- The budgetary priority given to teaching and learning is evident in how workforce cuts were made in the summer of 2000. The distribution of these reductions, which represented 11% of the workforce, was informed by the conceptualization of the College's functions into three major categories: the "Educational Core" (academic programs and support, student development, athletics, and technology); "External Relations" (advancement and admission, with the President's office and public relations subsequently added to this category); and "Infrastructure" (finance and administrative services). The deepest cuts were allotted to "Infrastructure" and the lightest to "Educational Core."
- Prioritization of capital projects is also made according to the prime beneficiary, with the Educational Program (Academics, Student Life, and Athletics) having the highest priority.
- Priorities are carefully considered according to the values and mission of the College, but the "pie" to be distributed is too small. Our achievements, needs, and ambitions exceed the available resource base.

4. ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE: The organization 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.

4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Our historic commitment to access and financial aid embodies the value we place on "a life of learning" and makes such a life available to as many as possible.
- Significant opportunities for student research and travel are available through Ford Fellowships, the Richter Fund, the Honors Program, the McNair Program, Howard Hughes Fellowships, and independent study options—all of which are utilized to capacity by students (Chp. 5).

- Faculty carry out ambitious programs of research and creative work, alongside and often in conjunction with their teaching activities (Chp. 13).
- Funding for faculty development continues to be a serious issue, even with the generous addition of the Zweifel fund for faculty travel (Chp. 13).
- Opportunities for professional development for staff, especially activities that necessitate travel away from campus, continue to be limited (Chp. 13).

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The new graduation requirements devised in 2001/02 make explicit the goals of breadth, specialization, and skills of intellectual inquiry (the Key Competencies) (Chp. 5).
- Similar demands for a balance of breadth, depth, and skills of critical analysis are found throughout the major programs (Chp. 5).
- The promotion of undergraduate research and the large number of independent studies undertaken are evidence of the importance placed on the independent exercise of intellectual inquiry.

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Survey data from NSSE indicates acquisition at or above the level at selected peer institutions in methods and skills of intellectual inquiry that will serve our students in the long term, e.g., thinking critically and effectively, learning effectively on one's own, solving complex real-world problems, etc. (Chps. 5, 6, 7, 9).
- The new curriculum includes a requirement of Experiential Learning, which insures that students plan and undertake learning outside the classroom. We have neglected to track the nature of such learning undertaken, but will begin doing so in fall 2009, a necessary first step towards assessment of the requirement (Chp. 5).
- The new curriculum includes key competencies in "Understanding Diversity," "Second Language," and "Information Literacy and Informed Use of Technology," all of which are key to students' success in the larger world beyond Knox. Systematic internal assessment of these competencies is yet to be undertaken, though some external survey data suggests we are on track in these areas (Chp. 5).
- The addition of an internship coordinator position to the Center for Career and Pre-Professional Development has contributed to a significant increase in student participation in off-campus internships—in the immediate region, across the country, and around the world (Chps. 6, 8).
- While several departments in the last decade have engaged in a review process involving one or more external reviewers, the College has not set up a system of

regular review of academic programs. This is high on the list for the new Associate Dean of the College, who will assume this position in January 2010.

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- In addition to our system of advising, which insures that each student has ready access to a faculty advisor, the College provides support through the Center for Teaching and Learning, the TRIO Achievement Program, the Ronald E. McNair Program, the Center for Intercultural Life, pre-med/health and pre-law advising, and the Center for Career and Pre-Professional Development (Chp. 6).
- The Honor Code promotes individual and collective responsibility for academic integrity through ongoing education and through the judicial function of the Honor Board (Chp. 12).
- Necessary policies are in place to insure the responsible production and application of knowledge, including such issues as intellectual property, investigations involving human subjects, and scientific fraud (Chp. 12). In conjunction with a new requirement from the National Science Foundation that will go into effect January 2010, we will undertake this fall documentation of the ways in which each department educates its students on the ethics of research.

5. ENGAGEMENT AND SERVICE: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- A shared sense of an institutional identity builds on the heritage of the College to support the involvement of College and the people who make up the College in the world around us (Chps. 4, 8).
- Research done by the Admission Office and its consultants closely follows trends in the external environment, helping us understand the changing needs of our primary constituency—our students (Chps. 10, 13).
- The recent establishment of the Office for Institutional Research and Assessment positions us to plan and carry out a wider range of research in this area (Chp. 10).

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- In the past decade, the College has established a number of offices/programs that have greatly enhanced our ability to carry out our mission "to understand and improve ourselves, our society and our world," most notably: the Global Studies Center, the Center for Community Service, and the Peace Corps Preparatory Program (Chps. 5, 8).

- The College facilitates a large number and wide array of volunteer activities and internships that bring Knox students into relationship with communities beyond Knox (Chp. 8).
- Community involvement is also integrated with academic programs, both through the curricula of departments/programs and through the Experiential Learning requirement (Chps. 5, 8).

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- In the last decade, the College has strengthened the George Washington Gale Scholars Program, a collaborative partnership between Knox, the local school district, and the area community college. The program was created to encourage and support higher education aspirations and success in the target population of academically promising first-generation and low-income youth within District 205 (Chp. 8).
- We facilitate transfer to Knox from two major community colleges in the area through an articulation agreement with Carl Sandburg College and Illinois Central Community College, awarding 18 credits and junior standing to students from those colleges who have satisfactorily completed the appropriate baccalaureate transfer degrees and who are deemed admissible to Knox (Knox College Faculty Regulations, A 2.3).
- The Educational Studies program has long relied on local school districts for the placement of student teachers. Beginning in 2006 the Educational Studies Department worked with Galesburg District 205 to establish a mutually beneficial collaborative partnership that includes opportunities for professional growth for teachers as well as support for the Knox College teacher candidates. This work was supported by a grant from the Associated Colleges of Illinois. (Educational Studies self-study, available in the Resource Room)
- The College has recently revived and rejuvenated Knox College for Kids, an enrichment program for gifted, high achieving, and talented elementary and junior high students from Galesburg and the surrounding communities. In 2007 and 2008 the program received two \$10,000 grants to support the work of REACH Fellows. Grant monies were used to support males and students of color in their quest to become certificated teachers. REACH Fellows are Knox College Educational Studies majors who teach or assist Knox College faculty during the morning portion of College for Kids and participate in seminars during the afternoon (Chp. 8 and Educational Studies self-study).
- Two musical ensembles rely on participation from community members as well as Knox students: the Knox-Galesburg Symphony and the Knox-Sandburg Community Concert Band. The Jazz Ensemble plays weekly in a downtown restaurant, and the annual three-day Rootabaga Jazz Festival, organized by the College, is as much a community as a College event.
- Most of the cultural events at the College are open and publicized to the wider community.

- Other involvement of the College with external constituencies (for example, through volunteer work) are detailed in Chp. 8.

5d. Internal and external constituencies value the services the organization provides.

- The College has not undertaken evaluation of many of the services it provides to the community. But cultural events are well attended by community members, college facilities are regularly rented (particularly Dining Services), and the volunteer efforts of Knox students frequently generate grateful letters of acknowledgment and unsolicited newspaper coverage.

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Appendix 1

**MISSION STATEMENT
AND ELEMENTS OF THE KNOX MISSION**

KNOX COLLEGE STATEMENT OF MISSION

Knox College is a community of individuals from diverse backgrounds challenging each other to explore, understand and improve ourselves, our society and our world. The commitment to put learning to use to accomplish both personal and social goals dates back to the founding of the College in 1837. We take particular pride in the College's early commitment to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means.

Today, we continue to expand this historic mission and the tradition of active liberal arts learning. We provide an environment where students and faculty work closely together and where teaching is characterized by inviting and expecting students to pursue fundamental questions in order to reach their own reflective but independent judgments. The mission is carried out through:

OUR CURRICULUM: combining inquiry in traditional as well as newer disciplines with the integrative perspective of interdisciplinary work; building from basic skills of writing, reading, calculating and critical analysis to opportunities for sophisticated student research and creative expression.

THE CHARACTER OF OUR LEARNING ENVIRONMENT: encouraging the critical exchange of ideas, challenging our students with high expectations and persistent demands for rigorous thinking within a supportive and egalitarian environment, characterized by an informality and openness that mirrors our Midwestern surroundings.

OUR RESIDENTIAL CAMPUS CULTURE: encouraging the personal, cultural and intellectual growth of our students in a reflective, tolerant and engaged campus community through supportive residential opportunities, numerous student organizations, a wide array of creative activities and cultural programming, and opportunities for intercollegiate and recreational sports.

OUR COMMUNITY: reaffirming and extending our ongoing commitment to a diverse community of students, faculty and staff with each new hiring and admission.

Our aims throughout are to foster a lifelong love of learning and a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others.

Freedom to Flourish!

ELEMENTS OF THE KNOX MISSION

The mission of Knox College and its tradition of active liberal arts learning:

1. to understand and improve ourselves, our society and our world; to put learning to use to accomplish both personal and social goals
2. to increase access to all qualified students of varied backgrounds, races and conditions, regardless of financial means
3. to challenge students with high expectations and persistent demands for rigorous thinking in the pursuit of fundamental questions in order to reach their own reflective but independent judgments
4. to foster a lifelong love of learning
5. to foster a sense of competence, confidence and proportion that will enable us to live with purpose and to contribute to the well-being of others

These goals are carried out through:

OUR CURRICULUM:

- ◆ inquiry in traditional as well as newer disciplines
- ◆ the integrative perspective of interdisciplinary work
- ◆ skills of writing, reading, calculating and critical analysis
- ◆ sophisticated research and creative expression

THE CHARACTER OF OUR LEARNING ENVIRONMENT:

- ◆ critical exchange of ideas
- ◆ high expectations and persistent demands for rigorous thinking
- ◆ supportive and egalitarian environment
- ◆ informality and openness that mirrors our Midwestern surroundings

OUR RESIDENTIAL CAMPUS CULTURE:

- ◆ encouraging personal, cultural and intellectual growth
- ◆ a reflective, tolerant and engaged campus community
- ◆ supportive residential opportunities
- ◆ numerous student organizations
- ◆ wide array of creative activities and cultural programming
- ◆ intercollegiate and recreational sports

OUR COMMUNITY:

- ◆ shared mission and values
- ◆ a diverse community of students, faculty and staff
- ◆ commitment to make learning matter at the level of the individual, the college and local communities, and the world beyond

Freedom to Flourish!

Appendix 2

**KEY DATA AND STATISTICS
FY1998 through FY2008**

KEY DATA AND STATISTICS
Fiscal Years Ended June 30, 1998 through 2008

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Student Enrollment:											
Degree Seeking Enrollment, Fall (Headcount)	1,150	1,154	1,177	1,162	1,101	1,084	1,100	1,167	1,204	1,328	1,353
Annual Average Enrollment, On-Campus (FTE)	1,070	1,089	1,100	1,074	1,031	1,027	1,044	1,087	1,142	1,242	1,256
New Student Admissions:											
Number of Applicants	1,645	1,469	1,529	1,534	1,629	1,652	1,995	1,870	2,182	2,540	2,856
Number Admitted	1,222	1,092	1,080	1,097	1,168	1,202	1,417	1,399	1,599	1,556	1,855
Number Enrolled	326	344	323	318	330	321	402	363	438	349	400
Selectivity (% of Applicants Admitted)	74	74	71	72	72	73	71	75	73	61	65
Yield (% of Admittances Enrolled)	27	32	30	29	28	27	28	26	27	22	22
Student Financial Aid:											
On-Budget Aid as % of Tuition & Fee Revenue	47.6	47.8	48.4	48.0	46.5	46.2	45.8	44.9	44.2	43.1	42.1
Percent of Students Receiving Knox Gift Aid	90.4	91.5	90.8	92.3	93.0	94.4	94.8	95.1	95.4	95.5	95.2
Percent of Knox Gift Aid Funded by:											
Restricted Endowment Income and Gifts	10.1	10.1	9.6	9.6	9.7	9.5	11.5	9.3	6.8	6.7	6.4
Unrestricted Funds	89.9	89.9	90.4	90.4	90.3	90.5	88.5	90.7	93.2	93.3	93.6
Tuition & Fee Revenue Growth (%):											
Tuition Rate	3.5	3.7	4.0	6.8	6.9	3.8	3.7	3.5	3.4	6.9	4.6
Gross Tuition & Fee Revenue	9.6	4.5	4.4	5.4	1.5	2.3	3.8	11.0	8.0	17.2	6.9
Financial Aid	12.4	4.0	5.8	4.4	(0.8)	-	3.4	8.8	5.8	14.5	4.4
Net Tuition & Fee Revenue	6.9	4.9	3.2	6.5	3.7	4.5	4.2	12.8	9.8	19.3	8.8
Net Tuition & Fee Revenue (% of E&G Expenses)	50	49	48	51	53	55	60	63	64	70	70
Fundraising:											
Total Private Gifts and Grants (\$000)	7,010	5,506	5,924	8,614	5,203	5,423	4,640	5,283	16,340	10,399	7,984
Deferred Gift Register (\$000)	47,637	52,562	55,946	62,055	82,564	80,907	82,330	83,454	88,808	74,591	66,696
Gifts Supporting Current Operations (\$000)	3,460	3,164	2,806	3,464	3,597	3,908	3,381	3,275	3,460	2,917	4,309
Average Alumni Gift (\$)	616	688	592	630	573	581	540	664	736	1,116	613
Percent of Alumni Giving	33	28	31	31	32	29	30	28	30	31	33
Faculty:											
Permanent Faculty Positions (FTE)	95.0	97.5	98.0	98.0	98.0	90.7	90.0	88.7	90.7	91.7	92.7
Faculty Teaching Strength, On-Campus (FTE)	87.8	93.1	92.8	95.4	92.8	87.4	89.0	90.5	93.8	100.8	105.2
Student/Faculty Ratio	12.2	11.7	11.9	11.3	11.1	11.8	11.7	12.0	12.2	12.3	11.9
Endowment Market Value at June 30 (\$000)	45,911	48,901	46,732	45,737	43,669	44,241	48,841	51,226	66,219	79,473	71,423
- in 1998 dollars (\$000)	45,911	48,091	45,073	42,527	39,327	39,421	42,620	43,287	54,575	62,787	54,951
Total Endowment Spending (\$000)	4,541	5,997	6,941	5,088	4,620	3,906	3,198	2,973	2,973	3,065	3,176
- as % of 12-Quarter Average	11.8	15.1	16.6	11.5	10.1	8.7	7.4	7.1	6.8	6.5	6.2
Plant Maintenance & Repair Funding (\$000)	564	605	600	941	941	872	839	1,060	1,051	1,513	1,677
- as % of plant replacement cost	0.7	0.7	0.7	1.1	1.1	1.0	0.9	1.1	1.1	1.5	1.7
Long-Term Debt as % of Total Net Assets	43	43	53	54	57	49	45	43	34	30	33
Inflation (as measured by the CPI-U) (%)	1.7	2.0	3.7	3.2	1.1	2.1	3.3	2.5	4.3	2.7	5.0

Appendix 3

**RESOLUTION OF THE KNOX COLLEGE BOARD OF TRUSTEES
06/01/01**

RESOLUTION OF THE KNOX COLLEGE BOARD OF TRUSTEES

WHEREAS the College has achieved a high level of educational excellence and improved academic reputation through a recent program of growth and expansion; and

WHEREAS that growth and expansion has been financed substantially through increased endowment spending; and

WHEREAS the success of the *Knox Now!* Campaign addresses predominantly long-term financial resources for the College, and does not protect the endowment in the short-term; and

WHEREAS it is the sense of the Board of Trustees that prompt action must be taken to substantially reduce endowment spending; and

WHEREAS it is the sense of the Board of Trustees that the College's ability to fulfill its historic mission can be sustained only by reconfiguring its educational and administrative structures;

THEREFORE BE IT RESOLVED THAT:

1. The Chair of the Board will appoint a *Task Force for the New Knox* whose mandate shall be to recommend to the Board of Trustees a plan of action to restructure the educational program and to reorganize institutional support systems.
 - a. The *Task Force for the New Knox* shall consist of trustees, the President, and Vice Presidents of the College, and two faculty members from the *Campus Working Group* (see 1b), and shall be chaired by the Chair of the Board.
 - b. The *Task Force* shall charge the President, in consultation with FASCom, to appoint a *Campus Working Group* to develop proposals for the plan of action. The *Working Group* shall consist of faculty, students and staff. The President shall be responsible to ensure regular and frequent communication between the *Campus Working Group* and the *Task Force for the New Knox*.
 - c. The Chair of the Board shall designate certain trustees on the *Task Force* as liaisons with the *Campus Working Group* regarding certain aspects of the proposal (e.g., educational program, budget, fund-raising and recruitment implications).
2. The plan of action shall have the following features:
 - a. a distinctive program of liberal learning that requires study within and a cross disciplines and provides innovative opportunities for pre-professional education;
 - b. the maintenance of close faculty-student relationships in classroom teaching, advising and mentoring;

- c. the promotion of research and original creative work as a requisite to excellent teaching and learning;
 - d. a campus community that nurtures intellectual and social engagement with diverse people and ideas; and
 - e. the transformation of students' lives and, through their lives, the larger world.
3. The plan of action shall reflect the following fiscal constraints:
 - a. the elimination of the special endowment authorization supporting the operating budget (the quasi-endowment transfer) by 2003-04; and
 - b. the reduction of the total endowment spending rate to 10.4% by 2001-02, to 7.5% by 2005-06, and to 5.8% by 2009-10. (These endowment spending rates are obtained from *Forecast B*, which was reviewed by the Board at its meeting in October 2000 and has served as the framework for budget development for the 2001-02 fiscal year.)
 4. The Chair of the Board shall report in writing to all trustees by July 31, 2001, on the progress of the *Task Force*, and shall ensure that the plan of action is submitted in writing to the Board no later than August 20, 2001, for consideration at a special board meeting to be held in Chicago, Illinois, on August 30, 2001.

06/01/01

Appendix 4

GUIDES FOR SELF-STUDIES

The Self-Study Steering Committee developed self-study guides for the President's Senior Staff, for academic departments and programs, and for student groups. The guide for academic departments and programs is included here as an example. The other guides were very similar, with small changes of language as appropriate to the differing constituencies.

To: Department and Program Chairs
From: Penny Gold, Coordinator of the Institutional Self Study for Re-accreditation
Re: Departmental/Program Self-Studies
Date: July 1, 2008

As many of you know, the College is preparing for re-accreditation by the Higher Learning Commission of the North Central Association—a process all colleges and universities go through every ten years. The evaluation team from the HLC will visit campus for three days in November 2009. Well before the visit, the College must complete an institutional self-study. The Self-Study Steering Committee made significant progress this spring, planning the outline of the self-study and the process through which information and analysis for the self-study will be gathered and accomplished. Now it is time to turn to the many constituencies that make up the college, asking for help in thinking about where we stand now and what directions we may take in the future. The attached guide is tailored for academic departments and programs; other versions are going out to administrative offices and major student organizations.

The Steering Committee is committed to making the self-study process one that is fruitful for the college community at the same time that it meets the requirements of the Higher Learning Commission. We decided to organize the self-study around the elements of the college's mission statement. The explicit goals embedded in the mission statement will provide guideposts for analyzing the accomplishments and challenges of the last ten years, as well as for looking to the future. We plan to model in the self-study a process of assessment: starting with the goals in the mission statement, gathering evidence to determine whether and how the goals are being met, analyzing the evidence, disseminating the results in the self-study, and then feeding back those results into the ongoing strategic planning process at the college so that we can further advance the quality of higher learning at Knox.

We are asking many of the areas of the college to put together small self-studies, each one reflecting both on a specific part of the college, as well as on the college as a whole. We will draw heavily on this material as we put together the formal, institutional self-study; in addition, all of the smaller self-studies will be available to the evaluation team when they're on campus, gathered in the Resource Room that will be set up for their visit.

Attached is a template designed to guide your self-study. Consider this as a guide, to be adapted as will best suit your needs. Included with the guide is a double-sided sheet with the college's mission statement. One side has the official mission statement as it appears in the college catalog and elsewhere, while the other side has the mission statement re-figured as a list of elements. Our suggestion is that you consider these elements as guideposts as you conduct your self-studies. (This material will also be sent to you in a Word document, to make it easy for you to use the contents directly.)

See the first page of the guide for details on how to get started, including the possibility of a funded retreat and a small stipend for the person leading your self-study effort. If you have any questions, or would like help in getting started on your self-study, just let me know, and I'll be happy to help out.

THE PROCESS FOR ACADEMIC DEPARTMENTS/PROGRAMS (hereafter referred to as "departments")

Deadline for submission of self-studies: February 1, 2009. If you can submit your report earlier than this date, please do so—it would be a big help!

Getting started

- Decide on who will lead the self-study. While we anticipate that all members of the department will be involved in discussion, you'll want to designate one person to coordinate the effort and to be responsible for writing the drafts of the study; this might be the Chair of the department, but it could well be someone else in the department. The self-study coordinator will receive a modest stipend of \$300 for taking on this task. (The stipend will be paid when the self-study is submitted.) We also encourage you to bring students into the process: majors/minors and/or students who are not majors/minors but who have taken introductory level courses. This could be as participants in the discussions, or it could be through surveys, interviews, or focus groups.
- Gather documents that will help you review the last ten years. Relevant sections of the 1999 college catalog and documents on mission/assessment from the 1990s are being sent to department chairs with this guide. Search your files for any other documents that will help you track developments of the last ten years, or that will serve as evidence for particular achievements and/or challenges. You'll also find useful information in the Encyclopedia Knoxensis, on the Registrar's web page, especially the links to "Enrollments" and "Major Tables."
- Block off some time for your department to accomplish this task. If you would like to use a day this summer, or a week-end day during fall term, for a small retreat, perhaps at an off-campus location (e.g. Prairie Inn or one of the B & Bs in town), there is funding available to cover rental of the room and a meal. If you would like to do anything that has a cost associated with it, let me know in advance.

Nature of your report: Your final report does not have to be in narrative, paragraph form. In fact, a report in list format, following the outline below (adapted as needed) would be easiest for us to line up with other reports as we compile them for use in our analysis.

Supporting documents: Along with your report, please send in any and all documents that you think might be helpful as supporting evidence for or supplementary to your report.

GUIDE FOR THE SELF-STUDY
WITHIN YOUR DEPARTMENT

- 1) Look over **THE LAST TEN YEARS** in your department. What were:
 - a) key markers (critical moments or events, good or bad)
 - b) significant changes
 - c) biggest challenges (and how were they met, or not)
 - d) biggest successes
- 2) Consider your **MISSION**.
 - a) What are the fundamental goals of your department? (Keep your list under ten items.)
 - b) Looking at the Elements of the Mission Statement (attached): How do your department's goals mesh (or not) with this list?
 - c) Consider what you might learn from the comparison of departmental and college missions. Are there ways in which the mission of your department is illuminated by the college's? Are there elements present in your department mission but absent from the college mission that you think could be more widely applied?
- 3) **ASSESSMENT**
 - a) How do you know whether the goals of your department are being achieved? What evidence/indicators do you look to? Is any regular method of review carried out? If so, how often?
 - b) If you do not currently have regular methods of assessment, this is an opportunity to begin--and you'll have lots of company! Pick one of your goals and implement a plan to examine it:
 - i) Design a means of gathering information that will enable you to see if the goal is being achieved, and include in your self-study a description of what you have devised. (The next two parts will be done later in the year; we'll ask for a report in summer 2009.)
 - ii) Gather the information during 2008-09.
 - iii) Analyze the data and make recommendations for improvement where the data suggests such is called for.
- 4) **THE FUTURE**
 - a) What are the strengths of your department that you will most rely on in the next ten years?
 - b) What are ongoing challenges that you face?
 - c) What new challenges may be on the horizon?
 - d) What important agenda items do you anticipate for your department in the next couple of years? in the next five-ten years?

We are also interested to know your thoughts on the college as a whole, beyond your particular department:

FOR THE COLLEGE AS A WHOLE

- 1) Look over **THE LAST TEN YEARS** of the college's history. What were:
 - a) key markers (critical moments or events, good or bad)
 - b) significant changes
 - c) biggest challenges (and how were the met, or not)
 - d) biggest successes

- 2) Consider the college's **MISSION STATEMENT**.
 - a) Where are we doing well?
 - b) What elements need more attention?
 - c) On a scale of 1 to 10, how well does the college's mission statement express your understanding of the college's mission? (10 is very well, 1 is not at all)
 - d) What changes, if any, would you recommend in the college's mission statement?

- 3) **THE FUTURE**
 - a) What are the strengths of the college that you think we will most rely on in the next ten years?
 - b) What are ongoing challenges that we face?
 - c) What new challenges may be on the horizon?
 - d) What important agenda items would you like to see the college address in the next couple of years? in the next five-ten years?

Appendix 5

LIST OF COMPLETED SELF-STUDIES

ACADEMIC DEPARTMENTS AND PROGRAMS

American Studies
Anthropology & Sociology
Art and Art History
Asian Studies
Biochemistry
Biology
Black Studies
Business & Management
Chemistry
Classics
Computer Science
Economics
Educational Studies
English
Environmental Studies
Film Studies
Green Oaks Term
Gender & Women's Studies
History
Integrated International Studies
Journalism
Latin American Studies
Mathematics
Modern Languages and Literatures
Music
Neuroscience
Philosophy
Physics
Political Science and International Relations
Preceptorial
Psychology
Religious Studies
Social Service
Sport Studies
Theatre & Dance

ADMINISTRATIVE OFFICES

Academic Affairs

Associate Dean of the College
 Athletic Department
 Center for Global Studies
 Computer Center
 Dean of the College
 Library
 Office of Instructional Technology Support
 Registrar

Admission and Financial Aid**Advancement**

Advancement Communications
 Advancement Overall
 Alumni Relations
 Corporate and Foundation Grants
 Knox Fund

Board of Trustees**Finance and Administrative Services**

Bookstore
 Business Office
 Campus Safety
 Dining Services
 Facilities Services
 Human Resources
 Purchasing
 Tom Axtell self-assessment, July 2002

President**Public Relations****Student Development****Miscellaneous**

Cultural Events Committee
 Science-Math Center plans

STUDENT GROUPS

InterVarsityChristian Fellowship
 Student Senate
 Terpsichore

Appendix 6

USE OF SURVEY DATA IN THIS SELF-STUDY

Both external and internal surveys have been used in preparing the analysis of this self-study. External surveys (mainly CIRP and NSSE, described below) enable us to compare Knox with other institutions, and to see how students' responses to the same questions change over time. Internal surveys allowed us to ask questions not found on the standardized surveys, and to focus on some issues particular to Knox.

While the CIRP and NSSE surveys have been administered regularly at Knox over the last decade, limited use has been made of the data. Until this year, the data was sent to the Admission Office, which made use of data relevant to recruitment of new students. Sometimes another person/office would consult the data; for example, NSSE data was used in an analysis of the CLA (Collegiate Learning Assessment) results, after that exam was administered in 2006/07. Now that we have the new Office of Institutional Research and Assessment (OIRA), the CIRP and NSSE data will be collected and analyzed there, with results shared with appropriate offices and governance committees across campus. This first year of OIRA—also the year of the writing of this self-study—has been transitional; a major task has been the collection in one place of data that has been scattered across campus. We have focused our analyses for the self-study on the 2008 NSSE and CIRP data; this data presents a "snapshot" rather than a longitudinal overview.¹ Where analysis of this data triggers interest, and is being taken into account for future planning, we encourage a first step of further data review, using older NSSE and CIRP data on hand as well as looking at more current data as it is produced. In the future, with data disseminated to relevant offices, use will be made of it in an ongoing way, across the campus. Future self-studies will benefit greatly from regular use of survey data throughout the next ten-year period.

CIRP (Cooperative Institutional Research Program of the Higher Education Research Institute) Freshmen Survey and College Senior Survey are administered annually at Knox. First-year students take the Freshmen Survey during student orientation, giving us a snapshot of the late high-school experience of entering Knox students. Seniors take the College Senior Survey during the rehearsal for commencement, capturing Knox students at the end of their time here. Seniors have the option of giving permission to have their responses matched up with those that they gave when they first entered Knox, four years previously. In 2008, of the 235 Knox students who completed the CIRP survey in the senior year, 172 (73%) could be matched with their earlier responses, giving us a longitudinal perspective of change over students' time at Knox. In reporting change over time, a negative number indicates a decrease in the percentage of students reporting a particular behavior or attitude; a positive number indicates an increase. The comparison group for the CIRP survey is 3,842 students from 73 other non-sectarian four-year

¹ The 2008 CIRP data includes a comparison of seniors back to when they were first-years in 2004, giving a longitudinal view on those students. But we have not compared that change over time to other years for which we have CIRP data on seniors and the same students as first-years (2000/2004, 2001/2005). We also have NSSE data from these previous years: 2002, 2003, 2006.

colleges, ranging from Amherst and Babson to Williams and Willamette. This comparison allows us to see how change over time at Knox compares to that at peer institutions.

NSSE (National Survey of Student Engagement): Knox administers NSSE every other year. This survey is administered to first-year students in late winter and to seniors during commencement rehearsal. No matching of seniors with their earlier responses is possible, so NSSE yields "snapshot" rather than longitudinal data. NSSE provides statistical analysis of the level of significance in the difference between Knox and three groups of institutions, allowing us to focus on those measures that show a strongly significant difference, and to distinguish our close peers from other institutions. In 2008, our "selected peers" for NSSE comparisons were the 25 ACM, GLCA, and CTCL (Colleges That Change Lives) institutions that participated in NSSE that year.² The second comparison group is made up of the 141 colleges in our Carnegie Class of Baccalaureate Colleges (Arts & Sciences). The third comparison group is all institutions participating in NSSE in 2008.³ Our analysis has focused on the comparison with our selected peer group, because it is the most meaningful group for us, being a small group of colleges to whom we are most similar and with whom we are in direct competition. This closeness of type and purpose in the institutions also makes especially meaningful any of the measures in which we outshine these peers. Comparing with these peer institutions that we have selected ourselves is a more rigorous test of Knox's distinction than using the other comparison groups. Should we wish an additional institutional ego boost, however, looking at our comparison to the Carnegie Class institutions and, even more so, "all NSSE" institutions, would provide it, as there are statistically significant positive differences on almost every measure when comparing to these larger groups.

Full summary reports of CIRP and NSSE data from 2008 may be found in the Resource Room.

Internal surveys: The Self-Study Steering Committee developed four survey instruments for Knox students, faculty, staff, and recent alumni, which were administered through the Office of Institutional Research and Assessment in February 2009. A summary of the quantitative data from these surveys is in Appendix 7; a full summary of the data collected, including written comments, is available in the Resource Room. The student survey was administered to the 513 students attending a 3rd period class on February 25. The faculty survey was administered during the February faculty meeting, with the option of mailing in a form for faculty who didn't attend the meeting; 71 faculty completed the survey. The staff survey was administered department by department, as people were able to gather; 164 staff completed the survey. We will be administering the HEDS alumni survey on a regular basis beginning in fall 2009. In the meantime, we decided to focus a tailored alumni survey on the classes of 2007 and 2008, the first students to be recruited fully with the new graduation requirements; the survey focused on students'

² In 2006, the CTCL colleges put together a comparison group so that schools could benchmark results against one another in that year's NSSE survey; that was a one-year collaboration.

³ We make occasional use of data from the 2003 NSSE survey. In 2003, only two comparison groups were used, "Baccalaureate-Liberal Arts" institutions (83 institutions) and all institutions participating in NSSE.

assessment of these requirements. The alumni survey was administered by e-mail; out of 442 e-mail sent and not bounced back, we got responses from 144 alumni, a 32.6% response rate--a very high response rate.

For those unfamiliar with the concept and measures of statistical significance: Statistical significance is a mathematical measure of how likely it is that an outcome is due to chance. Reports from NSSE (see below) indicate outcomes significant at three levels: $p < .05$ (meaning that the probability of the difference occurring by chance is less than 5%, or that we can be 95% confident that chance plays no role), $p < .01$ (less than 1% probability of occurring by chance) and $p < .001$ (less than 0.1% probability of occurring by chance). These three levels are signaled by asterisks:

- * $p < .05$ (confidence level is 95 percent)
- ** $p < .01$ (confidence level is 99 percent)
- *** $p < .001$ (confidence level is 99.9 percent)

When reporting Knox scores in comparison to other schools, asterisks are used to indicate the level of statistical significance. If the difference shows Knox lower than other schools, "(low)" is noted; otherwise, scores are higher. If there is no statistically significant difference (at a level of .05 or above), the sign "--" is used.

Indirect vs. direct measures: We have used survey data throughout the self-study for the insight it provides into the nature and qualities of students' experience at Knox, and the national surveys provide useful comparison points. Such indirect measures, based on student self-reporting, are not as strong as direct measures for assessing actual student learning. As we extend our assessment program, we will be developing direct measures as well, beyond the few that are currently in place in a few departments.

Appendix 7

INTERNAL SURVEYS: SUMMARY OF QUANTITATIVE RESULTS

During the fall of 2008, the Self-Study Steering Committee worked on an "Evidence Chart" that listed potential sources of evidence for the various sections of the self-study. From that chart, we identified areas where we would need more evidence, much of which could best be obtained through surveying Knox constituencies. After further discussion in the full committee, a sub-committee worked on the formulation of specific questions for survey instruments that were then administered in February 2009. The survey of recent alumni (classes of 2007 and 2008) was administered online in early March, with a response rate of 48% (144/300); the other surveys were completed on paper. The faculty survey was administered at the February faculty meeting, with follow-up to faculty who did not attend the meeting. Seventy-one of 135 (including part-time) faculty completed the survey.) The student survey was administered to all students sitting in a 3rd period class on February 25; this gave us surveys from 513 of 1,317 students enrolled on campus in winter term. The staff survey was administered to groups of staff, between March 1 and April 3; 164 of 273 staff members completed surveys.

This appendix gives a summary of the quantitative results from these surveys. Each of the four surveys also included space for open-ended comments. A compilation of all comments is archived in the Office for Institutional Research and Assessment.



Student Self-Study Survey Results

The following results are the valid percentages (excluding missing responses) to each of the questions. They may not add up to 100% due to rounding. The open-ended responses are not included to ensure confidentiality. Total respondents = 513

How characteristic of Knox, in your experience, is each of the following values/ideals?	Valid N	1 - Very uncharacteristic	2 - Somewhat uncharacteristic	3 - Neutral	4 - Somewhat characteristic	5 - Very characteristic
Diverse	513	2%	7%	11%	47%	32%
Egalitarian	488	1%	4%	44%	36%	16%
Engaged	502	1%	2%	13%	46%	38%
Flexible	510	2%	4%	15%	43%	36%
Friendly	506	1%	2%	6%	37%	54%
Informal	506	1%	4%	25%	45%	26%
Open	510	2%	3%	10%	44%	42%
Supportive	507	1%	3%	10%	41%	45%
Tolerant	511	2%	4%	16%	43%	36%

Please indicate your level of agreement with the following statements:	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree
Inside the classroom, the learning environment at Knox is characterized by a critical exchange of ideas.	510	1%	2%	12%	64%	21%

Outside the classroom, conversation about things like politics, education, religion, etc. is characterized by a critical exchange of ideas.	512	2%	4%	19%	52%	24%
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How likely are you to do the following:	Valid N	1 - Not at all	2 - Unlikely	3 - Neutral	4 - Likely	5 - Definitely
Turn to someone in the Knox community for help when you are having <u>academic</u> difficulty.	510	1%	6%	11%	42%	40%

Turn to someone in the Knox community for help when you are having <u>personal</u> difficulty.	510	5%	18%	23%	37%	18%
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Characterize the relations between <u>students</u> and the groups listed below:	Valid N	1 - Very negative	2 - Negative	3 - Neutral	4 - Positive	5 - Very positive
Faculty	509	0%	0%	6%	57%	37%
Administrators	508	1%	4%	31%	49%	14%
Staff (secretarial, food service, custodial, etc.)	507	0%	2%	21%	51%	25%
Other students	510	0%	1%	13%	61%	24%
The Galesburg community	507	4%	30%	49%	15%	2%

My <u>current</u> advisor is familiar with:	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	6 - Don't know or N/A
Knox's graduation requirements	512	1%	2%	3%	31%	64%	1%
College policies and procedures (e.g., dropping/adding courses, incompletes, transfer credits, etc.)	512	0%	2%	5%	37%	53%	3%
Extra-curricular opportunities	510	1%	6%	19%	31%	24%	19%
Off-campus opportunities	512	2%	5%	18%	31%	22%	23%
Options after graduation	511	2%	3%	13%	28%	31%	24%
Major requirements	510	0%	2%	6%	25%	65%	2%
Support services on campus (e.g., counseling, Center for Teaching and Learning, financial aid., dean's office, registrar, etc.)	511	1%	2%	13%	30%	33%	22%

Indicate your level of agreement with the following statements about your current advisor:

	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	6 - Don't know or N/A
My advisor listens to me.	511	1%	1%	4%	33%	61%	1%
My advisor is responsive to my concerns.	510	1%	2%	6%	36%	54%	0%
My advisor encourages me to take responsibility for my academic planning.	512	1%	1%	10%	35%	53%	1%
My advisor is available during office hours and/or by appointment.	510	1%	2%	4%	28%	64%	1%
If I contact my advisor, I usually get a response within two days.	511	3%	4%	4%	23%	64%	2%
My advisor is approachable.	511	1%	3%	6%	23%	67%	0%
My advisor helps me understand what goals are realistic	510	1%	5%	15%	34%	40%	5%
When my advisor does not know something we need for making academic plans, s/he finds out and/or directs me to the appropriate source.	512	1%	4%	6%	27%	56%	7%
During advising meetings, I have adequate opportunity to raise my academic or other concerns.	512	1%	1%	6%	29%	62%	0%
When I've faced an academic difficulty and asked my advisor for help, s/he has helped me out.	512	1%	2%	12%	23%	41%	20%
I am satisfied with my advisor.	512	3%	3%	8%	24%	62%	0%

My current advisor has helped me plan for:

	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	6 - Don't know or N/A
Coursework beyond the next term	510	3%	8%	14%	35%	33%	8%
Internships	510	5%	15%	27%	11%	7%	35%
Off-campus programs	510	4%	13%	25%	16%	13%	30%
Life after Knox	510	5%	12%	25%	19%	15%	24%

Indicate your level of agreement with the following statements:

	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	6 - Don't know or N/A
I prepare ahead of time for my pre-enrollment advising sessions, looking over the course schedule and choosing courses.	512	0%	1%	4%	26%	69%	0%

I keep track of where I stand with regard to requirements for graduation, my major, and my minor or second major.

	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	6 - Don't know or N/A
	512	0%	3%	9%	27%	61%	0%

I have looked at my EDR at least once since the beginning of this academic year. (The EDR is your “educational development record” – a summary of your academic record available on the Registrar’s website.)

Valid N = 511
 82% Yes 18% No

I have asked for advice about academic and/or career planning from someone at Knox other than my advisor. **Valid N = 511**

75% Yes 25% No



In the last five years, have you attended a conference or workshop on teaching and learning (either on or off campus)? **Valid N = 71**
 79% Yes 21% No

In the last five years, have you given a presentation on teaching and learning (either on or off campus)? **Valid N = 71**
 54% Yes 46% No

In the last five years, have you published on teaching and learning? **Valid N = 71**
 16% Yes 84% No

Faculty Self-Study Survey Results

The following results are the valid percentages (excluding missing responses) to each of the questions. They may not add up to 100% due to rounding. The open-ended responses are not included to ensure confidentiality. Total respondents = 71

How characteristic of Knox, in your experience, is each of the following values/ideals?	Valid N	1 - Very uncharacteristic	2 - Somewhat uncharacteristic	3 - Neutral	4 - Somewhat characteristic	5 - Very characteristic
Diverse	70	1%	1%	10%	54%	33%
Egalitarian	69	0%	1%	10%	49%	39%
Engaged	66	5%	0%	11%	42%	42%
Flexible	70	3%	1%	21%	36%	39%
Friendly	70	1%	1%	1%	37%	59%
Informal	70	0%	3%	6%	36%	56%
Open	70	1%	4%	21%	50%	23%
Supportive	70	4%	0%	10%	41%	44%
Tolerant	70	3%	4%	11%	51%	30%

Please indicate your level of agreement with the following statements:	Valid N	1 - Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree
Inside the classroom, the learning environment at Knox is characterized by a critical exchange of ideas.	70	1%	1%	13%	61%	23%

Outside the classroom, conversation about things like politics, education, religion, etc. is characterized by a critical exchange of ideas.	69	4%	3%	32%	45%	16%
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Characterize the relations between faculty and the groups listed below:	Valid N	1 - Very negative	2 - Negative	3 - Neutral	4 - Positive	5 - Very positive
Students	71	0%	1%	0%	51%	48%
Administrators	71	3%	6%	24%	55%	13%
Staff (secretarial, food service, custodial, etc.)	69	0%	0%	23%	51%	26%
Other faculty	71	0%	0%	11%	68%	21%
The Galesburg community	70	1%	9%	60%	26%	4%

Indicate how often the following statements are an accurate description of an honors project or the Honors Program.	Valid N	1 - Never	2 - Rarely	3 - Sometimes	4 - Most of the time	5 - Almost always
An Honors project requires a significant time commitment from faculty member who is the chair of the committee.	68	0%	0%	3%	29%	68%

Honors is a worthwhile experience for the student.	67	0%	0%	18%	42%	40%
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Honors is a worthwhile experience for the faculty chair.	66	0%	5%	36%	49%	11%
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Having outside examiners is a worthwhile part of the Honors Program.	65	0%	2%	11%	28%	60%
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The process for approving Honors projects works well.	66	2%	9%	49%	29%	12%
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In general, how often do you think independent study is a valuable experience for...	Valid N	1 - Never	2 - Rarely	3 - Sometimes	4 - Most of the time	5 - Almost always
Student(s)	71	0%	6%	34%	49%	11%
Teacher	71	3%	25%	45%	21%	6%

If approached with what you consider an inappropriate request for an independent study, how often do you say no? **Valid N = 65**
 2% Never
 6% Rarely
 28% Sometimes
 29% Most of the time
 35% Almost always



Staff Self-Study Survey Results

The following results are the valid percentages (excluding missing responses) to each of the questions. They may not add up to 100% due to rounding. The open-ended responses are not included to ensure confidentiality. Total respondents = 164

How characteristic of Knox, in your experience, is each of the following values/ideals?	Valid N	1 - Very uncharacteristic	2 - Somewhat uncharacteristic	3 - Neutral	4 - Somewhat characteristic	5 - Very characteristic
Diverse	162	1%	1%	8%	35%	54%
Egalitarian	157	1%	12%	28%	36%	23%
Engaged	162	1%	4%	19%	49%	28%
Flexible	160	1%	7%	28%	38%	26%
Friendly	162	1%	2%	15%	40%	41%
Informal	162	1%	3%	19%	48%	29%
Open	161	1%	8%	17%	42%	32%
Supportive	159	2%	5%	19%	44%	30%
Tolerant	163	2%	12%	16%	41%	29%

Characterize the relations between <u>staff</u> and the groups listed below:	Valid N	1 - Very negative	2 - Negative	3 - Neutral	4 - Positive	5 - Very positive
Students	163	1%	1%	9%	61%	29%
Administrators	160	1%	7%	33%	46%	13%
Faculty	159	1%	9%	38%	43%	8%
Other staff	160	1%	3%	22%	57%	17%
The Galesburg community	162	0%	5%	34%	47%	14%



Recent Alumni Self-Study Survey Results

The following results are the valid percentages (excluding missing responses) to each of the questions. They may not add up to 100% due to rounding. The open-ended responses are not included to ensure confidentiality. Total respondents = 144

How characteristic of Knox, in your experience, is each of the following values/ideals?	Valid N	1 - Very uncharacteristic	2 - Somewhat uncharacteristic	3 - Neutral	4 - Somewhat characteristic	5 - Very characteristic
Diverse	144	1%	3%	4%	40%	53%
Egalitarian	144	1%	3%	22%	42%	32%
Engaged	144	1%	1%	9%	31%	58%
Flexible	144	1%	4%	6%	38%	52%
Friendly	144	0%	1%	2%	26%	71%
Informal	144	0%	1%	6%	33%	60%
Open	144	0%	1%	4%	35%	59%
Supportive	144	1%	5%	4%	29%	62%
Tolerant	144	0%	6%	8%	44%	42%

My Knox education...	Valid N	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
has helped me to understand myself.	144	1%	1%	8%	37%	53%
has helped me to put learning to use to accomplish personal goals.	144	1%	2%	4%	40%	54%
has helped me to put learning to use to accomplish social goals.	144	1%	3%	16%	42%	39%
has helped me to understand our society and world.	144	1%	1%	6%	39%	53%
challenged me with high expectations.	144	1%	2%	6%	37%	54%
challenged me with persistent demands for rigorous thinking.	144	1%	1%	6%	31%	61%
engaged me in the pursuit of fundamental questions.	144	1%	4%	8%	36%	52%
has helped me reach my own independent judgments.	144	1%	2%	8%	33%	57%
fostered a lifelong love of learning.	144	1%	3%	7%	28%	62%
has helped me to live with purpose.	144	1%	4%	18%	34%	42%
has helped me contribute to the well-being of others.	144	1%	1%	15%	35%	48%
fostered a sense of competence.	144	1%	1%	8%	39%	51%
fostered a sense of confidence.	144	1%	3%	10%	35%	51%
fostered a sense of proportion.	144	2%	6%	21%	38%	34%

		<u>Question One</u>		<u>Question Two</u>		<u>Question Three</u>	
		<i>How important or valuable is ... in a Knox education?</i>		<i>How effective is the current format of ... at meeting the intended goal?</i>		<i>How much change would you like to see to the graduation requirement of ...?</i>	
Graduation requirements:	<i>Valid</i> <u>N</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>	<u>Mean</u>	<u>Std. Dev.</u>
Educational Plan	144	5.5	2.54	3.7	2.13	6.2	2.02
First-Year Preceptorial	144	6.4	2.23	4.9	2.19	5.7	2.13
Area Courses	144	8.0	1.46	7.2	1.53	3.6	2.27
Writing Competency	144	8.2	1.12	6.7	1.82	4.0	2.26
Oral Presentation	144	7.9	1.27	6.4	1.85	4.0	2.15
Quantitative Literacy	144	7.3	1.77	6.1	1.89	4.1	2.20
Second Language	144	7.4	1.73	6.7	1.98	3.6	2.32
Understanding Diversity	144	7.9	1.76	6.3	2.26	4.4	2.53
Experiential Learning	144	7.8	1.77	6.3	2.26	4.2	2.39

Scales for questions:

Question One: 1 = Not at all important to 9 = Extremely important

Question Two: 1 = Not at all effective to 9 = Extremely effective

Question Three: 1 = No change is necessary to 9 = A great deal of change is needed

Appendix 8

INTERNAL SURVEYS: SUMMARY OF DATA ON KNOX VALUES

Percentages given are: percent of each group who indicated the given value as ‘somewhat characteristic’ or ‘very characteristic’ of Knox. After the combined rating, groups are listed from most positive to least positive on each value.

VALUE	group	% positive
DIVERSE	combined	84
	recent alumni	93
	staff	90
	faculty	87
	students	80
EGALITARIAN	combined	60
	faculty	88
	recent alumni	74
	staff	59
	students	51
ENGAGED	combined	84
	recent alumni	90
	faculty	85
	students	84
	staff	77
FLEXIBLE	combined	78
	recent alumni	90
	students	79
	faculty	74
	staff	64
FRIENDLY	combined	91
	alumni	97
	faculty	96
	students	91
	staff	82
INFORMAL	combined	77
	recent alumni	93
	faculty	91
	staff	77
	students	70
OPEN	combined	84
	recent alumni	94
	students	86
	staff	74
	faculty	73
SUPPORTIVE	combined	85
	recent alumni	90
	students	86
	faculty	86
	staff	70
TOLERANT	combined	79
	recent alumni	86
	faculty	81
	students	79
	staff	71

Appendix 9

STATEMENT OF EDUCATIONAL GOALS

Statement of Educational Goals (November 2000)

Knox College provides students with an academically rigorous education in a residential context that supports intellectual, personal, and social growth. A Knox education is a transforming experience that leads students to challenge, question, discover, and participate actively in the community of ideas; to recognize and negotiate the conflicts and ambiguities of ideas, beliefs and perspectives; to fulfill personal aspirations; and ultimately to lead richer and more purposeful lives.

A primary focus of a Knox education is the acquisition of knowledge, both within and across the disciplines. But our goals extend far beyond that. Knox College is committed to a *liberal* or liberating education, a process through which individuals learn from established ideas and from their own experiences, relate them to those of others, and see past their limits. Knox students learn as deeply and richly as possible about what is known and about what might yet be discovered and reconsidered in the world around them. They question the source, importance, and consequences of ideas, so as to not merely accept them, but to evaluate and give them meaning, transcending the boundaries of that which is handed down.

A Knox education also helps students develop an appreciation for the equality and dignity of all people and a sense of caring regard for others. The College instills and nurtures the values of justice and social accountability, and the commitment and skills to draw independent conclusions about what these concepts mean.

At Knox, these goals inform the development of the whole person, which occurs both in and outside the classroom, on and off campus. Students grow from their academic, social, cultural, athletic, and residential experiences. That growth is made especially powerful when students integrate out-of-class opportunities with in-class learning. A Knox education is, then, a *residential* education, enhanced by experiences which actively involve students, faculty, and staff in an intellectual community.

These goals of a Knox education require that students develop and strengthen abilities to inquire, to analyze, and to communicate and express by: critical reading, observation, and listening; creative and aesthetic exploration and interpretation; qualitative, quantitative, and experiential methods; rigorous formulation, testing, and interpretation of hypotheses and theories; informed use of technology; and persuasive argumentation and effective written and oral expression. Students use these abilities to form reasoned judgements, communicate them to others, and put them into practice.

The goals also recognize that these modes of inquiry, analysis and communication help bring into focus fundamental questions that are essential to the ideals of a liberal education, such as the following:

- What does it mean to be human? What do humans have in common? What is consciousness? What are reason, emotion, memory, and imagination?
- What are the relationships between and among individuals, societies, cultures, nations, and environments? How do we form identity? What does it mean to be a citizen? A non-citizen? What is our place in an increasingly technological world? How do institutions facilitate or hinder interactions among people, with technology and with the environment?
- How do we define nature and what is our place in it? How do life processes work? What is our relationship to, and responsibility for, our physical environment?
- How do we know what we know about the physical world? How was the universe formed, and how does it change? What is randomness? How do we attempt to manage it?
- Why do we have values? Where do they come from?
- Where does meaning come from? How is meaning created through structure, pattern, and style? What is beauty? How do we know? What makes a work of art or literature 'great'? What are the limits of language?
- What is knowledge? How is it created or discovered? How is it preserved and by whom? What makes an idea powerful? How are feeling and experiencing ways of knowing? How do we decide what is better or truer? Who decides what is important? How do disciplines know what they know?
- What does it mean to be an educated person? What is the purpose of my education?
- What impact will I have on the world?
- What does it mean to be free? To whom/what am I accountable?

Knox graduates are prepared to pursue their life's ambitions, and to do so with deeper and richer understandings, aspirations, responsibility and purpose. They are committed to put learning to use, to adapt, and to embrace change. Knox graduates are prepared for success and an appreciation of the personal and social responsibilities that success entails.

Approved by the Faculty
as a guide for subsequent stages
of the general education review
November 2000

Appendix 10

SELF-DESIGNED MAJORS AND MINORS, 2005-2008

SELF-DESIGNED MAJORS, 2005-2008

Behavioral Neuroscience
Biopsychology
Business & Society
Child Development
Communications
Conservation Biology
Corporate Communications
Creativity and Gender
Criminal Justice
East Asian Studies [before the introduction of an Asian Studies major]
Graphic Design
Human Kinesiology
Japanese Language
Japanese Studies (3) [before the introduction of an Asian Studies major]
Journalism
Land Use/Urban Planning
Latin American Studies
Legal and Political Philosophy
Neurobiology
Political Economy
Political Economy of Inequality
Political Journalism
Public Policy
Science Writing
Sociology of Education
Visual Culture

SELF-DESIGNED MINORS, 2005-2008

2D Works in Physical & Digital Media
Adult Education
Aesthetics
Applied Mathematics
Art Therapy
Asian Studies (2)
Biomedical Sciences
Classical Civilization
Classical Culture, Literature & Drama
Communications
Comparative Health Care
Comparative Social Movements
Developmental Studies

Documentary Photography of Dance
Early & Alternative Music
East Asian Studies
Education and its Content
Education Policy
Educational Studies
Engineering Mathematics
Entrepreneurial Business
Environmental Economics
Ethnic Diversity & Health Science
Film Studies (7) [before recent introduction of Film Studies minor]
Film Critical, Technical, & Emotional Studies
Graphic Design
Health Studies
History of Philosophy
Human Behavior & Society
Human Nature
Language Arts & Literacy
Linguistics
Mathematics of Economics
Media Theories
Middle Eastern Studies (3)
Peoples, Cultures, & the Environment
Photojournalism
Physical Therapy
Political Journalism
Political Philosophy
Political Psychology
Psychology & Education
Race & Gender Studies
Representing the Self
Rhythmic Expressions of Mind & Body
Social Epistemology
Sports Administration
Sports Studies
Supernatural Studies
Theory of Language & Culture
Trans-Atlantic Studies
Visual Design Theory
Western Culture

Appendix 11

TABLES OF MAJORS AND MINORS

Majors 1999-2008

Major	fall99	fall00	fall01	fall02	fall03	fall04	fall05	fall06	fall07	fall08	Total
American Studies	1	1	4	2	1	1	2	2	5	3	22
Anthropology and Sociology	32	43	31	22	31	45	49	53	49	46	401
Art (History)	6	7	10	10	6	6	5	7	11	11	79
Art (Studio)	23	25	29	25	25	26	23	24	28	31	259
Asian Studies									1	8	9
Biochemistry	26	26	21	22	10	22	25	23	25	22	222
Biology	82	69	54	47	49	42	42	55	52	53	545
Black Studies	4	4	0	1	1	0	0	1	1	1	13
Chemistry	23	20	23	16	23	17	14	16	18	20	190
Classics	8	10	9	9	11	9	8	6	6	7	83
Classics and Modern Languages	1	0	0	0	0	0	0	0	0	0	1
Computer Science	34	49	38	25	21	16	12	11	18	14	238
Economics	75	83	70	64	46	43	42	47	63	62	596
Education	86	84	74	65	57	53	69	89	82	76	735
English - Literature	25	24	22	27	27	27	38	53	45	39	327
English - Writing	36	31	35	38	42	44	51	71	69	65	482
Environmental Studies	0	7	16	18	18	22	20	26	29	33	189
French	9	9	9	8	6	2	3	5	6	2	59
German	3	2	0	0	0	3	4	1	3	2	18
German Area Studies	0	0	0	0	0	0					0
History	37	39	31	29	29	32	30	28	28	33	316
Independent/Self-Designed	7	5	6	4	11	13	14	8	9	11	88
Integrated International Studies	18	19	16	10	13	18	15	17	20	14	160
International Relations	14	20	20	11	10	14	21	16	22	29	177
Math Finance/Financial Math					4	4	3	3	7	5	26
Mathematics	17	13	14	18	18	15	16	17	15	16	159
Modern Languages	10	10	8	4	2	6	13	14	10	6	83
Modern Languages and Classics	0	0	0	0	0	0	0	0	0	0	0
Music	13	17	21	17	21	18	16	13	16	16	168
Neuroscience								7	16	16	39
Philosophy	14	7	17	21	17	10	5	9	19	23	142
Physics	10	8	7	9	11	17	20	24	23	13	142
Political Science	42	32	30	37	40	37	41	43	40	53	395
Psychology	55	62	62	60	67	52	41	48	60	71	578
Russian	3	2	3	2	2	1	4	2	3		22
Russian Area Studies	0	0	0	1	1	1	0				3
Spanish	30	32	24	21	17	16	14	20	23	29	226
Theatre	21	19	14	7	14	20	20	22	33	30	200
Women's Studies/Gender &	6	8	5	6	6	5	6	8	8	7	65
Total	771	787	723	666	657	657	687	789	863	867	7457

Minors 2002-2008

Minor	02-'03	03-'04	04-'05	05-'06	06-'07	07-'08	Total
American Studies	0	0	0	0	0	0	0
Anthropology and Sociology	7	10	4	14	12	21	68
Art (History)	1	2	0	10	4	10	27
Art (Studio)	4	6	1	4	6	8	29
Biochemistry	0	2	2	2	1	4	11
Biology	2	2	8	12	7	10	41
Black Studies	0	1	2	2	2	2	9
Business & Management	11	6	15	30	24	25	111
Chemistry	0	1	2	3	7	7	20
Classics	0	0	3	1	2	2	8
Computer Science	1	0	2	1	3	2	9
Dance	1	2	2	4	0	5	14
Economics	2	6	4	5	6	5	28
English - Literature	1	2	1	5	10	13	32
English - Writing	2	3	3	5	4	3	20
Environmental Studies	2	10	4	5	9	6	36
Film Studies	0	0	0	0	0	0	0
French	3	1	2	4	2	4	16
Gender & Women's Studies	4	8	3	5	7	15	42
German	2	2	3	2	1	1	11
History	11	6	4	14	15	5	55
Independent/Self-Designed	0	2	5	19	18	18	62
International Relations	2	0	1	1	2	3	9
Japanese	0	0	1	1	0	1	3
Japanese Studies	0	1	2	1	0	0	4
Journalism	0	1	5	4	8	3	21
Latin American Studies	1	3	0	2	0	4	10
Math Finance/Financial Math	0	0	0	0	0	0	0
Mathematics	3	6	4	2	4	6	25
Music	1	1	0	2	3	4	11
Neuroscience	5	2	3	2	2	3	17
Philosophy	0	0	1	2	2	4	9
Physics	0	0	4	1	1	2	8
Political Science	1	5	0	4	6	3	19
Psychology	10	7	6	6	16	14	59
Religious Studies	1	0	1	3	2	2	9
Russian	1	0	0	1	0	0	2
Social Service	3	2	3	5	9	8	30
Spanish	10	5	6	7	4	14	46
Theatre	1	4	3	3	5	3	19
Total	93	109	110	194	204	240	950

Appendix 12

**INDEPENDENT STUDY COURSES
1998-2008**

Independent Study Courses, 1998-2008

Year	250 level courses		
	Total # courses	(.5 credit)	(1 credit)
1998-99	111	68	43
1999-00	136	74	62
2000-01	172	95	77
2001-02	235	160	75
2002-03	164	85	79
2003-04	211	114	97
2004-05	203	111	92
2005-06	300	234	66
2006-07	197	126	71
2007-08	203	140	63

Year	350 level courses		
	Total # courses	(.5 credit)	(1 credit)
1998-99	176	75	101
1999-00	237	103	134
2000-01	237	85	152
2001-02	213	75	138
2002-03	213	85	128
2003-04	251	99	152
2004-05	214	68	146
2005-06	192	54	138
2006-07	205	76	129
2007-08	201	70	131

Year	Total # courses	# unique students	# unique faculty
1998-99	287	212	88
1999-00	373	251	104
2000-01	409	272	102
2001-02	448	292	96
2002-03	377	257	88
2003-04	462	338	100
2004-05	417	295	91
2005-06	492	346	96
2006-07	402	283	109
2007-08	404	297	99

Year	Honors 400 level courses		
	Total # courses	# unique students	# unique faculty
1998-99	101	40	27
1999-00	147	59	39
2000-01	167	69	45
2001-02	139	48	33
2002-03	145	55	40
2003-04	136	43	36
2004-05	98	42	27
2005-06	149	46	35
2006-07	112	40	33
2007-08	102	34	24

Appendix 13

**STUDENT DEVELOPMENT OVER FOUR YEARS
(PERSONAL, CULTURAL, INTELLECTUAL)
AS SEEN IN CIRP 2004/2008,
WITH SUPPLEMENTARY INFORMATION FROM NSSE 2008**

STUDENT DEVELOPMENT OVER FOUR YEARS (PERSONAL, CULTURAL, INTELLECTUAL) AS SEEN IN CIRP 2004/2008, WITH SUPPLEMENTARY INFORMATION FROM NSSE 2008				
	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
PERSONAL				
<i>involvement in politics/social justice</i>				
voted in a student election	19.7 (26.2-45.9)	7.0 (26.2-33.2)	These first three show Knox students to be more politically active than their peers.	
discussed politics frequently	-11.6 (48.4-36.8)	-8.0 (33.6-25.6)	Decrease at Knox and peers, but Knox is still left with a higher percentage.	
worked on a local, state, or national political campaign freq/occ ^a	3.9 (12.9-16.8)	-0.7 (10.3-9.6)		
socialized with someone of another racial/ethnic group frequently	-8.8 (73.0-64.2)	-15.9 (66.7-50.8)	Not encouraging to see this behavior decrease over four years, but the decrease is less at Knox and the remains characteristic of about 2/3 of students versus 1/2.	On several measures of interaction with students different from oneself, Knox seniors scored significantly higher than the selected peer institutions at a .001 level of significance (1e, 1u, 1v, 6e). ^b Seniors also marked Knox as more encouraging of such contact, also at a .001 level of significance (10c).
no time spent in volunteer work	8.9 (24.4-33.3)	31.9 (18.9-50.8)	The amount of time spent in volunteer work decreases both at Knox and other colleges, but 2/3 of Knox seniors do at least some volunteer work, versus only 1/2 at other colleges.	
performed volunteer work freq/occ ^a	-10.0 (87.4-77.4)	-25.3 (89.0-63.7)	confirming that Knox students perform more volunteer work than peers	Knox seniors have done volunteer work at a rate similar to that at selected peer institutions, and much higher than at Carnegie Class institutions (.001; 7b)
cooperativeness ^c	12.8 (65.4-78.2)	7.2 (70.5-77.7)	Knox starts low but increases to a bit above peers.	

^afreq/occ = frequently or occasionally

^bNSSE identifies differences between institutional responses at these levels of significance: * (p<.05), ** (p<.01), *** (p<.001); 001 is the strongest level of significance of the three.

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.

	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
aim of influencing the political structure ^d	4.1 (26.8-30.9)	0.4 (21.4-21.8)	Knox starts high and gets higher still.	
aim of influencing social values ^d	9.9 (43.4-53.3)	6.6 (41.7-48.3)	Knox is a little higher than peers.	
aim of becoming involved in programs to clean up the environment ^d	6.0 (25.8-31.8)	11.8 (17.5-29.3)	Knox starts high; lower increase, but stays higher.	
aim of helping others who are in difficulty ^d	8.0 (71.5-79.5)	10.5 (65.2-75.7)	Knox starts somewhat high and, even with a slightly lower increase, it stays somewhat high.	
aim of participating in a community action program ^d	13.2 (31.8-45.0)	9.2 (24.7-33.9)	Knox starts high and gets higher.	
aim of helping to promote racial understanding	5.3 (44.4-49.7)	9.2 (24.7-33.9)	Knox starts much higher and ends much higher, even with a lower amount of increase.	
aim of keeping up to date with political affairs ^d	0.0 (51.3-51.3)	4.6 (41.5-46.1)	Knox starts higher and ends higher, even with no increase.	
aim of becoming a community leader ^d	12.0 (30.0-42.0)	5.5 (33.1-38.6)	Knox starts a little low and ends high.	
aim of working to find a cure to a health problem ^d	12.8 (17.4-30.2)	8.0 (18.9-26.9)	Knox starts slightly lower but ends up somewhat higher.	
social life				
socialize with friends 16-20+ hrs/wk	9.8 (22.9-32.7)	0.6 (25.5-26.1)	Knox appears to be a relatively sociable place.	In the NSSE category of "relaxing and socializing," Knox seniors are not significantly different from our peer institutions, and are somewhat above Carnegie Class institutions (at a .05 level of significance; 9e). Knox is perceived as emphasizing "providing the support you need to thrive socially" at the same rate as our selected peers and more strongly than Carnegie Class (.01 level; 10f)
partying 3-10 hrs/wk	21.2 (30.0-51.2)	16.1 (28.1-44.2)		
self-confidence (social) ^c	17.7 (34.2-51.9)	8.6 (44.0-52.6)	Knox students start out lower in social self-confidence, but then move up to close the gap	

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.'

^dThese items measure: Student objectives noted as 'essential' or 'very important.'

	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
time spent in student clubs/groups, 3-15 hrs/wk	10.1 (41.8-51.9)	-2.9 (35.6-32.7)	Knox students spend increasing time in student clubs/groups, while at other schools, the time decreases a bit.	Knox seniors spend about the same amount of time in co-curricular activities as our selected peers, but significantly more than at Carnegie institutions (.001; 9a)
aim of raising a family ^d	5.2 (56.6-61.8)	2.0 (72.7-74.7)	Less important for Knox students, even with a somewhat higher increase over time.	
<i>religious life</i>				
attended a religious service freq/occ ^a	-30.6 (70.1-39.5)	-26.9 (80.2-53.3)	these next 3 items show lower religious/spiritual practice at Knox than other colleges	NSSE shows Knox first-year students as participating significantly less in "activities to enhance spirituality," but seniors are not significantly different to those at selected peer institutions (while lower than at Carnegie Class at a .01 level; 6c).
no time spent in prayer/meditation	17.5 (42.2-59.7)	11.2 (39.0-50.2)		
no current religious preference	1.2 32.3-33.5	3.1 21.6-24.7	1/3 of Knox seniors have no current religious preference, versus 1/4 elsewhere	In marking the extent to which the student's experience at the institution had contributed to "developing a deepened sense of spirituality," Knox rates lower than at selected peer institutions (.01 level; 11p).
<i>emotional and physical health</i>				
emotional health ^c	15.2 (32.9-48.1)	2.6 (51.4-54.0)	Knox students enter with significantly less self-confidence in emotional health, but improve a good deal over the four years, coming close to peers.	
felt depressed frequently	1.9 (13.1-15.0)	0.2 (7.6-7.8)	Depression affects more students at Knox, with a slightly higher increase as well.	
frequently felt overwhelmed by all I had to do	13.3 (31.0-44.3)	8.0 (29.8-37.8)	Accords with above on depression.	

^afreq/occ = frequently or occasionally

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.'

^dThese items measure: Student objectives noted as 'essential' or 'very important.'

	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
physical health ^c	12.6 (39.9-52.5)	-0.4 (52.4-52.0)	Similar on self-assessment of physical health.	NSSE shows that participation in physical fitness activities is much the same at Knox and other peer & Carnegie institutions (6b)
smoked cigarettes frequently	6.9 (4.3-11.2)	3.5 (3.4-6.9)	It's not surprising that use of tobacco and alcohol increases in the college years, but these next 3 are not items where we want to be higher performers than our peers.	
drank beer	40.9 (43.4-84.3)	31.2 (43.8-75.0)		
drank wine or liquor	44.7 (50.3-95.0)	33.3 (52.2-85.5)		
achievement orientation				
drive to achieve ^c	2.6 (69.6-72.2)	0.2 (78.1-78.3)	Knox has a bit more increase, but is still a little below peers.	
aim of having administrative responsibility for the work of others ^d	13.1 (19.1-32.2)	8.7 (29.3-38.0)	Knox starts low but does some catching up in 4 years.	
aim of being very well off financially ^d	2.7 (40.9-43.6)	-4.4 (58.8-54.4)	Knox starts significantly lower, so even with an increase instead of decrease, Knox seniors are 10 points lower than peers.	
aim of becoming successful in a business of my own ^d	4.6 (19.2-23.8)	1.8 (30.3-32.1)	Knox starts low and stays low, despite a somewhat higher increase.	
aim of becoming an authority in my field ^d	5.3 (50.3-55.6)	4.2 (55.0-59.2)	Knox is similar to peers.	
aim of obtaining recognition from my colleagues for contributions to my special field ^d	11.9 (41.7-53.6)	6.9 (46.9-53.8)	Knox students start a little low and then catch up.	
aim of becoming accomplished in one of the performing arts ^d	5.9 (26.2-32.2)	1.3 (18.9-20.2)	Knox starts high and gets higher.	
aim of creating artistic work ^d	13.2 (21.7-34.9)	6.1 (16.5-22.6)	Again, Knox starts high and gets higher.	

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.'

^dThese items measure: Student objectives noted as 'essential' or 'very important.'

	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
CULTURAL				
aim of writing original works (poems, novels, etc.) ^d	-1.4 (32.5-31.1)	3.3 (15.9-19.2)	Knox starts very high (probably related to the draw of a very strong creative writing program), so even with some decrease, it remains high.	
			NSSE only: Knox seniors more frequently attended a cultural performance (art exhibit, theatre, etc.), at a .001 level of significance both against selected peers and Carnegie (6a). In terms of perception of institutional emphasis on such activity, Knox was similar to selected peers and higher than Carnegie (.001 level; 10f).	
INTELLECTUAL				
self-confidence (intellectual) ^c	9.6 (58.1-67.7)	8.9 (59.6-68.5)	Knox is very similar to peers.	
understanding of others ^c	7.0 (65.6-72.6)	6.5 (64.3-70.8)	Again very similar.	
aim of developing a meaningful philosophy of life ^d	-3.3 (66.2-62.9)	9.1 (49.8-58.9)	Knox starts much higher, ending just slightly higher because of a decrease rather than increase.	
writing ability ^c	3.2 (66.9-70.1)	9.4 (56.0-65.4)	More Knox students come in and leave with confidence in writing ability, but less increase is experienced.	
artistic ability ^c	5.1 (44.3-49.4)	3.4 (33.9-37.3)	Knox is higher than peers.	
creativity ^c	4.6 (70.1-74.7)	7.0 (56.5-63.5)	Knox starts and ends higher than peers, even with lesser increase.	
mathematical ability ^c	-5.7 (34.8-29.1)	-6.6 (48.8-42.2)	Knox students' decrease is less than that at peer institutions, but we start out low and stay low.	
computer skills ^c	17.1 (23.4-40.5)	15.0 (29.4-44.4)	Knox is similar to peers.	
public speaking ability ^c	13.9 (36.7-50.6)	12.3 (39.3-51.6)	Knox is similar to peers.	
aim of making a theoretical contribution to science	9.2 (14.5-23.7)	1.5 (14.9-16.4)	Greater increase at Knox.	
aim of improving my understanding of other countries and cultures ^d	-6.7 (77.2-70.5)	7.3 (53.8-61.1)	Knox starts so much higher that even with a decrease instead of an increase, it ends up higher than peers.	

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.'

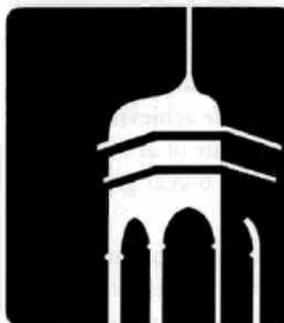
^dThese items measure: Student objectives noted as 'essential' or 'very important.'

	Knox change in percentage points	other college change in percentage points	comments on CIRP data	comparative data from NSSE
academic ability ^c	-1.2 (81.1-79.9)	-1.3 (81.5-80.2)	Knox is very similar to peers.	
plan to complete Ph.D. or Ed.D	4.2 (32.8-37.0)	2.1 (21.6-23.7)	This conforms with measures of Ph.D. success of Knox graduates.	

^cThese items measure: Compared with the average person of his/her age, student rated self 'above average' or 'highest 10% in given category.

Appendix 14

STRATEGIC PLAN



KNOX
COLLEGE

“The world has never needed the liberal arts and liberally educated leaders more than it does today. Individuals who are able to deal with complexity; individuals who are able to analyze, to speak persuasively, to understand multiple points of view, to be committed to social justice, to understand the human condition.”

— Roger L. Taylor '63, Installation Address

STRATEGIC PLAN

BE IT RESOLVED THAT:

In order to advance the mission of Knox College to provide a program of liberal learning to students of varied backgrounds, races, and conditions regardless of their financial means, the Board of Trustees of Knox College adopts the following strategic plan on October 19, 2007.



I. NURTURE ACADEMIC EXCELLENCE

- Stabilize the faculty by (a) maintaining a 12:1 student faculty ratio, (b) restoring the number of tenure line positions to levels commensurate with student enrollments, (c) implementing the Compensation Initiative for faculty and staff, and (d) maintaining faculty salary enrichment as a Priority 1 Institutional Fundraising Priority.
- Determine by June 30, 2008, the appropriate enrollment for the College, given its current, and reasonably anticipated, financial resources and the implications of the size of the student body for the appropriate faculty size, staff, and facilities.
- Determine by June 30, 2009, the organizational structure, staff, infrastructure, and financial resources needed to support instructional and administrative technology for the next decade.
- Continue to support the science and mathematics faculty in developing a vision for the teaching of science and mathematics and in completing a concept paper for the potential use of space by June 30, 2008, so that the planning and design of appropriate science facilities can begin.
- Maintain a student body that reflects Knox's historic commitment to access for students of varied backgrounds, races and conditions, regardless of financial means, while achieving and maintaining a first-to-second year retention rate of at least 90%, a 4-year graduation rate of at least 75%, and a 6-year graduation rate of at least 80%.
- Maintain a commitment to a student culture that continues to value an appreciation of difference, creativity, academic integrity, a shared sense of space and trust, a close relationship with faculty and staff, and participation in the affairs of the College.

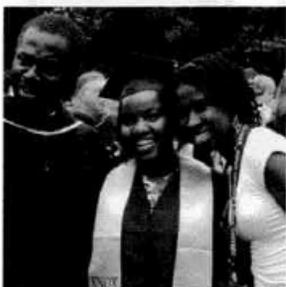
COMPLETED



II. STRENGTHEN INSTITUTIONAL SELF-CONFIDENCE

COMPLETED

- Assure that by October 19, 2007, ~~the Board of Trustees~~ reviews the College's Statement of Mission and either endorses it or requests that it be revised.
- Develop techniques that will enable more systematic collection and publicizing of student, faculty, staff, and alumni achievements, and exploit every opportunity to publicize Knox's continuing academic excellence and current upward trajectory — to alumni, other prospective donors, prospective students, and the public.
- Complete and pay for the renovation of Alumni Hall as a Priority I fundraising priority.
- Engage more alumni in meaningful work of the College in order to enhance both friendraising and fundraising.
- Bring the intercollegiate athletics and recreational sports components of the residential campus experience to a level of excellence commensurate with the academic and co-curricular programs.
- Continue to nurture relationships with the local community that strengthen both Knox and the City of Galesburg.



III. CHART A COURSE TOWARD FINANCIAL IMPREGNABILITY

COMPLETED

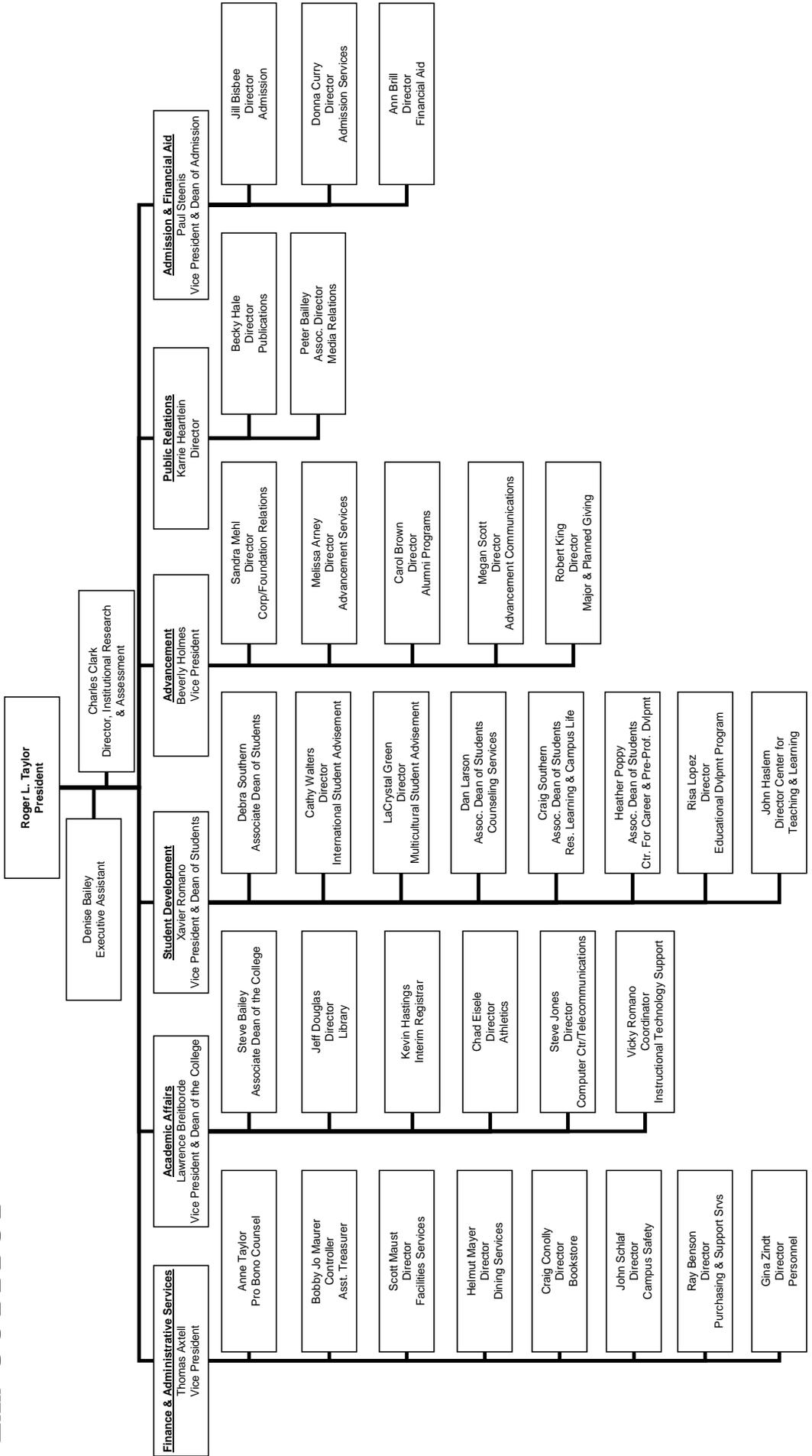
- Reduce the endowment spending rate to 5% by 2012.
- Establish and fund an institutional research function by ~~June 30, 2008~~, that can support continued strategic and operational planning.
- Integrate the Board of Trustees more effectively into strategic planning.
- Develop a broader sense of philanthropy among Knox alumni and friends of the College, as well as among faculty, staff and students.
- Continue to implement energy conservation and other measures that contribute to environmental sustainability.
- Secure re-accreditation from the Higher Learning Commission by January 2010, through an institutional self-study, which will serve as the basis for the next stages of strategic planning.

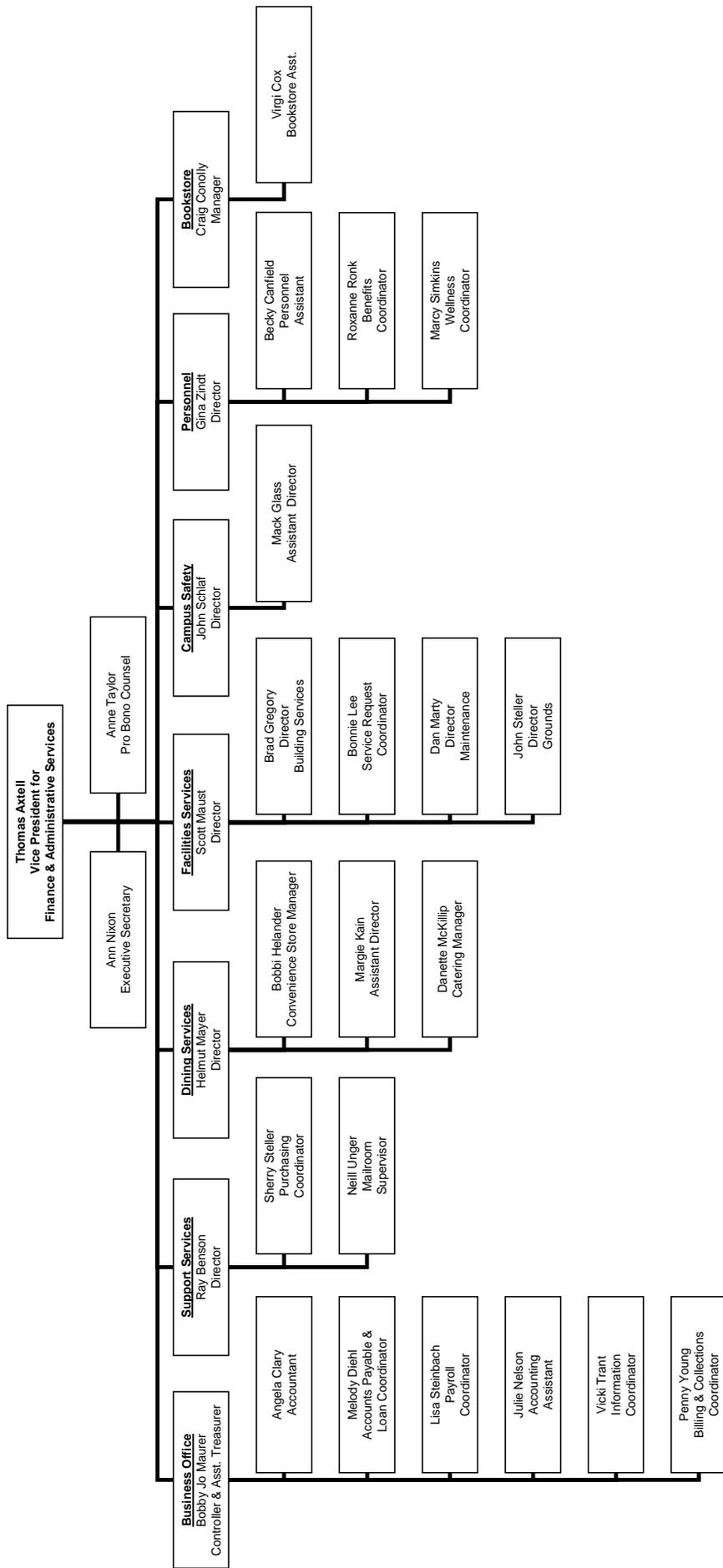
Appendix 15

ORGANIZATIONAL CHART 2008

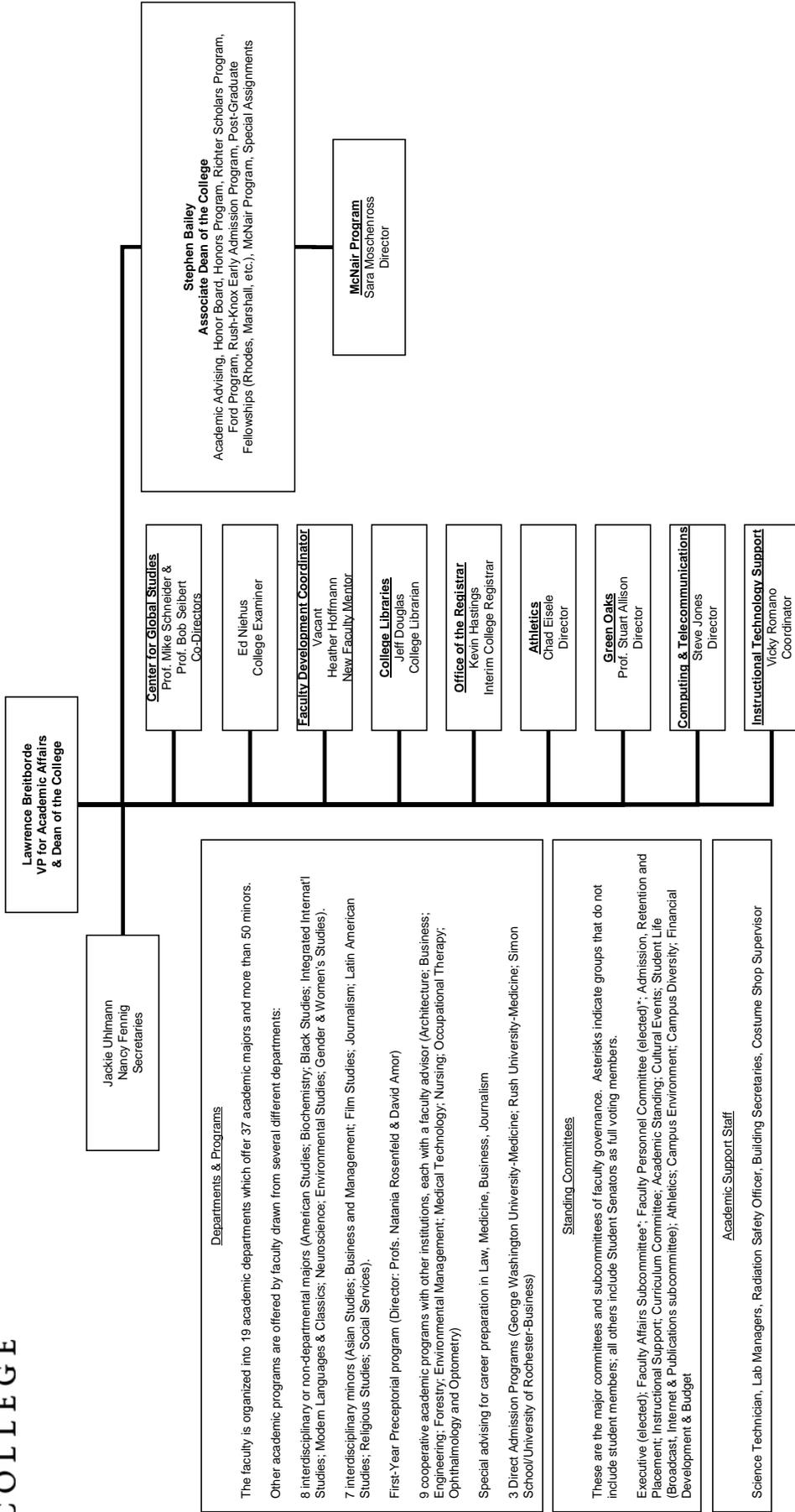


President's Office Organizational Chart

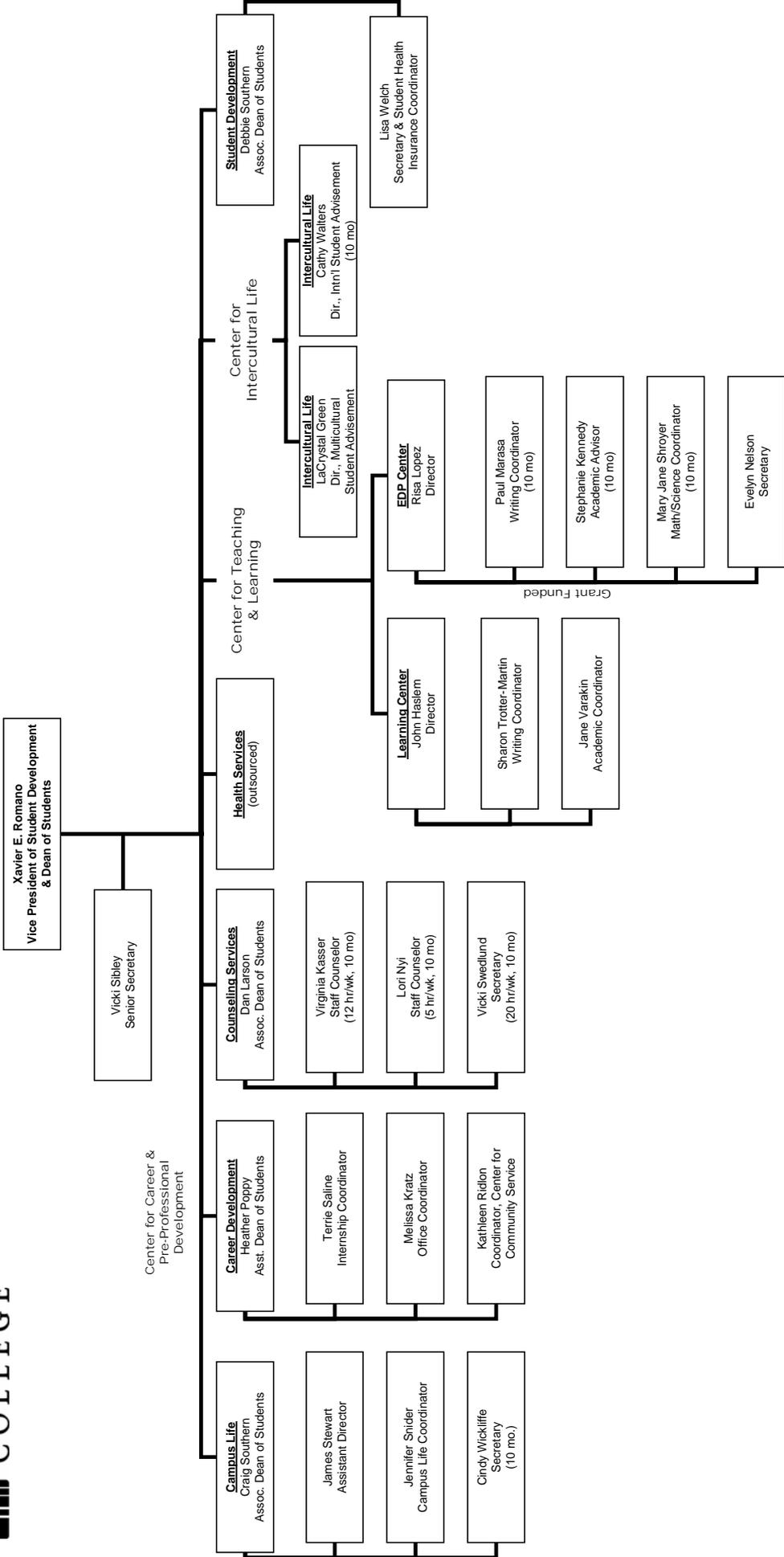




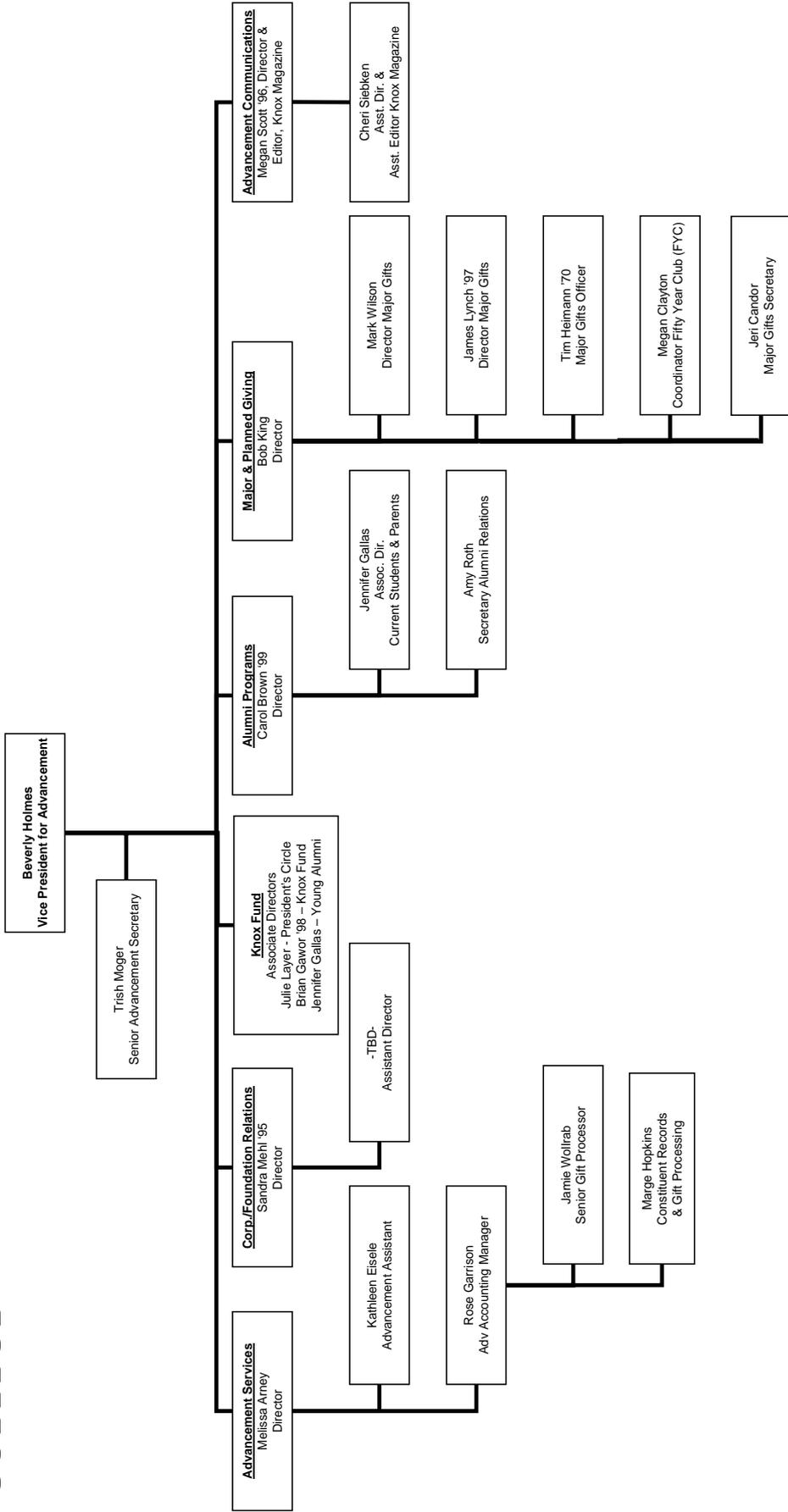
Academic Affairs Organizational Chart



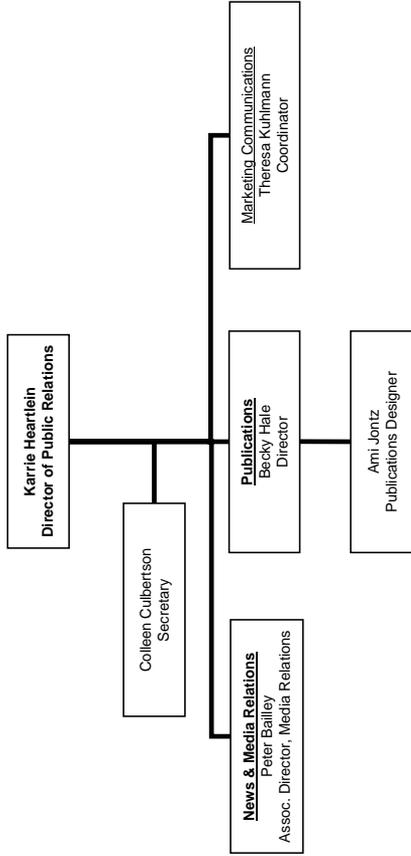
Student Development Organizational Chart



Advancement Organizational Chart

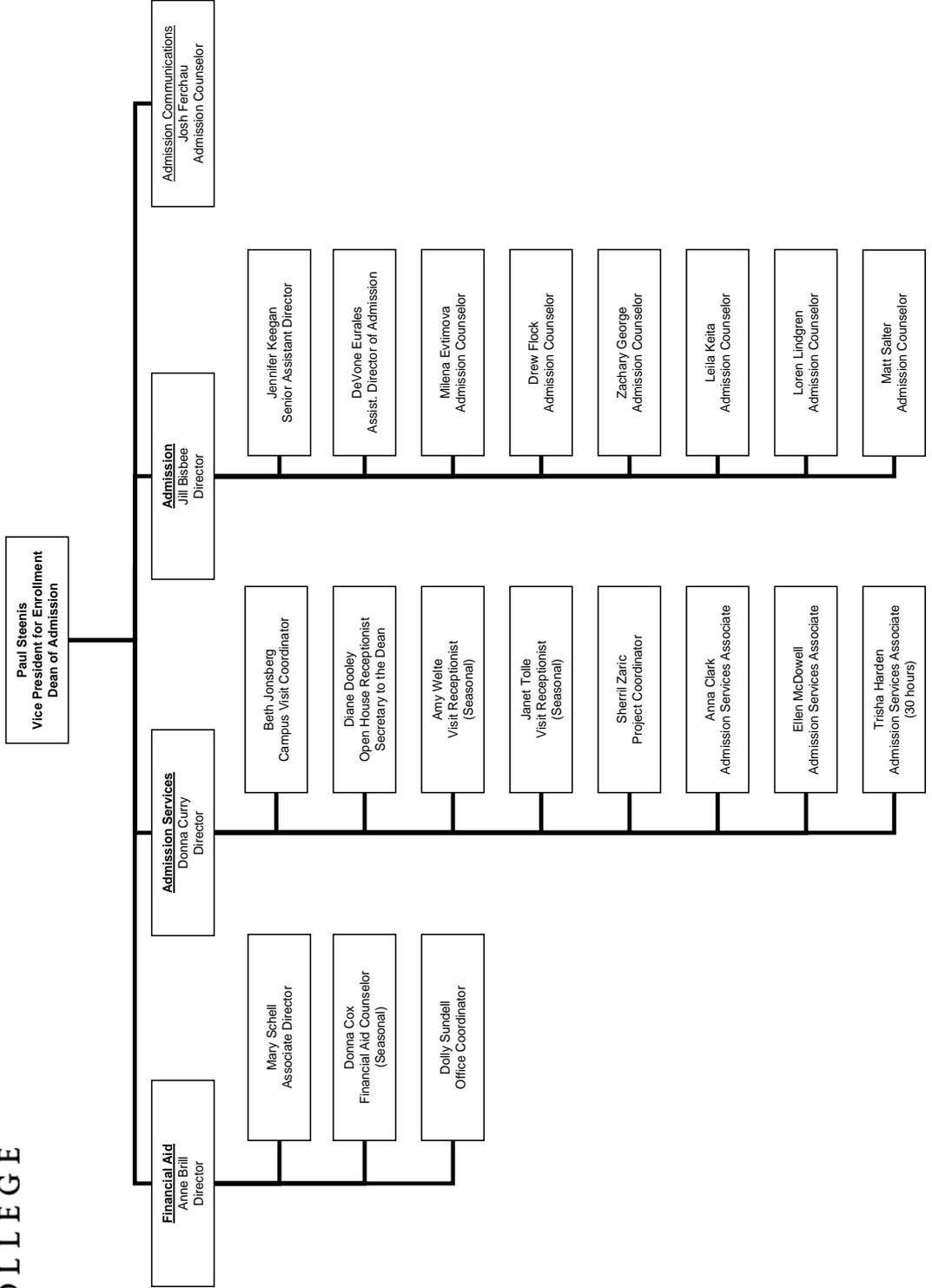


Public Relations Organizational Chart





Admission and Financial Aid Organizational Chart



Appendix 16

TEACHING EVALUATION FORM

STUDENT COURSE QUESTIONNAIRE—Part One

Please take time to complete this questionnaire carefully and thoughtfully. Your responses are very important to the instructor's attempts to improve the course. They also constitute one important part of the information used by the Dean and Faculty Personnel Committee in deciding matters of contract renewal, tenure, promotion, and teaching awards.

Respond to the multiple-choice questions by using a pencil to darken the appropriate circle on the answer card. If a question is not applicable to this course, make no mark on the answer card for that question.

Note: Only after final grades have been turned in will the instructor receive an anonymous compilation of all multiple-choice answers.

<u>Code:</u> Strongly Agree	This assertion has my strongest or most enthusiastic support.
Agree	This assertion has my support
Neutral	I have a mixed opinion of partial support and also lack of support for the assertion.
Disagree	The assertion does not have my support.
Strongly Disagree	In no way whatsoever does the assertion have my support.

1. I have made a good faith effort to fulfill all the requirements of this course.

Darken one. 1) Yes 2) No

2. This course was a requirement for my major/minor:

- 1) A specific requirement
- 2) An elective in my major field
- 3) Taken for distribution, language, mathematics or preceptorial requirement
- 4) An elective not for my major

3. The aims of this course were clear. strongly agree agree neutral disagree strongly disagree

|-----|-----|-----|-----|

1 2 3 4 5

4. The course was intellectually and/or creatively demanding. strongly agree agree neutral disagree strongly disagree

|-----|-----|-----|-----|

1 2 3 4 5

5. The effort demanded by this course was very high high moderate low very low

|-----|-----|-----|-----|

1 2 3 4 5

6. Overall, the instructor's feedback (performance evaluation, discussion, comments, critiques, exams, etc.) was helpful. very helpful helpful adequate seldom helpful not helpful

|-----|-----|-----|-----|

1 2 3 4 5

7. This course was well organized. strongly agree agree neutral disagree strongly disagree

|-----|-----|-----|-----|

1 2 3 4 5

8. This instructor gave clear explanations. strongly agree agree neutral disagree strongly disagree

|-----|-----|-----|-----|

1 2 3 4 5

Appendix 17

**NUMBER OF PERMANENT FACULTY LINES
FY1999-FY2009**

Number of Permanent Faculty Lines FY1999-FY2009

Program	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Anthropology-Sociology	5	5	5	5	4	4	4	4	5	5	5
Art	4	4	4	4	4	4	4	4	4	5	5
Biochemistry	1	1	1	1	1	1	1	1	1	1	1
Biology	6	6	6	6	5	5	5	6	6	6	6
Black Studies	1	1	1	1	1	1	1	1	1	1	1
Business			0.67	1	1	1	1.5	1.5	1.5	1.5	1.5
Chemistry	6	6	6	6	6	6	5	5	5	5	5
Classics	1.5	2	2	2	2	2	2	2	2	2	2
Computer Science	3	3	3	3	3	3	3	3	3	3	3
Economics	5	4.5	4.5	4	4	4	4	4.5	4.5	4.5	4.5
Educational Studies	4	4	4	4	4	4	4	4	4	4	4
English	8	8	8	9	7.67	8.67	8.67	8.67	8.67	8.67	8.67
Environmental Studies	1	1	1	1	1	1	1	1	1	1	2
Gender & Women's Studies	1	1	1	1	1	1	1	1	1	1	1
History	5	5	5	5	5	5	5	5	5	5	6
Journalism			0.33	0.33	0.33	0.33	0.33	0.33	0.83	0.83	0.83
Mathematics	6	6	6	5	5	5	5	5	5	5	5
Modern Languages											
French	3	3	3	3	3	3	3	3	3	3	3
German	2	2	2	2	1	1	1	1	1	1	1
Russian	2	2	2	2	1	1	1	1	1	1	1
Spanish	5	5	5	5	4	4	4	4	4	4	4
Japanese	1	1	1	1	1	1	1	1	1	1	1
Chinese	0									1	1
Music	4	4	4	4	4	4	4	4	4	4	4
Philosophy	3	3	3	3	3	3	3	3	3	3	3
Physics	3	3	3	3	3	3	3	3	3	3	3
Political Science	5	5	5	5	5	5	5	5	5	5	5
Psychology	4	4	4	4	4	4	4	4	4	4	4
Religious Studies											
Theatre & Dance	3	4	4.33	4.33	4.67	4.67	4.67	4.67	4.67	4.67	4.67
Total	92.5	93.5	94.83	95.33	89.67	90.67	88.67	91.67	93.17	94.17	96.17

These numbers represent authorized, continuing FTEs; they do not include leave replacements. From year to year adjuncts and visitors have been added to match enrollment needs. These additional positions include regular part-time adjuncts in Anthropology-Sociology, Art, Business, Educational Studies, English, Environmental Studies, English, Journalism, Spanish, Japanese, Chinese, Music and Theatre. In recent years, continuing .67- or 1-FTE visitors have been appointed to Classics, Educational Studies, English (several full-time positions), Japanese, and Psychology/Gender & Women's Studies.

Appendix 18

INSTITUTIONAL SNAPSHOT

Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Levels (Freshman-Senior)

	Fall 2007	Fall 2008
Freshmen	313	356
Sophomore	397	307
Junior	313	387
Senior	330	310
Total	1,353	1,360

B. Undergraduate Students by Degree and Non-degree Seeking Status

Degree Seeking Status						
	Fall 2007			Fall 2008		
	Men	Women	Total	Men	Women	Total
Nonresident alien	35	46	81	37	56	93
Black, non-Hispanic	20	38	58	21	44	65
American Indian/Alaska Native	1	7	8	1	7	8
Asian/Pacific Islander	42	46	88	45	51	96
Hispanic	27	45	72	24	42	66
White, non-Hispanic	433	571	1,004	419	560	979
Race/ethnicity unknown	16	26	42	19	34	53
Total Degree Seeking	574	779	1,353	566	794	1,360

Non-degree Seeking Status						
	Fall 2007			Fall 2008		
	Men	Women	Total	Men	Women	Total
Nonresident alien	1	2	3	0	2	2
Black, non-Hispanic	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0
Hispanic	0	1	1	0	0	0
White, non-Hispanic	7	6	13	6	9	15
Race/ethnicity unknown	0	1	1	1	1	2
Total Non-degree Seeking	8	10	18	7	12	19

	Fall 2007			Fall 2008		
	Men	Women	Total	Men	Women	Total
Total Undergraduate Students	582	789	1,371	573	806	1,379

C. Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status: *Not Applicable*

D. Age Range of Undergraduate Students

	Fall 2007	Fall 2008
Age 24 and under	1,351	1,362
Age 25 and older	20	17
Total	1,371	1,379

E. Numbers of Students by Residency Status

	Fall 2007	Fall 2008
In-state resident	599	672
Out of state resident	688	612
Non-US Resident	84	95
Total	1,371	1,379

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculations

	Fall 2007			Fall 2008		
	Applicants	Acceptances	Matriculations	Applicants	Acceptances	Matriculations
Freshman	2,419	1,479	307	2,750	1,804	356
Undergraduate Transfer	122	77	42	106	51	32
Total	2,540	1,556	349	2,856	1,855	378
Graduate/ Professional	<i>Not Applicable</i>					

B. Standardized Tests

Beginning with the class applying for the fall of 2006, the submission of SAT or ACT scores became optional. Below are the mean scores for those students who submitted scores.

	Fall 2007	Fall 2008
ACT Composite	29	28
SAT Critical Reading	664	640
SAT Math	624	622
SAT Writing	636	618

3. Financial Assistance for Students

A. Percentage of Students Applying for Financial Assistance

	Fall 2007	Fall 2008
Undergraduate	75	78
Graduate	<i>Not Applicable</i>	<i>Not Applicable</i>

B. Number/Percentage of Students Receiving Financial Assistance

	Fall 2007		Fall 2008	
	Number	Percent of Total	Number	Percent of Total
Undergraduate	897	66%	913	67%
Graduate	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>

	Fall 2007	Fall 2008
Undergraduate		
Loans	63	62
Work-Study	55	55
Scholarships/Grants	96	95
Academic Based Merit Based Scholarships	85	87
Graduate	<i>Not Applicable</i>	<i>Not Applicable</i>

C. Tuition Discount Rate

	Fall 2007	Fall 2008
Undergraduate		
Institutional Financial Aid Award Dollars for Tuition	\$16,842,667	\$17,832,868
Payments of Tuition Expected of Students & their External Aid	\$55,919,000	\$58,659,000
Total Discount Rate	42.1%	42.6%
Graduate	<i>Not Applicable</i>	<i>Not Applicable</i>

4. Student Retention and Program Productivity

A. Percentage of First-Time, Full-Time Undergraduate Students Returning for Study

Fall 2008 Retention Rates will be available after September 23, 2009.

	Fall 2007			Fall 2008		
	Number Entering (NE)	Number Returning (NR)	NR/NE as a percentage	Number Entering (NE)	Number Returning (NR)	NR/NE as a percentage
Aggregate	290	251	87%	342		
Nonresident Alien	18	17	94%	33		
Black, non-Hispanic	13	11	85%	19		
American Indian/Alaska Native	2	2	100%	0		
Asian/Pacific Islander	20	17	85%	27		
Hispanic	27	21	78%	23		
White, non- Hispanic	193	170	88%	215		
Race/ethnicity unknown	17	15	88%	25		

B. Number of Students Earning Graduate/Professional Degrees

Not Applicable

C. Number of Graduates by College/Program Following CIP Codes

	2007	2008
Agriculture/Natural Resources (1, 3)	7	11
Architecture/Engineering/Engineering Technology (4, 14, 15)	0	0
Biological & Physical Science (26, 40, 41)	36	43
Business (52)	0	0
Communications/Communication Technology/Fine Arts (9, 10, 50)	11	27
Education/Library Science (13, 21, 25)	16	26
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	86	87
Health (51)	0	0
Law (22)	0	0
Mathematics/Computer Science (11, 27)	12	7
Military Technology/Protective Services/Fitness (12, 19, 31)	0	0
Psychology/Social Sciences & Services (42, 44, 45)	61	88
Trades/Production/Transportation Health (46, 47, 48, 49)	0	0

D. Pass Rates of Students on Licensure Examinations

The pass rate for all Illinois Teaching Certification is 100% for the 2007-2008 & 2006-2007 years.

5. Faculty Demography

A. Faculty Headcount of Full-Time and Part-Time by Highest Degree Earned

	Fall 2007		Fall 2008	
	Full-time	Part-time	Full-time	Part-time
Doctorate & First Professional	90	17	95	14
Master's	7	19	7	18
Bachelor's	1	4	1	0
Associate's	0	0	0	0
None	0	0	0	0

B. Faculty Headcount of Full-Time and Part-time by Race/Ethnicity, Gender, Rank

Full-time Faculty – Fall 2007				
	Professor	Associate Professor	Assistant Professor	Instructor
Men				
Nonresident Alien	0	0	0	0
Black, non-Hispanic	0	2	1	0
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	1	1	1
Hispanic	0	0	2	0
White, non-Hispanic	18	19	16	5
Race/ethnicity unknown	0	0	0	0
Total Men	18	22	20	6
Women				
Nonresident Alien	0	0	0	0
Black, non-Hispanic	0	3	0	0
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	0	1	0
Hispanic	0	0	1	0
White, non-Hispanic	8	13	12	5
Race/ethnicity unknown	0	0	0	0
Total Women	8	16	14	5
Total Full-time faculty	26	38	34	11

Full-time Faculty – Fall 2008				
	Professor	Associate Professor	Assistant Professor	Instructor
Men				
Nonresident Alien	0	0	2	2
Black, non-Hispanic	1	2	0	0
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	1	0	0
Hispanic	0	0	1	1
White, non-Hispanic	22	14	12	6
Race/ethnicity unknown	0	0	0	0
Total Men	23	17	15	9
Women				
Nonresident Alien	0	0	2	2
Black, non-Hispanic	0	3	1	0
American Indian/Alaskan Native	0	0	0	0
Asian/Pacific Islander	0	0	1	1
Hispanic	0	0	1	0
White, non-Hispanic	11	8	13	9
Race/ethnicity unknown	0	0	0	0
Total Women	11	11	18	12
Total Full-time faculty	34	28	33	21

C. Faculty Headcount by Classification by Instructional Program

	2007	2008
Agriculture/Natural Resources (1, 3)	2	3
Architecture/Engineering/Engineering Technology (4, 14, 15)	0	0
Biological & Physical Science (26, 40, 41)	14	15
Business (52)	3	3
Communications/Communication Technology/Fine Arts (9, 10, 50)	34	27
Education/Library Science (13, 21, 25)	7	6
Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)	44	49
Health (51)	0	0
Law (22)	0	0
Mathematics/Computer Science (11, 27)	8	10
Military Technology/Protective Services/Fitness (12, 19, 31)	0	0
Psychology/Social Sciences & Services (42, 44, 45)	26	24
Trades/Production/Transportation Health (46, 47, 48, 49)	0	0

6. Availability of Instructional Resources and Information Technology

Network

- Full, campus wide network available to all students, faculty and staff with a 60mb connection to the internet
- All buildings and much of the campus green space is covered by a wireless network – first installed in 2004 and completely replaced in 2009

- Every classroom, lab and office has wired connections along with wireless connections available for students in the libraries
- Over 90% of the students bring laptops, wireless is the default means of connection in the residence halls, but wired connections can be made available if needed
- All classrooms and several other facilities (theatre, recital hall, art studios) have computers with projection or flat screen displays
- All students have a College email account, home account, and full access to campus resources, whether on campus or – using VPN – around the world.

Computer Labs

- 4 computer labs for students: three function as computer classrooms (two Windows, one Mac) during the day, and as open labs whenever classes are not being held, and are staffed until midnight during the week with a shorter scheduled on weekends
- One lab, in the Union, has 50 computers and is available for student use 24 hours 7 days per week
- Several departments maintain smaller, special purpose labs with varying amounts of equipment, including Computer Science, Math, Physics, Psychology, Biology, Chemistry, Modern Languages and Music, while other departments are areas have individual machines available for student use

Printers

- Printers are available in various locations around campus
- Students receive 900 free pages per year
- Posters can be printed at no cost for academic projects or course requirements

Computer Support

- The college provides staff in all the computer labs whenever they are open
- A Help Desk is available for phone, email, or in-person support during the terms
- User Services and technical staff are available to provide backup support to the Help Desk whenever needed

Software

- Over 100 software packages are provided to students at no cost, including the full Office suite and an anti-malware package
- The College uses Moodle as a learning management system, along with a variety of tools available to instructors for teaching.

Seymour Library

- 10 student workstations for internet access
- 4 student workstations on which students can access and use all network applications
- 4 DVD/VHS viewing stations
- Digital Microform reader/printer
- 18 laptops PCs that are available for loan to students for use in the library
- 4 photocopying machines for student use (includes one color photocopier)
- Wireless available throughout the library
- Catalog and electronic resources available to users anywhere

Science-Mathematics Library

- 3 student workstations for Internet access
- 4 student workstations for Mathematica
- 1 photocopying machine

Music Library

- 1 student workstation for internet access

7. Financial Data**A. Actual Unrestricted Revenues (from IPEDS Finance survey)**

	Fiscal Year 2007	Fiscal Year 2008
Tuition and Fees	20,918,959	22,708,276
State/Local Appropriations (if applicable)	0	0
Denominational Income (if applicable)	0	0
Investment and Annuity Income	10,916,616	-5,521,335
Contributions	10,278,832	8,003,015
Auxiliary	7,427,777	7,425,471
Government Grants and Contracts	1,094,192	1,098,846
Other	556,038	1,595,120
Total Actual Unrestricted Revenues	51,192,414	35,309,393

B. Actual Unrestricted Expense (from IPEDS Finance survey)

	Fiscal Year 2007	Fiscal Year 2008
Instructional/Departmental/Library	14,147,276	15,788,790
Student Services	5,217,472	5,865,851
Operation and Maintenance of Plant	3,640,595	4,005,740
Administration	0	0
Fundraising	7,443,321	8,605,085
Auxiliary	0	0
Other	6,743,567	7,482,320
Total Actual Unrestricted Expense	5,185	0
	37,197,416	41,747,786

C. Methods of Covering Shortfalls.

On a quarterly basis, the College employs a budget control protocol that produces updated year-end projections of revenues and expenses. The protocol serves as an on-going mechanism to identify budget pressures, to reallocate resources to high priority activities, and to realize net savings when the College faces a deficit. If the budget control protocol does not produce sufficient savings to balance the budget, the Board of Trustees can authorize the use of unrestricted bequests to eliminate deficits that otherwise would exist at the end of a fiscal year. Finally, as a last resort, the Board can approve the use of a Budget Contingency Reserve, which was established at the end of the 2001-02 fiscal year with operating budget savings, for the purpose of meeting unanticipated budget exigencies.

Appendix 19

FEDERAL COMPLIANCE

FEDERAL COMPLIANCE

CREDITS, PROGRAM LENGTH AND TUITION

Credits. Knox's academic year is conducted through three terms of approximately 10 weeks. Courses are offered on a uniform credit basis, with most offered for 1 credit. A few .5-credit courses are offered, some of which are conducted over the full term, others meeting for either the first or second half of the term. Each year one or two 1-credit courses may be offered as part of the College's December break (enrollment during December break is not required of students).

Program Length. 36 credits are required for the B.A. degree. The normal course load is 3 credits per term (with a range of 2.5 to 3.5). Students will usually complete 9 credits per year. The general requirements for the degree can be found on pp. 16-21 of the printed 2009-10 Knox College catalog or on the online catalog. Requirements for individual majors range from 8 to 13 credits; requirements for minors from 5-6 credits. The number of general education requirements varies depending on prior preparation in languages and mathematics, and in the potential overlap of courses that serve more than one general education goal. In general, there is consensus that within the 36 credits, students are able to become broadly educated, to build on established interests, to explore new options, to take advantage of special opportunities (e.g., off-campus study) and to meet the graduation requirements.

Tuition. Tuition is determined by the Board of Trustees each December for the following academic year. The process involves financial modeling by the Chief Financial officer, and subsequent discussions among the senior administrative staff, the Institutional Planning Group, and Student Senate—all of which lead to a formal recommendation from the President brought to the Board. Tuition for 2009-10 is \$31,575 for three terms of study. There is additional pro-rated tuition for course loads over 3.5 credits, for part-time degree-seeking students (per credit), for independent studies carried out during vacation terms (per credit), for official audits, for local high school students enrolled in Knox courses (per credit), and for continuing education (non-degree) students (per credit). All tuition information is published each year on the College web site and in the Knox College Catalog.

STUDENT COMPLAINTS

There are several offices where students are able to file formal complaints: the Human Resources Office, the office of the Vice President for Student Development/Dean of Students, and the office of the Vice President for Academic Affairs/Dean of the College. Consistent with the College's mission to nurture a community of teachers and learners, most student complaints are handled informally and often involve advising students in ways to deal directly with others to resolve the matter at hand; however a small number of written and signed student complaints that are determined to warrant more formal responses are recorded in the respective offices listed above. Each office maintains tracking records of such complaints.

For example, in 2006-2009, the Dean of the College received 2 formal complaints from a total of 3 students. The first raised an allegation of unfair grading, consistent with a published policy for making such complaints (p. 258 of the College Catalog); the result was the Dean's investigation of the allegation, including examining the complainant's grade in the context of the grading pattern in the course, discussions with the student and with the faculty member, and the Dean's decision that the case did not merit further action. A second complaint involved two students alleging a lack of rigor in a particular

course and the refusal of the instructor to make adjustments; in this case, the Dean met with the faculty member to discuss the issue, informed students of the results of the discussion; no further action was request or taken. Written records of these cases are available from the Dean of the College.

TRANSFER POLICIES

Knox will consider a transfer application for a student who has completed a semester or more of full-time work at another institution. Transfer credit is determined by the Registrar, who identifies work in the liberal arts and sciences from accredited colleges or universities; a final grade of “C” or better is required for Knox credit (through a formula through which 3.3 semester hours is equivalent to 1 Knox credit). If a student wishes an accepted transfer credit to count toward the requirements of a particular major or minor, the appropriate program chair must approve. The procedure for transfer admission and transfer credit are described on p. 264 of the College Catalog.

VERIFICATION OF STUDENT IDENTITY

The application process for admission to the College requires submission of social security numbers for U.S. students and appropriate U.S.-granted visas for international students. Course pre-enrollment for each term is conducted through sessions with academic advisors, who usually submit a student’s course requests on their office computer. A Knox password is required for access to the College computer system for all students, faculty and staff. With no correspondence courses or distance learning courses offered by the College, the face-to-face nature and scale of the College community, especially in conjunction with the Honor Code, are the principal mechanisms through which this aspect of institutional integrity is maintained.

TITLE IV PROGRAM AND RELATED RESPONSIBILITIES

General Program Responsibilities. The following documents pertaining to Knox College’s responsibilities for Title IV funding are available in the Office of Financial Aid:

- The most recent Knox College Title IV Program Participation Agreement, dated December 23, 2008, and in effect until September 30, 2014.
- Eligibility and Certification Approval Report (ECAR) and the approval letter.
- Consolidated financial statements for fiscal years 2006, 2007, 2008.
- 2006-2007 Fiscal Operations Report and application to Participation (FISAP) for funds for three federal campus-based programs (federal Perkins Loans, federal Work Study, and Federal Supplemental Education Opportunity grants). FISAP Reports for previous years are also available.

Knox College also administers federal Pell Grants, SMART grants, and Academic Competitiveness grants.

Financial Responsibility Requirements. Knox College participates in the Direct Loan Program for Stafford Loans. Default initiatives include on-line entrance and exit-loan counseling, which include the distribution of drug and alcohol prevention materials and ensure that students who are borrowing through the federal loan programs receive appropriate counseling about loan obligations and repayment options. Knox College assists the Direct Loan Servicing Center by updating delinquent borrower’s name, address, and telephone number, if known, on those occasions when the Office of

Financial Aid receives notification of delinquency. The following documents are available in the Office of Financial Aid and the College Business Office:

- The Independent Auditor’s Reports (conducted by Sikich, L.L.P.) pursuant to OMB Circular A-133 for FY 2007 and FY 2008.

For FY 2007, the audit revealed calculation errors in two of the fourteen returns that were tested, resulting in an additional \$1,034 needing to be returned to the Department of Education. In addition, a 3rd return of Title IV Financial Aid was calculated correctly, but funds in the amount of \$1,004 were not returned within the required time frame to the U.S. Department of Education. These errors were discovered and corrected on June 12, 2007; funds were returned to the lender on June 15, 2007. The FY 2007 audit recommended that future Title IV fund returns be calculated and reviewed by both the Director and Associate Director of Financial Aid. This procedure was incorporated in FY 2008.

A 2008 update from the auditors included a finding of no calculation errors or late filings for FY 2008 Title IV returns and acknowledged that the “Single Audit Finding from the year ended June 30,2007 has been resolved.”

Student Loan Default Rates. The following table indicates the relatively low student loan default rate, compared with national data:

	Knox College %	National Average %
FY 2006	1.2	5.2
FY 2005	1.5	4.6
FY 2004	0.7	5.1
FY 2003	0.4	4.5
FY 2002	1.1	5.2

(National data retrieved from:

<http://www.ed.gov/offices/OSFAP/defaultmanagement/defaultrates.html>)

Campus Crime Information and Related Disclosure of Consumer Information. Knox College complies with the Student-Right-to-Know and Campus Security Act of 1990. Crime statistics are collected by the Office of Campus Safety and available on the College web site (www.knox.edu/campussafety.xml). Since fall 2008, the Office of Institutional Research and Assessment has coordinated all data submissions to the Integrated Post-secondary Educational Data System (IPEDS) of the National Center for Educational Statistics; the Knox College Office of Campus Safety reports its statistics directly to IPEDS. The National Center for Educational Statistics publishes *College Opportunities Online*, which provides information on institutional fees, financial aid, enrollment, graduation rates, and campus safety.

The following information is provided by Knox College in its printed and on-line catalogs:

- Satisfactory academic progress and financial aid
- Refund policy
- Procedures for withdrawing
- Degrees, curriculum and educational opportunities

- Family Educational Rights and Privacy Act (also appears in both Faculty Handbook and Student Handbook)
- Course descriptions

The Knox College policy on alcohol and illegal drugs is summarized as follows (from the Student Handbook):

Knox College encourages students to make responsible decisions concerning the possession and consumption of alcoholic beverages. Consumption of alcoholic beverages, within the limits of state and local law, may be permitted on campus in accordance with College policies, regulations, and guidelines pertaining to alcohol . . . The College does not condone the use of illegal drugs or the illegal use of legal drugs, including alcohol. Students are expected to obey the law and to take full responsibility for their conduct relative to alcohol consumption.

A formal statement on, “Drug and Alcohol Policies: Compliance with Federal Regulations,” appears in both Faculty and Student Handbooks:

The federal government has enacted two phases of legislation aimed at preventing substance abuse. The first phase, called The Drug-Free Workplace Act of 1988, requires Knox College to establish a policy on drug use by employees, including student employees, and to take additional steps toward maintaining a drug-free workplace. The second phase of legislation, called The Drug Free Schools and Communities Act Amendments of 1989, requires the College to implement a program aimed at preventing the use of illicit drugs and the abuse of alcohol. We have adopted policies and related programs, which comply with the legislation, as a prerequisite to receiving any federal funds, including grants, contracts, and participation in federally funded or guaranteed student loan programs.

Contractual Relationships. Knox College does not maintain contracts with third party entities for any of its programs.

INSTITUTIONAL DISCLOSURES and ADVERTISING AND RECRUITMENT MATERIALS

Printed and on-line versions of the Knox College Catalog reference the College’s affiliation with the Higher Learning Commission. In both printed and online versions, the affiliation is accompanied by appropriate contact information.

The Office of Financial Aid maintains a Consumer Information page on the College web site: <http://www.knox.edu/x2320.xml>.

The Office updates the page annually and provides the information (or links to it) required by the United States Department of Education, including:

- Financial Assistance information
- Information about the Knox’s academic programs and policies
- Information on graduation or completion rates
- Services for the disabled
- Information about the school's security policies and crime statistics report
- FERPA

RELATIONSHIP WITH OTHER ACCREDITING AGENCIES AND WITH STATE REGULATORY BODIES

Knox College does not hold dual institutional accreditation with any other federally recognized institutional accrediting body. At the institutional level, Knox College is fully-accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, the following organizations accredit specific Knox College programs:

- American Chemical Society (major in Chemistry)
- Illinois State Board of Education which follows the National Council for the Accreditation of Teacher Education standards, Teacher Education certificates.

PUBLIC NOTIFICATION OF AN EVALUATION VISIT AND THIRD PARTY COMMENT

A notice was placed in the Register Mail, the daily newspaper of Galesburg, IL, on August 31, 2009, using wording provided by the HLC inviting public comment regarding the re-accreditation consideration for Knox College; the same notice will appear in *The Knox Student* during the week of September 21, 2009. The notice was also included with the spring 2009 issue of the Knox Magazine and the fall electronic Gizmo-gram, both of which are sent to alumni and friends of the College. A copy of the notice is available in the Resource Room.

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N.B. Chapters 17 and 18 have not been included in the index, as they contain only brief references to subjects dealt with at length in the body of the self-study report.

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