

THE DEANERY

**ALBION COLLEGE
ACADEMIC NEWSLETTER**

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ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE MAY 11, 2020.

I ANNOUNCEMENTS FROM COMMITTEES

Curriculum & Resources Committee:

The Curriculum & Resources Committee approved the temporary acceptance of Credit/No Credit (Pass/Fail) grading of courses in transfer.

Rationale: During the COVID 19 crisis, many institutions have either imposed CR/NC grading for all courses or have encouraged wider use by students. This will include students seeking to transfer to Albion College in the fall of 2020.

Proposal: Albion College will accept CR/NC grades in transfer from regionally accredited institutions as long as the institution criteria is that a student must earn at least a 2.0/C to receive the Credit/Pass. If the institution's policy is that C- or higher is a Credit/Pass then the student would need to provide confirmation from the Registrar's Office that they received at least a 2.0/C. This applies to courses taken Winter/Spring/Summer terms of 2020.

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In response to a proposal from Hernan Bucheli regarding test-optional admissions policies, C&RC has prepared and approved the following statement:

Due to complications regarding the COVID-19 outbreak and the uncertainty regarding SAT and ACT exam dates in 2020, the Curriculum and Resources Committee supports implementing a test-optional admissions policy for Fall 2020, Spring 2021, and Fall 2021 matriculants only.

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C&RC has approved revisions to the Writing Proficiency Requirement as follows:

College Writing Proficiency Requirement

Continuous development as a writer is a central part of a liberal arts education. All first-year students and new transfer students are required to take a written placement examination during orientation. The majority of students are placed into and encouraged to enroll in English 101, College Writing. Some students will be invited to enroll in English 101H, the honors section of

College Writing. English 101 and 101H serve as prerequisites for all other English Department writing courses.

Those students who are placed into English 100, Writing Essentials must complete the class during their first full semester at Albion. A student placed into English 100 may drop or withdraw from the course only if diagnostic testing done the first week of class alters the student's placement. The class must be taken for a numerical grade.

Each year, a few students place out of first-year writing classes. During the sophomore year, these students may enroll in 200-level English Department writing classes.

In order to graduate from Albion, all students must demonstrate college writing proficiency by fulfilling one of the following requirements:

1. receive a 5 on the Advanced Placement Test in English Language and Composition;
2. receive a 5 or higher on one of the International Baccalaureate higher level English tests;
3. complete English 101, College Writing, or English 101H, College Writing Honors, at Albion College with a grade of 3.0 or above;
4. transfer a writing course that counts as English 101 at Albion College with a grade of 3.0 or above;
5. pass the Writing Competence Examination (see details below).

Students are encouraged to enroll in English 101 or 101H early in their college careers in order to practice and improve college writing as a means to support their learning across the liberal arts curriculum and to fulfill the college writing proficiency requirement.

Students who have completed 14 units or more, but who have not fulfilled the writing proficiency requirement will be required to register for classes in subsequent semesters with the sophomore class.

Transfer students who have completed 14 units or more (including transfer courses) will be expected to have completed the writing proficiency requirement before the start of their third semester at Albion College. If the writing proficiency requirement has not been fulfilled by the start of the third semester, the students will be required to register for classes in subsequent semesters with the sophomore class.

Exceptions to the class registration hold (delay) may be made for students who have been working regularly with the Director of Writing and are making progress toward fulfilling the writing proficiency requirement.

No student may receive a degree from Albion College without fulfilling the writing proficiency requirement.

Writing Competence Examination

Upon reaching sophomore status, any student who has not yet fulfilled the writing proficiency

requirement as indicated above will be automatically registered for and required to take the Writing Competence Examination (WCE) during their sophomore year. Sophomores who do not pass on their first attempt—and have not fulfilled the writing proficiency requirement otherwise—will be automatically registered for and required to take the WCE again no later than the following semester.

Upon a second WCE failure, students must contact the Director of Writing and schedule a meeting to review their writing. After this consultation, the Director of Writing will require students to participate in appropriate writing practice, which may include tutoring and/or mandatory enrollment in English 101 as part of the writing proficiency requirement. Students must complete the assigned writing practice prior to attempting the examination again.

The WCE will be scheduled at least six times each academic year, and no special arrangements will be made for seniors who have not passed by the last examination.

Class Registration Hold

Students who have not yet fulfilled the writing proficiency requirement—and are not currently enrolled in ENGL 101 to fulfill the requirement—will not be permitted to complete class registration for the following semester if either of the following circumstances apply:

Students have twice taken and failed the WCE

Students have twice failed to take the WCE for which they were registered (*includes self-registration and mandatory sophomore registration*)

Students will be notified of the class registration hold on their account by the Registrar's office (via email, with a copy to the students' academic adviser). These notifications will be sent following each WCE during the semester, and at the beginning of each semester.

In order for the class registration hold to be removed, students must take appropriate actions as described in the writing proficiency requirement policies above: specifically, students who have twice taken and failed the WCE must contact and meet with the Director of Writing to review their writing, then participate in writing practice as determined by the Director; students who have twice failed to take the WCE for which they are registered must sign up and take the WCE at their earliest opportunity. *These actions must be completed prior to the end of classes for the current semester.*

After students complete the appropriate actions for their particular circumstances, the Director of Writing will notify the Registrar's office and the registration hold will be removed so that students can register for classes.

Exceptions to the class registration hold may be made for students who have been working regularly with the Director of Writing and are making progress toward fulfilling the writing proficiency requirement.

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Artistic Creation & Analysis Committee:

The Artistic Creation & Analysis Committee has approved Clayton Parr's Music 189 has been approved to satisfy the Artistic Creation and Analysis Mode requirement.

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Faculty Development Committee:

The Faculty Development Committee has approved Small Grants to:

Elizabeth Barrios (Modern Languages & Cultures) to participate in two online seminars and hiring a professional translator for her academic work

Heather Betz (Kinesiology) to work with a Living Learning Community to conduct research on physical activity and nutrition

Lisa Lewis (Chemistry) to take two online courses in data science through the University of California/Irvine

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FDC has approved the following Large Grants:

Karen Erlandson (Communication Studies) to participate in an online digital media class offered by the American Marketing Association

Vanessa McCaffrey (Chemistry) to purchase chemicals and supplies to undertake a new analysis method of simple sugars

Helena Mesa (English) to participate in an online generative poetry workshop and to consult with a poetry editor

Marcy Sacks (History) to conduct research this summer at the New-York Historical Society and the New York Public Library

Meghan Webb (Anthropology & Sociology) to support her research on Technology Use in Indigenous Transnational Households in Guatemala

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FDC has approved combined Small and Large Grants to:

Abby Cahill (Biology) to track the invasion of blue crabs using genetic markers

Julie Cousins (Kinesiology) to support two research studies on ultramarathon runners

Nancy Demerdash (Art & Art History) to support her research on Olivier-Clément Cacoub and the Architecture of Postcolonial Tunisian Development

Michael Dixon (Art & Art History) to prepare for two art exhibitions this summer

Sheila Lyons-Sobaski (Biology) to support her summer research on Population Genetics: Screening Primers for Variation and Long-Term Plant Demography

Madeline Marshall (Geological Sciences) to support her research on reconstructing ancient environments and participate in a workshop for Early Career Geoscience Faculty

Michael McRivette (Geological Sciences) to support his research on the Scandinavian Caledonides

Scott Melzer (Anthropology & Sociology) to support his study on Division III student-athletes and athletics

Carrie Menold (Geological Sciences) to support her research on geochemical studies of ultrahigh-pressure fluids in large mountain belts in the Swedish Caledonides

Christopher Rohlman (Chemistry) to support his research on Nanobody Platforms for Targeting Glycopeptide Escape Mutants

Peter Valdina (Religious Studies) to support the Collection and Containment in 19th Century Bengali Print Culture

Thom Wilch (Geological Sciences) to support the publication of a book chapter in the Geological Society of London Memoir and for possible travel to New Mexico Tech

Nicolle Zellner (Physics) to support the publication of several research studies

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

The **Council on Undergraduate Research** invites participation in the ACS Office of Research Grants-sponsored Webinar entitled “Writing Grant Proposals and PRF Funding Opportunities for PUIs” on April 28, 2020 at 2pm EDT. The webinar will cover basic grant writing tips, the proposal evaluation process and highlight PRF funding opportunities directed specifically to primarily undergraduate institutions. The webinar is recommend both for Professors who are seeking funding for research programs and institution grant officers.

CUR is also holding a **Proposal Writing Institute**, July 8-12, 2020, at Daemen College in New York. This institute will bring together faculty and administrators interested in preparing proposals for submission to external funding agencies. The four-day institute will consist of one-on-one work with a mentor, writing, small-group discussions, and critiquing of proposals. The institute has been developed to assist novice to experienced proposal writers in drafting complete proposals for submission. Prior to the institute, participants will be able to access information that will help them begin to draft their proposal.

Time at the Institute will consist of periods of proposal preparation interspersed with one-on-one mentoring by experienced and successful proposal writers, members of grants review panels, former program officers, and/or Directors of Sponsored Programs Offices. Small group discussions and group critiquing sessions round out the Institute. Participants who come well prepared and who work hard should be able to leave the Institute with a completed (or nearly completed) proposal to the granting agency of their choice.

For questions or additional information about the institute, please contact [Tavia Cummings](mailto:taviacummings@cur.org) at taviacummings@cur.org.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Vicki Baker (Economics & Management) had two opinion pieces published about how to support faculty during the pandemic:

Baker, V. L. (April 21, 2020). "3 Tips for Women Faculty to Get Through #WFH, #socialdistancing, and #stayingwell." *Women in Astronomy Blog*

Baker, V. L. (March 25, 2020). "How Colleges Can Better Help Faculty During the Pandemic." *Inside Higher Ed*

Nancy Demerdash (Art & Art History) had an article accepted for publication in the peer-reviewed journal *The Textile Museum Journal* (published by the George Washington University Museum), to be included in a special upcoming issue on "African Textiles" (vol. 48, 2021). Her article, entitled "The Fabric of Diaspora: Memory, Portraiture, and Empowerment in the Quilts of Bisa Butler," asks questions about African diasporic subjectivity, dignity, and memory in the colorful contemporary fiber arts practice of African-American artist Bisa Butler. Nancy places Butler's work in dialogue with African diasporic interlocutors like Faith Ringgold, Kehinde Wiley, Amy Sherald, Yinke Shonibare, and Hassan Hajjaj.

Marcy Sacks (History) has had her paper, "To Check the Menacing Black Hordes:" Police, White Reformers, and New York City's Black Population, 1880-1915," accepted as part of the panel "Pushing for the Right to the City: Nineteenth Century Black Communities in New York City," for presentation at the annual Urban History Association conference. Originally scheduled for October 2020, the conference has been postponed until October 2021.

Marcy's essay, "'Skull Trouble:' A Brief History of Police Harassment of Black New Yorkers," will be posted to *Gotham: A Blog for Scholars of New York City History* (<https://www.gothamcenter.org/blog>) by the end of the month.

Greg Saltzman (Economics & Management) will chair a session for the annual national meeting of the Labor and Employment Relations Association in June. The session, "What Do Unions Do; What Can Unions Do?," features papers by faculty from MIT, UC-Berkeley, Tufts, and American University.

Craig Streu and **Chris Rohlman** (Chemistry) hosted a regional meeting for the American Society of Biochemistry and Molecular Biology titled Catalyst Conversations on March 7, 2020. The meeting, which was targeted to educators in the biomolecular sciences, had 23 registrants from 15 regional institutions:

Brad Rabquer (Biology) and **Karla McCavit** (Academic Skills Center/Math & CS) gave a presentation entitled, "Increasing Student Success via a Novel Premedical STEM Course"

Chris Rohlman and **Craig Streu** gave a presentation entitled, "Breaking the Barrier Between Science and Community with an ASBMB Student Chapter"

On April 2 a *New York Times* article, "UN Security Council 'Missing in Action' in Coronavirus Fight," featured **Carrie Booth Walling** (Political Science) and her book, *All Necessary Measures: The United Nations and Humanitarian Intervention*. <https://www.nytimes.com/2020/04/02/world/americas/coronavirus-united-nations-guterres.html>

Carrie was also quoted in *El Mercurio*, a Chilean daily newspaper, on April 12 arguing for a collaborative UN Security Council response to the COVID-19 pandemic.

Walling's op-ed, co-authored with Kathryn Sikkink (Harvard), "La pandemia necesita una respuesta global," (translated into English as The Pandemic Needs a Global Response) was published in *The New York Times en Espanol* on April 15. <https://www.nytimes.com/es/2020/04/15/espanol/opinion/coronavirus-onu.html>

In March, **Nicolle Zellner** (Physics) gave two public talks on the Michigan pilots who were part of the "Mercury 13" astronaut testing program. "Out of this world: Michigan women in space" was presented at the Kalamazoo Valley Museum (March 8) and as part of the Historical Society of Michigan's History Hounds Lecture Series (March 11). The latter talk was also live-streamed to multiple locations around the state.

Axios featured a quote by Nicolle in the article "Astronomy's continuing harassment problem" <https://www.axios.com/astronomy-sciences-harassment-a8dff163-ab17-4669-a68e-efbe3d388c0f.html>