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ABSTRACT

The purpose of Lake Forest College's 1986 self-study was to provide the North Central Association's Commission on Institutions of Higher Education Evaluation Team with materials needed for reaccreditation; to evaluate Lake Forest's efforts to fulfill the purposes and meet the goals established in the new mission statement; and to evaluate the system of planning and self-evaluation built into the college's governance system. Information includes a look at Lake Forest College; the new mission statement; human resources (faculty, students, and administration and staff); the academic program; educational support services and non-academic programs; marshalling the other resources of the college (institutional dynamics, financial resources and development, physical resources, and reciprocal relationship with the community); a look at the future; and findings and request (the general institutional requirements, the evaluative criteria, and request for affiliation status). Seven appendices include: publications by current members of the faculty; AAUP faculty salary data 1984-1985; college council report on minority enrollment; membership in Associated Colleges of the Midwest; pre-professional combined programs; long range planning committee report to the faculty; and budget planning preparation participant groups 1985-1986. Exhibit material available to the team during the visit is listed. (SM)

"A LIBERAL ARTS EDUCATION OF ENDURING VALUE"

SELF STUDY REPORT OF LAKE FOREST COLLEGE

FOR THE

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

LAKE FOREST COLLEGE

MAY 1986

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PREFACE
THE SELF STUDY

In October 1986 Lake Forest College is scheduled for it ten-year evaluation by the North Central Association's Commission on Institutions of Higher Education. In preparation for this evaluation, the College carried out a self-study that had three main purposes: to provide the NCA Evaluation Team with the materials required for reaccreditation; to evaluate our efforts to fulfill the purposes and to meet the goals set out in our new Mission Statement; and to evaluate the system of planning and self-evaluation built in the College's governance system. This report contains the findings of the self-study.

Early in 1985, President Eugene Hotchkiss appointed a coordinator and Steering Committee for the self-study. The Steering Committee was chosen to be broadly representative of faculty from all three divisions, of the administration, and of the governance committees which represent students, faculty and administration. Frequent reports have been made to the faculty, to trustees and to students. Members of the Steering Committee include: Dr. Bailey Donnally, Professor of Physics, Provost and Dean of the Faculty, a member of the faculty since 1961; Eric Riedel, Dean of Students, member of the faculty since 1975 and a Ph.D. candidate in the history of education at the University of Chicago; Dr. Rosemary Cowler, Professor of English specializing in the 18th century, member of the faculty since 1955 and an NCA Commissioner-at-Large since 1983; Dr. Arthur Zilversmit, Professor of History, with emphasis upon American intellectual history and the history of education, a member of the faculty since 1966; Dr. Claire Michaels, Chairperson and Associate Professor of Psychology, a specialist in perception, member of the faculty since 1973, and chairperson of the Long Range Planning Committee from 1981 to 1984; College Librarian Dr. Arthur Miller, who also holds a Ph.D. in English Literature, member of the faculty since 1972 and Acting Dean of Students in 1975; Coordinator Carol Gayle, Assistant to the President and Lecturer in History (Russian and European), a member of the faculty since 1966.

The President's charge to the Steering Committee was to make the widest possible examination of Lake Forest College as it had developed in the decade since the last self-study, with emphasis on how effectively we are achieving the goals of the new Mission Statement and how we are using our governance system to foresee and manage change for the future. The information gathered was discussed and evaluated in the second half of 1985 and in early 1986.

The self-study process for the report had actually been under way well before the appointment of the self-study Steering Committee. Self-study is built into the College's governance system and goes on constantly, rather than only when there is an NCA report to prepare. The Long-Range Planning Committees of the on-campus governance system and of the Board of Trustees are constructed so as to carry out continuing self-study. The three major governance committees, the College Council, the Faculty Personnel Policies Committee, and the Academic Policies Committee, carry out frequent studies in order to make policy or evaluate it. The budgeting process has significant evaluatory components and includes discussion and approval by the College Council. The Library engages in frequent self-studies, partly because it is changing so rapidly and partly to report to outside agencies. The Education Department carries out a self-study every five years to meet certification requirements of the State of Illinois. Students evaluate all teachers and all courses every semester. There are intensive studies for specific purposes. For example, in the last two and a half years ad hoc committees have examined closely two important areas of concern: retention of minority students, and residential life. In addition, the Development Office and the Trustee Committee on College Resources examine and evaluate the College's financial condition and recently commissioned an analysis by an outside educational consulting firm.

Most of the forms of self-study mentioned above involve students and faculty, as well as administration, and the governance system is based on wide and representative participation for all sectors of the College. The only governance committees without student representation are two Trustee Committees and the Faculty Personnel Policies Committee. Many of the student or faculty representatives are elected by their peers, or appointed by the President on the advice of an elected body.

The Steering Committee drew on the work and reports of these various committees and studies. It also undertook its own studies where appropriate. Materials from all of these self-studies and self-evaluations have been incorporated into this self-study report, written in March and April 1986.

The report consists of an introduction, six chapters, and a conclusion and request for affiliation status, followed by the appendices. The Introduction, "A Look at Lake Forest College," contains a brief history of the institution and NCA affiliation and evaluations, closing with a look at the College in 1986. Chapter One discusses the first evaluative criterion through close examination of the College's new Mission Statement and some of the strategies for realizing its goals. The next four chapters are devoted to looking at important components of the College against the measures of the second and third evaluative criteria, that is: 1) have we effectively organized our resources? and 2) are we achieving our purposes? Chapter Two discusses human resources; Chapter Three is devoted to the academic program and related aspects of the College; Chapter Four is devoted to academic support systems

and non-academic programs and support systems; Chapter Five covers governance, financial and physical resources and relations with the surrounding community. Chapter Six, "A Look to the Future," addresses the fourth evaluative criterion by examining the evidence as to whether we can continue to accomplish our purposes, and looks at our planning processes and plans for the future. The Conclusion, "Findings and Request," states our belief that we have met the institutional requirements and the four criteria and requests reaccreditation by the NCA CIHE with no change in our statement of affiliation status.

INTRODUCTION
A LOOK AT LAKE FOREST COLLEGE

I. Brief History

Lake Forest College has its origins in the efforts of a group of Presbyterians from Chicago who, in the mid-1850s, followed the newly-built railroad north along the shore of Lake Michigan seeking a place to found their ideal educational institution. Their vision included secondary schools for men and women, a (male) liberal arts college and graduate schools in theology, medicine, dentistry, and law. The Lake Forest Association bought up the required land, apportioning every other lot to support the planned university, and welcomed residents to a town incorporated in 1861 and consciously planned to take advantage of the natural beauty of the terrain. The College, however, developed more slowly than the town; financial support was undercut by the Panic of 1857, and then the Civil War siphoned off both funds and students. Only in 1876 could the College reopen, thanks to support from many Lake Foreteres, including the Fawell family. The small first class was co-educational because Mrs. Farwell, a former teacher, did not want to send her daughter Anna east for college. When this first class graduated in 1880, Anna was valedictorian.

The College shed its ties with the graduate schools by the end of the century and those with the secondary schools in the 1920s, abandoning eventually the title of University. It became a small and fairly provincial Presbyterian college whose student body was mostly from the Midwest and ranged in numbers from about 225 to 400 before World War II and then doubled rather haphazardly in the years after the war, swelled particularly by veterans housed in hastily constructed quonset huts. In the later 1950s it was decided to undertake a further expansion of the College by almost one-third again, but this time consciously and with the aim of increasing quality as well as quantity. Both faculty and student body were expanded. The physical plant was enlarged with a new science center, a new library, and a new student union or the main campus and a new South Campus, including a sports center and new residence halls. The curriculum was revised by pruning offerings that did not meet a rigorous, one might say narrow, definition of the liberal arts. By the 1960s the College was a liberal arts institution with a larger and better qualified student body drawn from the entire nation.

But by the 1970s the College confronted difficulties that also faced most other American colleges then, including a decline in applications and a higher attrition rate. At the same time there were also major financial problems arising from the rapid expansion of the previous decade and the very small

size of the College's endowment. Under the leadership of newly appointed President Hotchkiss, the College again gave more attention to recruiting students from Illinois and the Midwest. There were also efforts to reestablish the College as an institution of cultural importance in the town, a place in which it was already important as the second largest employer. Leaders of the town who played prominent roles in Chicago cultural life came to see the value of the College in their own backyard. A Women's Board was established for the first time. The Board of Trustees became widely involved in the planning and carrying out of College affairs and with a reorganized Development Office began in 1975 a $20 million fund drive.

The College also recognized that it had an obligation to meet the academic needs of the adult community of Lake Forest and the surrounding towns. First, it began a modest program to encourage adults to return to undergraduate schooling. Then, in the mid-1970s it proposed a Graduate Program in Liberal Studies, an innovative, non-professional master's program, drawing on the strengths of the College and designed for adults in the community. It was at this point that the College was last visited by an NCA Evaluation Team.

II. NCA Affiliation History and Summary of Concerns of 1977 Evaluating Team

Lake Forest College has been accredited at the bachelor's level by the North Central Association since 1913 and at the master's level until the 1930s and again since 1977. We were visited by NCA Evaluation Teams twice in the 1970s, first in 1973 for the standard periodic evaluation and then in 1977 for a focused evaluation connected with the proposal to introduce the graduate Master of Liberal Studies (M/LS) program. After the 1977 evaluation the NCA voted to continue accreditation at the bachelor's level and to add accreditation at the master's level, although the College was asked to submit a report the following year on the further development of the M/LS program. The next evaluation was scheduled for 1986-1987.

The 1977 NCA Evaluation Team noted nine areas of concern in the report of its visit to Lake Forest College. These will be summarized here and then discussed at length at appropriate places in the text. The ordering of the concerns in this summary is that in which they will be addressed in the report.

Three concerns were related to human resources. The first was that our use of tenure guidelines by department seemed an inflexible system that might result in the loss of outstanding faculty. The second was that continued emphasis needed to be put on the retention of students. The third concerned the need for improved communication with the staff and provision for greater involvement by them in decisions affecting them directly.

Four points related directly to the academic program. The first of these was that there was insufficient opportunity for work in applied art and music. The second was that some of the interdisciplinary majors were vaguely defined and had low enrollment. The third of these concerns was the proposed M/LS program itself which the Team felt needed more development in all areas, thus its recommendation for a progress report. Lastly, the Team stressed that "the College should proceed with caution [in developing new programs] to avoid overextending available resources."

The eighth concern expressed by the Team related to the governance system which at that time was relatively new. The Team found the committee structure cumbersome, inadequately defined, and requiring too much time from faculty, administration and students. The final area of concern noted by the Team was the condition of some of the older buildings and the need to plan for preventive maintenance to avoid major costs later.

III. Significant Changes at the College in the Last Decade

Since the 1977 Evaluation the College has been able to move forward on a number of fronts, working on areas needing improvement, including most of those identified by the 1977 Evaluation Team. A summary here of the most significant changes will set the scene for further discussion in subsequent chapters.

First, with wide participation by the College community, the Long Range Planning Committee made a major review of the goals and purposes, activities and problems of Lake Forest College, and produced a new Mission Statement. Taking the Mission Statement as a broad guide, we have been working in various areas to explore needs and problems and to create strategies and plans for change. One of these strategies is a Five-year Plan focused on four key areas. Because of the importance we attach to the Mission Statement and our efforts to realize those goals, Chapter One is devoted entirely to this subject.

Second, there have been several changes in the academic realm since 1977. In 1979 the faculty voted to switch from the 3-2-3 calendar in force at the time of the 1977 NCA evaluation to a 4-4 semester system. Curricular changes include several new majors, notably Computer Studies and Business, and the creation of studio tracks in Art and Music, and a Writing track in English. The Education Department has revised and expanded its curriculum and now Education may be listed by a student as a major in conjunction with a regular major. A systematic and extensive internship program has been very successful, and in fact such a program has been undertaken by the College in Spain and another is being planned for France.

A third area is that of student life and here many of the positive trends noted in the 1977 report have continued. Applications and admissions are up and retention is a relatively minor problem, except (on each of these points) for Black students. Student services continue to improve and student morale generally seems good. There has been a study of residential life and new policies on drugs and alcohol use have been instituted. Career Planning and Placement has undergone change and expansion several times and is much more effective than before. Campus activities and programming have also become particularly strong. The Athletic Department has upgraded its women's varsity program, hired Black coaches, and made several changes in the specific varsity sports offered.

Fourth, we can note dramatic changes in the physical facilities of the College. Beginning with a renovation of the Chapel to bring it back into use as a multi-purpose facility, the College pursued a program of restoration, renovation and major maintenance on almost all of the older buildings on campus, most notably Durand Institute and the old College Hall. It also carried out a significant rebuilding of the 1965 Donnelley Library and a lesser one of the new wing of the student Commons. Instructional support facilities have been substantially expanded through extensive computerization of the library and by further development of the Writing Center. In addition, Lake Forest has been far in advance of most colleges in stressing the wide use of computers for academic purposes and in providing extensive computer access for students and faculty.

Finances represent a fifth area of significant development, since 1977. The financial stability and fiscal responsibility noted by the 1977 Team has continued and has even allowed the paying off of all debts. In addition, an expanded Development Office has significantly increased the support the College receives from alumni, friends of the College, and from foundations and corporations. The $20 million Cost of Quality Campaign underway in 1977 was successfully completed in 1981 and the goal of another smaller campaign was met two years later.

The sixth and final area of growth since 1977 is that of providing services for the adults of the surrounding communities on the North Shore. The Master of Liberal Studies program, which offered its first classes in the fall of 1977, is the most notable example of this effort; it is a small but effective program whose participants are extraordinarily loyal. A Community Education Office was established in that same year to help adults take advantage of the academic resources of the College. A variety of other efforts, most recently a widely-distributed public events calendar for the community, have also been undertaken. Generally, the good feeling that the community expressed toward the College in 1977 has increased.

IV. Lake Forest College in 1986

The Lake Forest College of 1986 is an independent co-educational liberal arts college; it retains only limited ties with the Presbyterian Church, USA. Central to its mission is providing a superior liberal arts education in a flexible way that gives wide latitude for and close attention to the individual student. A member of the Associated Colleges of the Midwest, the College also has cooperative arrangements with several professional and graduate schools. The College's beautiful campus of 107 acres has been enhanced by the recent restorations and improvements to the physical plant. The financial condition of the College is sound and a major fund raising effort is being planned to enlarge the endowment significantly.

The Mission Statement has helped us rethink the educational reforms of the 1960s and 1970s and to clarify our definition of a liberal arts education in the 1980s. There is good morale among the faculty, which numbers over 100 and has a distinguished record of research and publication as well as very high standards in teaching. The student body of more than 1,100 is diverse in background and interests; maintaining and strengthening that diversity is now one of the College's main goals. Classes are usually small, allowing for close work between faculty and students, and the same close contact exists in extra-curricular activities and in the governance committees.

Today Lake Forest College is a healthy institution, aware of areas needing improvement and preparing to climb to higher levels of quality. In our continuing process of self-study and specifically in this NCA self-study we are trying to identify and solve the problems of the present, to prepare ourselves to meet the needs of the late 20th Century, and to look ahead to the challenge of the 21st Century.

CHAPTER ONE
THE NEW MISSION STATEMENT

Lake Forest College's mission has changed with its history. In 1856 its Presbyterian founders stated their purpose clearly: "To establish an institution of learning of a high order in which Christian teaching w[illegible] hold a central place." The College originally was only one of the schools of Lake Forest University, but liberal education was from the beginning central to its mission. As the College cut its ties with the professional and secondary schools, its Christian and liberal purposes remained central but a number of professional courses were introduced, perhaps as a consequence of two world wars and/or the Depression. A degree called Bachelor of Arts in Business Administration was offered and briefly there even existed a Bachelor of Science in Nursing after World War II.

Then, in a few years beginning in the late 1950s and especially after a new president took office in 1960, the liberal arts emphasis of the College was strongly reasserted. The majors in Business Administration and Speech, the teaching minor in Physical Education, and academic credit for secretarial training were eliminated; the Evening Session was phased out. In the new curriculum, the definition of the liberal arts was academic and often "purist." At the same time, the emphasis upon the Christian context of education was diminished and soon disappeared entirely. The College's Mission Statement in this period defined its primary purpose as "the cultivation of the mind in its ability to abstract, to judge and to reason, so that the student may grow in understanding, insight and wisdom."

By the beginning of the 1980s, after the student unrest and consequent changes in curriculum during the previous decades, it was time to review our definition of the mission of the College and to revise it in light of the demands of the end of the 20th century. The Dean of the Faculty, Bailey Donnally, believed we needed to think systematically about the kind of education we are trying to provide our students and to reassert the vitality and complexity of a liberal arts education. He took the matter to the Long Range Planning Committee for Academic Goals.

I. Long Range Planning Committee and the Mission Statement

The Long Range Planning Committee was created as part of the governance plan adopted in 1972. The purpose was to provide a way for the College community to take a longer view of academic goals and how to achieve them than is possible for the other governance committees. In contrast to most of the other committees where members serve staggered terms, the Long Range Planning Committee's three faculty members are appointed at the same time for a three-year term and then replaced at the same time. The Dean of the Faculty is a permanent member of the Committee and is able to bring to the faculty representatives

issues of long-term academic policy to be explored. Each Committee during its three year term works to create a Five-year Plan. The method is a mechanism for constant self-study and planning for institutional change. For instance, the first Long Range Planning Committee had produced the plan for the Graduate Program in Liberal Studies in response to the problem of declining enrollments and attrition and as a way to meet the needs of the community.

A newly-appointed Long Range Planning Committee took up the review of the College's mission in 1981. The membership of that Committee included Dean Donnally, Claire Michaels, Associate Professor of Psychology, who also chaired the Committee, William Martin, Professor of Chemistry, Arthur Zilversmit, Professor of History and Director of the graduate program, and two student representatives (who changed each year). As a result of the review, the Committee decided to develop a new Mission Statement. The Committee first tried to identify the issues to which the new Mission Statement was to speak and found four: the liberal arts ideal, the fostering of productivity in our students, the College as a residential community, and the relation of the College to its larger communities.

In working out the more detailed description of the College's mission in each of these four areas, the Committee's own weekly deliberations were aided by various community meetings and community input. Ideas were solicited from the Board of Trustees, the faculty, the students, and the administration. Rough drafts of the resulting Mission Statement were circulated to various representatives of these bodies and revisions made, leading to a tentative final version. Public meetings on this draft led to the final version which was approved by the faculty at its May 4, 1983 meeting and adopted by the Board of Trustees in December of that same year.

The Mission Statement was then officially published. Since 1984 for the first time in a number of years the full text of the College's Mission Statement has been placed proudly and prominently in the front of the College's catalogue.

The broad scope of the Mission Statement is reflected in its first paragraph as is its emphasis on liberal arts education as enduring, practical and social. The unifying theme of the subsequent paragraphs is that the education we offer is not so much a specific body of knowledge as it is an approach to living, a process that prepares one for lifelong learning, for action as well as contemplation, a process that thrives on diversity. The liberal arts education is defined as having breadth as well as depth, but also as developing crucial and basic skills: how to analyze, how to evaluate, and how to communicate. This theme is pursued in the paragraphs that emphasize the fundamental usefulness of a liberal arts education, the way that we teach our students to be actors and

problem solvers, not just observers and classifiers, and to live and work effectively and responsibly within society. The Statement stresses the important ways that liberal education takes place outside of the classroom as well as inside it, and it stresses our goal of helping each individual student find a balance between autonomy and community, independence and responsibility. The full text follows:

> At Lake Forest College we are dedicated to providing a liberal arts education that will be of enduring value in the lives of our graduates. We seek to foster students' capacity for effectiveness and productivity to prepare them for lives of accomplishment and fulfillment. We are committed to maintaining a college community that encourages a diverse population to live harmoniously and promotes responsible citizenship and dedication to intellectual and personal goals. We also endeavor to serve the larger communities of town and society. The purpose of this statement is to describe these related goals.
>
> Our ideal is an education with breadth; we encourage students to extend their intellectual horizons to many areas in the arts, the humanities, and the natural and social sciences. It is an education that requires depth; students must develop expertise in their chosen disciplines. It nurtures curiosity and inspires discovery and learning. This education helps individuals to think -- to be logical and analytical, to be imaginative and creative. It emphasizes effective communication both in writing and speaking. It encourages quantitative thinking and intelligent use of data and information. It values scientific knowledge and an aesthetic sense. It is an education that explores the nature of both individuals and cultures, to promote understanding of and sensitivity to the diversity of humankind. It stresses values -- ethical, moral, and social -- and demands the examination and refinement of those values.
>
> An important tenet of our faith in liberal arts education is that it is practical. It enables people to examine issues from a variety of perspectives, it provides the intellectual tools to solve problems in a distinctive way, and it fosters the will to do so. Lake Forest specifically designs its academic programs and its college life to help

its graduates become "doers" as well as "thinkers," to become effective and productive members of their communities. The tools of research, reasoning, and communication become the foundation for a life of active contribution to society in the arts, business, politics, and professions, science or technology.

To accomplish these goals we nurture in our students certain traits, skills, and inclinations. We urge students to be purposeful, to establish and focus on goals, to make choices and to reach conclusions. Our curriculum encourages students to attempt to do things that have clear and measurable consequences and to take appropriate actions that will lead to the results they desire. The Western academic tradition has tended to foster work and achievement by the individual, but in a complex world it is frequently necessary to bring together the experience of several people to solve problems. Therefore, at Lake Forest College, students learn to work in groups, and learn to speak and write both to convey information and to persuade.

Lake Forest College's commitment to these ideals requires the maintenance and continued development of its educational resources both material and human. In the faculty, a key resource, we emphasize not only talent and dedication in teaching and advising, but also accomplishment in research and publication or creative achievements. We foster the intellectual vitality of our faculty and have an abiding concern for academic freedom.

Lake Forest College emphasizes individual choice and initiative, coupled with a strong sense of responsibility. In discussion with faculty members, students are encouraged to design academic programs that meet their own needs and the College's ideals. Except for the requirement of their academic majors, students are free to choose their own courses. Since Lake Forest College is a predominantly residential college, we maintain a rich and varied co-curriculum for a student body diverse in race, background, and interest. Responsibility, choice and initiative, indeed all of our ideals, are pursued in college life outside of the curriculum. Living together in residence halls and governing themselves,

students learn the importance of forming a community in an atmosphere of diversity. Competing on the playing fields and cooperating in clubs and organizations, and in less formal settings, students learn about and from each other.

We have committed Lake Forest College to leadership among private liberal arts colleges. Individuals educated in accordance with our liberal arts ideal will, regardless of their personalities, interest, and careers, share a common set of characteristics. They will have grown in awareness, knowledge, and wisdom. They will have developed a lifelong commitment to learning, a capacity for productive endeavor, an ability to effect change, a set of reasoned principles to guide their lives, a concern for what is right, and the will to change what is not.

II. Strategies for Realizing the Mission Statement: The Long Range Planning Committee's Five-year Plan

One of the natural vehicles for implementation of the Mission Statement, especially for those goals which involve substantial planning and change, is the Long Range Planning Committee's Five-year Plan for the College's intermediate-term academic goals. The 1981-1984 Committee took as its particular charge establishing a plan that would bring the College closer to the new Mission Statement.

The Committee reviewed the Mission Statement carefully, with an eye to identifying those goals that would fit two criteria. The first criterion was relative importance; while everything in the Mission Statement <u>is</u> important, some goals are more crucial than others. The second criterion in establishing priorities was the perceived distance between our current and our desired levels of achievement. While we are very close to some of our goals, for others, we have barely started on the road to achieving them.

A number of such goals were identified and each was examined at length. It was the Committee's belief that it could not address all of these areas in a truly meaningful way in a single five-year plan. It decided, therefore, to limit the plan to proposals in four areas: the quantitative and scientific abilities of our students, the understanding of and commitment to values, the development of productivity in our students, and integration of the disciplines.

The Plan called for the Dean of the Faculty to initiate action on all four of the points it had singled out for emphasis. He was asked to create a Task Force on Quantitative and Scientific

Thinking, a Research Group on Productivity, and a Task Force on Values. In the case of the goal of integrating the disciplines, the Committee made some suggestions itself and asked the Dean to see to their implementation.

The kind of in-depth research and analysis necessary to achieve the goals of the Five-year Plan was more than could be expected of faculty as part of their ordinary load. The new Mission Statement was regarded as so important that the College sought grants to support released time or summer stipends for faculty who participated in task forces or research groups connected with the Plan. A $600,000 presidential discretionary fund for institutional self-renewal, created by a $150,000 grant from the Hewlett and Mellon Foundations and matched by the College on a 3:1 basis has been used to support projects related to the Five-year Plan.

1. The Task Force on Quantitative and Scientific Thinking, composed of three faculty members drawn from different divisions, began its work in the summer of 1984. Chaired by William Martin, Professor of Chemistry, the group included William Moskoff, Chairperson and Professor of Economics, and Robert Glassman, Professor of Psychology, as well as the Dean of the Faculty, who is a physicist. The Task Force studied actual course enrollment patterns, which showed avoidance of science and mathematics courses by majors in the social sciences and humanities, and considered various suggestions for changing this situation. Mandatory requirements, or even quantified definitions of breadth, were rejected in favor of more education for faculty members as individuals and in their role as advisors, and for encouraging science faculty to recognize the need to translate their disciplines into courses for non-specialists.

   General suggestions of the Task Force included the following. First, promote more scientific exposure for faculty, perhaps through faculty workshops, perhaps through summer mini-courses which would carry a modest stipend for participants. Second, improve information for advisors about the curriculum and about courses with scientific/quantitative content, with the intent of encouraging breadth in student programs. Third, improve scientific and quantitative offerings themselves, specifically, by developing a reasonable number of courses for those who do not major in science (while maintaining the integrity of the curriculum for science majors), more interdisciplinary courses with a scientific component, and inclusion of scientific content in courses outside the sciences. Fourth, develop mechanisms to evaluate our progress in improving scientific exposure. These suggestions will be made more concrete and submitted to the appropriate faculty committees in the future.

2. The Research Group on Productivity faced a more amorphous task because of the difficulty of defining what constitutes "productivity," and how to cultivate and foster it. The Plan spoke of it as "an intellectual and personal style" that is,

> the tendency to be a doer not merely a thinker, a participant not merely an observer. Although productivity is in part attitude, it is also a collection of skills. They come together in the productive person who can weigh evidence and make choices, who can write and speak to inform and to persuade, who can work alone and with others.

The Long Range Planning Committee called for several lines of effort. The first was continued attention to the matter of oral communication, a subject that already had been addressed during the summer of 1983 by a Task Force on Oral Communication, supported by Hewlett/Mellon funds. That task force prepared and distributed a "suggestion book" which recommended ways to encourage students to improve their oral communication skills. In the fall of 1983 a faculty Conference on Oral Communication in the Classroom included work with two outside consultants on the subject. Experience since this conference indicates that oral communication skills are now stressed in far more courses than previously.

The second line of effort was the appointment of a research group on productivity, comprised of Ronald Forgus, Professor of Psychology and a specialist in motivation, Michael Croydon, Professor of Art, Charles Louch, Professor of Biology, and Mark Tierno, Associate Professor of Education. The group worked over the summer of 1984. During the following academic year it shared its research in several Open Seminars, providing suggestions and examples of how to help students participate more in their own education. Several long-time faculty members have attested to how they were able successfully to adopt the suggestions of the research group, one by the use of open-ended questions to begin and end his lectures -- that is, by not giving students "the answer."

3. The Task Force on Values was formed to examine ways to introduce values into the education we give our students without imposing those values or indoctrinating the students. The value-neutral and democratic stance of the modern academic world comes to mean, in practice, that values issues are sometimes actively ignored. And, of course, the College had during the 1960s dropped its emphasis upon the Christian purposes and context of the education the College offered. The Task Force included Charles Behling, Associate Professor of Psychology, Diane

Ross, Assistant Professor of English, Ronald Miller, Lecturer in Religion and Coordinator of the Interfaith Center, Dean of Students Eric Riedel, and the Dean of the Faculty. It met bi-weekly during the summer of 1984, concluding from its review of the literature that "it is difficult but imperative to explore the views of various thinkers, to demand the recognition that every choice embodies values, and to ask questions that reveal and challenge values."

The Task Force on Values reported at the beginning of the fall term in a workshop for the full faculty. It then met with various student groups on campus, exploring ways in which institutional values are represented through organizational activities. During the 1985-1986 academic year the Task Force, reorganized as the Values Committee with the addition of Assistant Professor of Philosophy Louis Lombardi, a specialist in ethics, offered to faculty a series of small workshops. Often led by outside consultants, these workshops were devoted to such issues in teaching values as social or moral problems, professional responsibility, or disciplinary values. Several new courses, including two freshman seminars (Media and Values, and Biology, Public Policy, and Effective Political Action) have been influenced by the discussion of values in the curriculum.

4. Integrating the Disciplines was the fourth area of focus of the Five-year Plan. In this case, the Long Range Planning Committee made several concrete suggestions for improvement. To give more faculty experience in teaching in an interdisciplinary manner, it recommended that teaching in the master's program be rotated as widely as possible among faculty members. To encourage team-teaching as a way to develop an interdisciplinary approach, it recommended that full teaching credit be awarded to both members of a team the first time that an interdisciplinary course is taught. In general, it recommended that the Dean and chairpersons make concerted efforts to inspire and reward interdisciplinary undergraduate teaching, including providing support for summer preparation of new courses. It suggested that a list of topics on which faculty were prepared to speak be distributed to encourage instructors to invite their colleagues into their classes. Lastly, it recommended that the interdisciplinary focus be shifted from the freshman seminar program to upper division courses. In encouraging interdisciplinary teaching, the most notable progress has been made in the provision of Hewlett/Mellon funds to support preparation of interdisciplinary courses on World Population Growth and its control and on The 18th Century; the course on the 18th century is being offered at the senior level in the 1986-1987 academic year.

The new Mission Statement is both a summary of our thinking as we have in the last decade or so revised and refined the liberal arts education we offer our students; and it is a statement of our ideals and goals for the future. We have held to the heart of liberal arts education as transmitting knowledge, wisdom, and commitment to humanistic principles of truth, freedom, and justice. We stress that this cannot be a cloistered education, but one that will help our graduates act purposively and live fruitfully in the world.

Thus, the new Mission Statement implicitly provides the rationale for departures from some of the more purist aspects of the curriculum of the 1960s and for the addition of new majors and modes of study. And it also articulates the goals toward which we direct ourselves as we look to the future. It reflects our emphasis upon individual choice and responsibility in a complex world and the importance of a set of reasoned principles as the guide for life. It is suffused by our conviction that true learning requires wide exposure to diverse ideas and people. We have much to do to achieve these goals, but the Mission Statement sets out clearly our goals as we marshal our resources and seek to accomplish our purposes.

CHAPTER TWO
HUMAN RESOURCES

I. Human Resources

While there are many resources required to achieve the purposes of Lake Forest College, to provide a quality liberal arts education, and to reach toward the goals of the Mission Statement, the most fundamental ones are the people participating in the educational process. Thus we will begin with a survey of the human resources of Lake Forest College: the faculty, the students and the staff.

A. The Faculty

The faculty is important in fulfilling the mission of any college. It is central at Lake Forest College because we seek to transmit an attitude toward learning as well as specific knowledge and wisdom. To achieve this we require a faculty whose training and professional standing reflects the standard of excellence to which we want our students to aspire; our faculty members must be able and productive in both teaching and scholarship. The teaching faculty consists of 84 full-time and 22 part-time members. The process of faculty recruitment is careful and lengthy, but we believe that it has helped us find and attract the kind of faculty members who can meet our demands.

The faculty meets these demands, first of all, by being well educated itself. Of the full-time instructional staff over 85% hold earned doctorates (to which might be added specialists in studio art or creative writing who hold appropriate terminal degrees). Furthermore, these degrees have been awarded by major universities: the University of Chicago, University of Michigan, and Northwestern University (five or more from each); Yale (four), Harvard, Columbia, University of California at Berkeley, University of Wisconsin, University of Minnesota, and Indiana University (three each); MIT, Johns Hopkins, University of Virginia, and the University of Illinois are also represented, among others. Almost a quarter of the entire teaching faculty (25 out of 106) are members of Phi Beta Kappa and the College's chapter is one of only nine in Illinois.

Secondly, Lake Forest faculty members are sought out and retained because they like teaching and excel in teaching at the undergraduate level. This excellence in teaching led to Lake Forest College being chosen as one of the few small colleges to be recognized by the Inland Steel-Ryerson educational foundation with annual awards to outstanding teachers. Quality of teaching is judged not only by outside agencies and the administration, but also by students who evaluate their instructors every term; these student evaluations are reviewed by the chairperson and the Dean of the Faculty as well as the instructor and are used in tenure and promotion decisions.

The faculty prides itself on its teaching and works hard at the job. Most classes are small so that there is close contact with students and many classes are based in part or in whole on discussion. Senior faculty teach the introductory courses as well as the upper level ones, as two random examples show: Last fall, senior members of the English Department (one the chairperson) taught half of the six composition courses offered; next spring, half of the sections of Introduction to Economics will be taught by senior members of that department. Many courses put substantial emphasis upon writing papers and faculty members undertake frequent conferences with students about those papers. In addition, there is substantial contact between students and faculty in the process of advising.

Nonetheless, in spite of this load, the faculty has distinguished itself by a high level of scholarly research and publication. (A list of publications of the present faculty is given in Appendix I.)

Recognition has come to faculty members from outside the College in the form of grants from government and private foundations, awards, and honors. In the 1985-1986 academic year a professor of Physics was chosen as a 1986 Thomas Edison Lecturer and by the National Science Teacners Association to address its national convention; a professor of Mathematics won the Mathematics Association of America Book Prize; an assistant professor of Psychology received a three-year individual postdoctoral fellowship from the National Institutes of Mental Health; and a professor of Economics received a senior scholar grant from the International Research and Exchanges Board for summer research at the Soviet Academy of Sciences. In the decade since the last NCA evaluation, three present members of the faculty have been awarded four Fulbright fellowships for research or teaching, one received a Rockefeller Foundation Humanities Fellowship, one an Economic Policy Fellowship at the Brookings Institution, one was a National Science Foundation Faculty Fellow and a Fellow at the Center for Advanced Study in the Behaviorial Sciences, two held National Endowment for the Humanities College Teaching Fellowships, one received a Graham Foundation grant for Advanced Study in the Fine Arts, one held an Andrew Mellon postdoctoral fellowship, another had a postdoctoral fellowship funded by the Canadian Government at the Harvard Center for International Affairs, and one was Distinguished National Visiting Lecturer for the Psychological Association of America. There were also a number of grants of varying duration from the NSF, the NEH, or the NIMH for research or participation in summer seminars.

Faculty morale is generally very good this academic year A maj r reason for this is the widespread sense that there is strong academic leadership from the Dean of the Faculty and that there are real efforts to improve the academic quality of

Lake Forest College, efforts that are supported by financial resources. The increasing pool of applicants, increased enrollments, and increased retention have all been heartening to the faculty. Furthermore, the improvement in the financial health of the College and the proposed fund-raising drive to enlarge the endowment gives many on the faculty the sense that we are on the brink of moving to a new level of academic quality.

Faculty compensation at Lake Forest College, both salary and total compensation, is good; in the AAUP ratings, the College ranks in category 1 (or better) across all ranks, an improvement for the lower ranks since 1975-1976. Moreover, the College is in the 1* category for salary for Associate Professor and for total compensation it is in the 1* category for both Professor and Associate Professor. (See Appendix II.) The benefit package continues to be very attractive and is frequently improved; for instance, this year limited well-care was added to the health insurance. (Benefits are described in the Faculty Handbook, Exhibit A.) The faculty seeks to influence salary decisions through an active AAUP chapter and through participation in the budget process by its representatives on the College Council.

Nonetheless, there is faculty concern about salaries. The main concern is that, as is true throughout the nation, faculty compensation has lagged behind the rate of inflation, despite the College's policy in recent years of basing salary increases on cost of living plus a (modest) raise. A recent letter from the AAUP chapter to the President said that "for the period 1969/1970 through 1984/1985, while the average salary of a full-time faculty member at Lake Forest College rose 145.7%, the Consumer Price Index rose 183.3%," adding that "in real terms, Lake Forest College faculty were about 20% worse off in 1984/1985 than they were fifteen years before." The squeeze is particularly notable because of the College's location on the North Shore where housing costs are high. Some faculty members feel that more weight should be given to merit in the determination of salary increases so that there would be wider differences among raises. Finally, this year the AAUP requested abandonment of the policy which in recent years has provided junior faculty with a higher percentage increase in total compensation than their senior colleagues. This represents a shift for the AAUP which has long been the proponent of larger proportional raises for junior faculty.

The faculty has a strong sense of being part of a total Lake Forest College community, fostered by the strong role of the faculty in the governance system, the Dean's open door policy, and the willingness of the President to listen. Moreover, from the point of view of the faculty there is a good, but respectful, camaraderie between faculty and students. Individual

faculty members and students are, of course, mainly responsible for this mood, but the Dean of Students Office has made substantial efforts to foster it and it is encouraged by the way students and faculty members work together on governance and other committees. However, some faculty members are not satisfied with the academic quality of all students and are disturbed by certain aspects of student life, particularly what some see as negative side effects of the renewed activity of fraternities and sororities.

Closely related to faculty morale is the tenure issue. The College's faculty size is more or less at steady state and 57% of it is tenured. For the last decade, the College has used a system of tenure guidelines by department, establishing ratios of maximum tenured faculty to total full-time equivalents except for the Foreign Languages Department where the count is by language. (See the Faculty Handbook, Exhibit A, pp. II-B-47, for a full statement on tenure.) The 1977 Evaluation Team which visited the College just at the time the policy of department guidelines was being adopted made the tenure situation one of its nine concerns; the Team feared that guidelines (which it called "tenure quota guidelines") might "result in the loss of outstanding faculty."

Tenure is as tough an issue at Lake Forest College as elsewhere, especially these days, but it is not a political issue within the faculty nor one in which the basic fairness of the procedures of the system are called into question. Furthermore, the system of guidelines by department does not seem to have had the deleterious effects the Team feared. In fact, the aging of the senior ranks of the faculty has put the College on the brink of a cluster of retirements, retirements encouraged by an advantageous early retirement policy.

Since 1976, 25 faculty members have been considered for tenure, 14 have received tenure and 11 have been denied tenure. Because there was little possibility for tenure in some departments during much of this time, there were also a number of people who chose to leave or were counseled to leave without seeking tenure. In 1978-1979, the first full year of the new tenure policy, one department claimed "exceptional circumstances" as its reason for going beyond the tenure guidelines in supporting several candidates for tenure (and tenure was granted). But this has not been repeated and the tenure guidelines have held. Several of the cases where tenure was denied have been in the department of Foreign Languages. In 1979 a member of the Spanish Department who was denied tenure unsuccessfully sued, charging discrimination. More recently, a member of the German Department denied tenure was appointed Director of the Writing Center, a position that is non-tenurable.

What is at work here is an increase in the standards for tenure, as established by the Faculty Personnel Policies Committee and approved by the faculty and the Board of Trustees. Excellent teaching is still the fundamental requirement, but with the adoption of the new tenure policy in 1977, the definition of required scholarship became more rigorous. The standards and procedures for tenure evaluation are thoroughly spelled out in the Faculty Handbook. New members of the faculty are apprised of the high standards and regard them as one of the reasons for the high quality of the College's faculty. Recognizing the limited degree to which there are possibilities for tenure in some departments, these junior faculty, according to the chairperson of the FPPC, see a "challenge" rather than an unfair barrier.

Despite the concern of the 1977 NCA Evaluation Team, the system of guidelines by departments has not been seriously questioned for many years. The intent of the guidelines was to insure that balance of departments and hence curriculum that is required for genuine liberal arts breadth; small departments are given assurance of stability and large ones, where there is great enrollment pressure, have their tenure guidelines increased as their size is increased. Secondly, the guidelines are not quotas; they can be (and have been) overridden in "extraordinary and exceptional cases." The system seems to have worked as well as any tenure system might have in the tight times of the late 1970s and early 1980s.

Closely related to the issues of tenure discussed above is the College's new policy or early retirement. In the fall of 1985, the President announced Board of Trustee approval of a new plan meant to provide opportunities for early retirement for those who choose to follow this path. The program allows a faculty member who retires between the ages of 62 and 65 to receive an additional year's salary plus College support of health insurance until age 70. A special version of the program allowing people beyond 65 years of age to participate on a one-time-only basis was offered in the initial year of the program. The program has been well received and in 1985-1986 four members of the faculty have elected this option. The retirements will have significant effect on the possibilities for tenure for some departments.

More broadly, the faculty receives strong support through various programs of faculty development. The College's policy for sabbatical leave is liberal, as is its support of travel and related expenses for attendance at one professional meeting annually. Since the summer of 1983 a number of awards have been made to faculty out of the presidential discretionary fund for institutional self-renewal based on a Hewlett/Mellon grant; these have been as diverse as the preparation of a new course on the 18th Century to a group study on more effective methods of teaching. Since the 1970s, the College has awarded grants

to junior faculty for summer research. The College sends several faculty members each year to the Midwest Faculty Seminar at the University of Chicago. And through the College's membership in the Associated Colleges of the Midwest, faculty members participate in a wide variety of conferences.

But probably the most spectacularly visible form of faculty support in recent years has been the College's "computerization" program. We will be talking about computers at several places in this report, but here the point is to show the way that the College has provided not only training and moral support to encourage faculty to use microcomputers, it has provided financial support to help them buy them. A grant of $25,000 from the Atlantic Richfield Foundation enabled the College, with the addition of its own funds, to offer a combination of interest-free loans and grants to faculty and selected staff members for the purchase of personal microcomputers. Today four-fifths of the faculty own their own microcomputers.

B. The Students

The student body of Lake Forest College numbers about 1,100 full-time students, plus a scattering of about 80 part-time students or auditors, most of whom are adults. Beyond this numerical description, the student body does not lend itself to generalizations, except to say that it reflects the College's commitment to diversity -- geographically, educationally, socially, and to some extent ethnically. (The Student Handbook is Exhibit B.) The attrition and low enrollments that plagued us in the early 1970s are not problems now, except in one respect: We are having difficulty in attracting Black and Hispanic students, and in retaining Black students.

ADMISSIONS AND FINANCIAL AID: For the first several decades after the changes in the College around 1960, the Admissions Office had to work especially hard at recruitment in order to attract a qualified freshman class on a national basis. Although applications reached a high of 1,139 in 1968, they fell back to 1,062 in 1971 and below 800 in 1976. Then, by the late 1970s, Admissions had developed a set of strategies for recruitment that is effective today. It combines use of the College Board's Student Search Service and other computerized searches with school visits, college fairs, and personal responses to student inquiries. And it devotes special attention to Illinois and the Midwest. In recent years the number of applications has been climbing, reaching 904 in 1983-1984, 947 in 1984-1985, 957 in 1985-1986, and for 1986-1987 the number was at a 15-year high of 1,100 as of mid-April. In the view of the Dean of Admissions, these figures show that the College has "a secure applicant base." (The increase in applications, unfortunately did not apply to Blacks, as will be discussed below.)

Lake Forest College prides itself on attention to the individual student and this begins in the admission process. Criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. While all students are required to take one of the standardized college entrance tests, either the SATs or the ACTs, there is no fixed score for admission, nor is there any fixed requirement for grade point average, class rank, or other quantitative measures of student performance. We find that going beyond quantitative measures allows us to find and encourage many potentially good students, people who will be productive in the future.

By quantitative measures, the student body is a good but not exceptional one. Of the present freshman class, well over half were in the top two-fifths of their class, the average SAT scores were in the lower 500s (520 verbal and 540 math) and the composite ACT score was 25 (social studies 27, natural sciences 26, math 25, and English 23). The increased number of applications has begun to allow greater selectivity (with the proportion of acceptances going from roughly two-thirds of applicants to below three-fifths), while maintaining a respectable yield rate. The aim of Admissions now is to improve the academic quality of the applicant pool so as to develop a secure base of excellent students, a strategy that may mean a lower yield rate.

In order to maintain diversity among Lake Forest College students, we emphasize providing sufficient financial aid in such a way that students who have been admitted are financially able to attend. The basis of eligibility for aid is strictly need, not academic or athletic abilities. We are particularly sensitive to the plight of middle class students who face unrealistic federal guidelines defining financial need. Because of this situation, the College uses a special and sensitive needs analysis system developed by the Director of Financial Aid (and approved by the federal Department of Education). The Director also makes maximum use of federal work-study funds in putting together financial aid packages.

The proportion of students receiving some form of financial assistance is just over 55%, up from about 40% a decade ago, and financial aid grants provided from College funds have more than doubled in the past five years, going from $1,350,000 in 1981-1982 to $2,979,000 in 1985-1986. These high figures show the importance the College places upon provision of financial aid to students who show need and reflects its leadership position in this respect.

Because of our low endowment, much of the funding for financial aid comes out of the operating budget. Yet despite this high aid budget, the College is not able to provide financial aid to

as much of its freshman class as do most of the other ACM colleges. One of the goals of the projected capital fund drive is to increase the endowment for financial aid.

STUDENT PROFILE: The College is mainly a residential institution for full-time, traditionally aged students. In this academic year, there are 1,088 full-time undergraduate students, with slightly more men than women, of whom 971 live in the residence halls. In keeping with one of the main themes of the Mission Statement, diversity is the hallmark of this student body. Geographically, virtually all of the states of the union and almost 20 foreign countries are represented. Students come from a variety of social backgrounds and types of secondary schools -- public, parochial, and private. There is also reasonable ethnic and religious diversity, although some Jewish students have said they feel at times like outsiders and, as is discussed further below, Black students are increasingly dissatisfied and their numbers have fallen. The adult students, most of whom are part-time, are residents of the North Shore and reflect its largely white, affluent character.

Continued emphasis on improving student retention was one of the concerns expressed by the 1977 Evaluation Team. This problem has been alleviated in significant measure. While the retention rate in the mid-1970s was just under three-quarters, for the last three years it has been 90%. A good part of this change can be attributed to efforts by the Office of the Dean of Students to deal with the non-academic causes of student attrition. More students are completing all or at least most of their work at Lake Forest College and we are therefore less dependent on transfer students (whose numbers have declined by about a quarter in the last three years). Especially important from the academic point of view is the movement back toward a relatively balanced ratio of upperclassmen to underclassmen. For every 10 freshmen and sophomores in 1976 there were only 6.6 juniors and seniors, but in 1985 the figure is 8.2. This means that more students are eligible to take upper level courses, insuring a more balanced set of course offerings than was possible in 1976, and also reducing somewhat the urgency of recruiting a large number of adult students for the Graduate Program in Liberal Studies.

A large number of students are serious and hard-working. Yet, while a significant number of students hold academic and intellectual values very high, the tone of the campus is often set by a minority and some of the best students have in the past left because they did not feel sufficient academic challenge. Dean Donnally is urging the faculty to raise the level of their academic demands and he, the President, and the faculty would like to see a more academically serious student body now that the problems of recruitment and attrition are reasonably in hand. The hope is that as we attract more highly qualified applicants we can, in the phrase of the President, get rid of the bottom 15% of our present academic range.

STUDENT RESIDENTIAL LIFE: The improvement of life in the residence halls had been a major challenge in the years just before the last NCA Evaluation Team visited. The dorms, especially on South Campus, had become places of disorder and alienation for too many students. A new regime began in mid-1975 with a new Dean and Associate Dean of Students, who set as their first priority making the dorms more liveable. This involved efforts on four fronts: first, careful recruitment, selection, and training of the student staff which supervised the residence halls; second, attention to physical conditions in the residence halls, such as room furnishings, carpeting, tile, drapes, and the creation of one carpeted T.V. lounge in each of the ten residence halls; third, policy and procedural changes to clarify and simplify the rights and responsibilities of students, staff, and the College, with particular attention to due process, fair enforcement, and support for the serious students; and, fourth, development programming, both educational and social, in the residence halls themselves. By 1977 these reforms began to take effect and dorm life "mellowed out." Successful in the dorms, the Deans were able to turn their attention to more centralized campus activities as a way to attack apathy and alienation. And more and more students chose to live in the dorms, increasing the population of the residence halls by 25% between 1979 and 1985.

The irony is that the very success of the new regime in the dorms has created a new set of challenges for the College, in part the result of overloading the system. The dorms are now close to capacity, and the contemporary student seems to be less used to living and working in groups than even slightly older students. In addition, with increased academic demands placed on all students, and more space needed for healthy individual and group energy outlets, stress in the dorms is a real problem.

An all-student staff of 29 full-time undergraduates is the entire residence staff, working under an Assistant Dean responsible for residential life. These students must try to be "role models of responsible behavior and productive endeavor, peer counselors, problem-solvers, resource people, programmers and policy enforcers" for the residential community. The Dean of Students, who earlier as Associate Dean had direct responsibility for residential life, believes that increased professional support for the College's residential system is essential, especially when that system is filled nearly to capacity.

A special aspect of residential life has been the "purpose unit." These are composed of students who have some interest in common and choose to live together. The system began in the early 1970s as a response to the alienation felt by many students in the large dorms, especially on South Campus, and

also as a response to the 1960s banning of national fraternities on campus because of discrimination clauses. In the mid-1970s there were 13 purpose units, ranging from the Arts and Crafts club to groups concerned mainly with social life. Under the new regime in the dorms, all purpose units were required to show some form of community service and this led to the disappearance of some and the reorganization of others. Since 1977 resident members of purpose units have comprised between 15% and 25% of the resident student population.

At present there are nine purpose units. Two are connected with academic life: Pi Mu Delta, the Health Services group, people interested in entering some part of the medical profession and usually science majors; and Internat, a group interested in international studies and comprised of students with a wide range of majors, but especially International Relations, History, Politics, and Foreign Languages. A third purpose unit is the House of Soul, housing about 25% of the Black students and with a long history of being the organized center of Black social life and cultural identity.

Six purpose units are mainly devoted to providing a social life for their members. Regulating and monitoring these purpose units, particularly over matters concerning rush, pledging, and alcohol, on occasion has absorbed substantial time of several campus governance organizations, residential staff, and the Dean of Students Office. There has also been a disturbing correlation between those who pledge these purpose units and low grade point averages -- a fact that led the Dean of Students in a wry moment to call the purpose units "LFC's hedge against grade inflation."

ALCOHOL AND DRUGS: One major concern of the College, closely associated with the quality of residential life, is drug use and alcohol abuse. A new policy on drug use was adopted last year and the regulations on alcohol have been tightened. The College has made clear its position that drug use and abuse of alcohol are inimical to the idea of community which is at the foundation of the College. Drugs, drug use, and drug paraphernalia are banned from the campus and a special drug hearing board has been created. Until the policy took hold, the board was very busy (seven suspensions in spring 1985, eight in fall 1985), but the policy is now clear and in spring 1986 there was only one hearing (case dismissed for insufficient evidence). The goal of the alcohol policy is responsible use by individuals of legal age, and the College offers information about alcohol and aid for individuals experiencing dependency on it. Because of state law, no alcohol may be sold on campus, and students may possess and consume alcohol only in individual rooms or designated areas within residence halls and not in public places such as the student center or classroom buildings. Parties where alcohol is served are regulated.

STUDENT MORALE in recent years has been good, certainly better than at the time of the last two NCA evaluation visits. The feeling of the early 1970s that the College was a second choice has largely vanished, partly because the recruiting strategy has focused less on the lower quartiles of East Coast prep schools and more on Illinois and the Midwest. In fact, some 76 students were accepted this year on an early decision basis. The anti-intellectualism that marked the earlier 1970s is gone, replaced by the kind of grade-conscious concern that can be seen throughout the nation. Gone too is the complaint that there is inadequate social life at Lake Forest College; a very active Office of Campus Activities has created a busy schedule of college-wide and special group activities and has excellent rapport with the students. Conditions in the residence halls are also better than at the time of the last evaluations, indicated by the dramatic rise in those living on campus, up 25% since 1979.

RETENTION OF BLACK STUDENTS: A special kind of morale problem is found among the Black students, although the matter is one that is also of great concern to the administration and a good part of the faculty and students. The issue is that of recruiting and retaining Black students at this predominantly white college, an issue that is perplexing to many colleges across the country.

The College recruited Black students for many years, before it was required or fashionable and, in a way unusual for a school of its type, has a long-time tradition of enrollment of Black students, many of whom were from middle class families in the border states and New Orleans. But since the late 1970s this tradition has been in jeopardy. The 74 Black students enrolled in 1979-1980 (almost 40% of whom were from Memphis) constituted 7.2% of the student body and were part of a total minority population of 9.9%. By 1984-1985 the number of Black students had declined to 4.3% and the total minority population to 7.6%. Of the 23 students who had entered the College in 1979, only six graduated (and none of these were from Memphis). The drop for 1979-1980 was especially severe, but while attrition was not so bad in the next few years the pattern had been established: Fewer and fewer Blacks enrolled in Lake Forest College and many of those transferred for some combination of reasons involving lack of social support and academic problems. The net result was continued decline in Black students. In contrast to the situation with Black students, there has been a modest increase in Asian students and they have proven very successful at Lake Forest College; a small group of Hispanic students who enrolled in the later 1970s proved relatively successful, but Hispanic enrollment has remained low because of our failure to recruit replacements for graduates.

The disturbing trend in Black enrollment generated several studies, one for the President done by an Assistant Dean of Students in 1983. In December 1983 the President created an Ad Hoc Committee on Minority Student Retention, chaired by himself. After intense examination of the problem for a year and a half the Committee reported to the College Council in August of 1985 (see Appendix III and Exhibit C). The Committee concluded that there is a serious problem, although not one due principally to errors of the College; that the problem can no longer be addressed in the ways we have in the past, because these are not working; and that it is a College-wide concern and requires the use of College-wide resources because a diverse student body is vital to the entire campus. The major recommendations of the Committee may be summarized under five headings:

1) improved recruitment and retention of minority students in general and Blacks in particular so that by 1990 there would be a "critical mass" of 75 Black students and a total population of minority students amounting to 10% of the student body;
2) establishment of a new committee of governance to be called the Committee to Promote Campus Diversity, whose mission would include educating the College community, fact finding and maintenance of statistics on the minority student population, seeking financial support, and serving as a link between communities;
3) thorough review of methods of recruiting Black faculty and development of more effective strategies;
4) thorough review of the College's curriculum to see whether our students receive adequate exposure to different cultural traditions;
5) education of faculty through workshops and other means to understand the experience of a minority student in the classroom, and provision of ways to enhance interpersonal and intercultural relationships between students and among students and faculty.

Substantial funds from the Hewlett/Mellon endowment have been devoted to realization of some of these recommendations through research, conferences and workshops, and publication of an "Intercultural Sampler," distributed to all freshmen in fall 1985 (Exhibit D).

To address the problem of recruitment of Black and Hispanic students, the College applied for and won in 1985 a grant from the newly formed Consortium for the Advancement of Private Higher Education, known as CAPHE. The grant provides released time for Associate Professor of Sociology Arlene Eskilson and student help to do research on the college expectations and needs of Black and Hispanic high school students who might be appropriate candidates for Lake Forest College. The study is focused on selected schools with a high proportion of Black or His -ic students where Dr. Eskilson, through counselors, seeks out superior students, for instance, those enrolled in honors or advanced placement classes. Although the results are not yet complete, the hope is that the CAPHE study will help us improve our recruiting of Black and Hispanic students.

Moreover, the Dean of Students Office has made a major effort this year to give support to Black students, despite the unexpected loss very late last academic year of a Black Assistant Dean of Students. As it was too late for an effective national search, responsibilities were reorganized and an administrative assistant, a Black recent graduate, was hired. After a thorough search, Quentin Johnson has accepted the position of Associate Dean, with special responsibility for minority student concerns.

There are many examples of efforts to improve the situation and to show wide support for Blacks on campus. Sustained attention has been given to integrating Black speakers and subject matter into regular programming. A special weekend for recruitment of Black students was held in the fall of 1985. A committee of interested faculty and administrators has been formed to give support to Black students currently enrolled. Students and faculty jointly organized a series of educational programs on apartheid in South Africa. The annual Black Cultural Weekend received substantial support from the administration in planning and funds, and from the rest of the College community in the form of attendance. Matching these efforts of the general College community, Black students have gone out of their way to reach out to the rest of the College in line with their tradition of over a decade of choosing negotiation and compromise over confrontation.

Thus, efforts on the part of both students and administration/faculty seemed to be bearing fruit. Yet at the beginning of the spring semester of 1986 the place of Blacks at the College became a tense issue. Black students were frustrated at the decline in the number of Black students and of Black faculty. Catalyzed by a temporarily heated response by some students to a new housing plan, they met with the President, the Deans and some chairpersons, stating bluntly that the old methods of recruiting Black students and faculty are not working and challenging us to do something different.

Steps taken at the beginning of April may drain off some of the tension. The fact that Black applications did not increase significantly in 1986, despite the overall 20% increase, led the President to authorize appointment of a professional Admissions Officer/Minority Recruiter. Efforts to recruit Black faculty have been redoubled.

Thus, while student resources are much stronger than they were at the time of the last NCA evaluation, there are areas that need improvement. Most important among these are: improving the general quality of the student body; improving the quality of student life so as to diminish abuse of alcohol and use of drugs; insuring diversity by fostering mutual respect and tolerance among groups on campus in general, and specifically by finding ways to increase our enrollment of Black students (that means hiring more Black faculty, too) and our retention of those who do enroll.

C. Administration and Staff

In addition to the teaching members of the faculty, there are 25 full-time non-teaching faculty members, all of whom have some administrative responsibilities; 28 full-time and 4 part-time administrative staff members; 69 full-time and 50 part-time hourly (or "non-exempt") employees -- a grand total of 293 employees this year. (The Administrative and Staff Handbooks outline the duties and benefits of administration and staff. These are Exhibits E and F.)

The President is the chief executive officer of the College and he carries out his duties with the aid of his senior staff, consisting of the Provost and Dean of the Faculty (who is also second in command), the Vice-Presidents for Business and for Development, the Deans of Students and Admissions, and the Director of Financial Aid. This group until recently has been quite stable, with most members of Senior Staff having at least a decade of service with the College in some capacity, and the Dean of the Faculty leading the list with 25 years. The senior staff constitutes the President's council which meets regularly every week and works well together, both in matters of large policy and small detail.

Last fall the President established regular twice a month meetings of an Enlarged Staff, comprising himself and the Senior Staff plus heads of most Administrative and Professional Staff Departments, augmented by a few other senior administrators. These meetings bring together over a third of the Administrative/Professional staff (about 20 people) with the purpose of sharing information and ideas "to make sure the right hand knows what the left hand is doing," and to solve some problems. According to the personnel

officer, relationships among the Administrative and Professional Staffs are good, turnover is low, even though "salaries are low compared to similar positions among other ACM/GLCA colleges."

The administrative department in which there has been most change in recent years is Development, which includes the departments of Development, Alumni Relations, and Public Relations and Information. Gene S. Brandt, the Vice-President for Development, with six and a half years in the Development Office, recently announced his resignation effective April 1. A search is now under way for his successor, but the loss is a serious one and will delay launching the projected capital fund drive. Even before his resignation there had been significant expansion and turnover in the Development Office. In recent years the development staff proper had been expanded, and public relations had been cut somewhat. The position of Alumni Director has turned over several times in the last decade but now is settled in the hands of a community resident who, as a returning student, recently received her degree from the College. Despite the turnover, the Development Office has been effective. Once the projected capital fund drive is initiated, more staff members will be added.

The hourly staff includes mainly secretarial and clerical workers, Print Shop personnel, and Physical Plant craftsmen and custodians; the food service is subcontracted out to Szabo Food Service. Furthermore, during the academic year a good number of student employees (many on financial aid) are used in administrative and academic departments. Most academic departments have part-time, nine-month secretaries, and in the summer there is a single faculty secretary. Retrenchment in the hourly employees in 1982-1983 succeeded in cutting some five employees, whom the College assisted in finding other jobs on campus or with other employers. The benefit package is liberal, including health, life and LTD insurance retirement benefits, and tuition benefits at Lake Forest College paid for by the College. Morale in this group of College employees seems good.

The College's ability to hire part-time hourly help is aided in two ways by its location. The affluent and well-educated North Shore provides a pool of qualified and over-qualified secretarial help for the nine-month academic department positions. Among the women working as secretaries is a former teacher and member of Phi Beta Kappa, who is the part-time secretary in English and Foreign Languages, and a former instructor in the Art department, who was a departmental secretary and now works full-time in Development. The women who work part-time do not receive benefits, and certainly not high wages, but they find the work and the colleagues congenial and the nine-month schedule and the close-by location advantageous. The result is that the College has a

high quality secretarial staff that it is able to hire at a favorably low wage. Secondly, the College's location between two military installations makes it possible to hire a few "moonlighters."

The 1977 NCA Evaluation Team found very strong loyalty and dedication to the College among the hourly employees, with some wanting "to be of greater service to the institution." But, in the view of the Team, many seemed uninformed about the policies and decision-making processes of the College. One of the nine areas of concern listed by the Team was the need for "improved communication with the staff" and more involvement of staff personnel in decisions affecting them directly. This concern has been addressed by the revival of an organization formed in late 1975, called EAR, or the Employee Advisory Representatives Committee.

The employees representatives committee had been formed for the specific purpose of having a representative group of non-exempt (hourly) employees involved in the planning and implementation of a new retirement plan being developed by the College and introduced in June, 1976. After a haitus, EAR began to meet again and has met monthly since early 1980. EAR consists of six representatives elected for two-year terms, with two representing each of the three geographically separated campuses. The first major job undertaken by EAR was the revising, editing, and clarifying of the employee handbook. In 1984, on their own initiative, the representatives wrote a new employee orientation book. For the last three years EAR has started the fall with a meeting for all non-exempt employees at which the President addresses the group and answers any questions, elections are held and service awards given. EAR also has three luncheons during the year.

EAR is now a vital and respected committee on campus, with its primary purpose being communication. Employees are encouraged to use EAR to ask questions, make suggestions, or level criticisms. Questions on and discussions about benefits, wages, budget items, procedures, and policy are regular topics at EAR meetings. The Personnel office has been very supportive of EAR. Through the minutes of EAR Committee meetings the non-exempt employees now have input to the Administration and the Administration has a sounding board for ideas and problems.

CHAPTER THREE
THE ACADEMIC PROGRAM

The academic program is the heart of the College's work and, in addition to people, is one of the central resources for accomplishing our mission. Its overall character is relatively unchanged since 1976-1977. The governing premise of the entire curriculum remains that of the liberal arts, and it is within this framework that the changes we have made have taken place. These changes have included adoption of a semester calendar, introduction of new majors (or tracks), a reorganization of the internship program to strengthen the academic content, introduction of internship programs abroad, and the realization of the new graduate program in Liberal Studies.

The Mission Statement calls for both depth and breadth in the education the College provides. Depth is achieved through the major and we continue to offer the traditional range of majors -- from Philosophy to Physics. But some changes have been made here; specifically the majors of Business and Computer Studies have been added, each housed in a traditional department (Economics and Mathematics, respectively), and applied tracks have been added in Art, English, and Music. Education can now be listed by a student as a major, but only in conjunction with a regular major. With these additions, there are now 18 regular majors, plus Education as a co-major, and 10 interdisciplinary majors (including the Independent Scholar Program).

In addition to the depth provided by a major, our goal is to provide breadth across the disciplines. The interdisciplinary majors have considerable breadth built into them; the master's program is founded on the interdisciplinary principle and helps to widen the horizons of the faculty who teach in it as well as the horizons of its students. But for most students it is through our advising system that they are encouraged to achieve breadth in their programs. We seek now to achieve quality in cur education by raising our standards in the classroom and in advising sessions rather than by introducing new programs.

CALENDAR: During the 1970s the College changed its calendar twice The first time was in the early 1970s when the quarter system was abandoned in favor of a 3-2-3 system (two long terms in the fall and spring and a short and intense winter term). This solved some problems but raised others. After lengtny deliberations with faculty and students, in the fall of 1978 the Academic Policies Committee proposed a modified semester system which was approved by the faculty in December 1978, going into effect in the fall of 1979.

This semester system has a standard 15 week term in the fall, with the modification coming in the spring term when, within a regular 15 week term, there are two more intense 7 1/2 week subterms, allowing some of the flexibility that the previous calendar had. This calendar fits in with the semester system used by the Associated Colleges of the Midwest and Barat College, it solves certain problems with state aid, it prevents the "pressure cooker" intensity of a short winter term, and it allows for full-time internships for two credits during one of the 7 1/2 week subterms of the spring.

But most importantly, the new calendar provides a longer period of time for reflection and work on papers or other work in a course. Most of the faculty, especially in the humanities and social sciences, welcomed the change because of its advantages for teaching, but the science departments found that the system put extra pressure on laboratory facilities and the Biology Department found that the spring semester ended before spring actually arrived on the shores of Lake Michigan. However, most of the faculty seem prepared to stay with this modified 4-4 calendar; a recent review by the APC confirmed the present calendar.

BUSINESS MAJOR: The Business major was introduced at the start of the 1980-1981 academic year as a response to the considerable demand for business education demonstrated by students and their parents across the country. With many talented young people shying away from majors in the traditional liberal arts programs in favor of a "useful" education, a business major was meant to attract such people, often very bright and motivated students, and provide them with a broad liberal arts education as well as business courses. Although the College had offered a business administration major through the end of the 1950s (accounting for approximately one-third of all graduates shortly before it was dropped), it had not been tied to the liberal arts and so did not serve as a model for the newly established major.

In fact, many faculty were quite reluctant to support re-introduction of a business major because, in their view, it was inconsistent with the definition of the liberal arts. The faculty therefore insisted from the very beginning that the business major would have to have a very strong liberal arts base. Indeed, the business major does not resemble our old business major nor typical undergraduate business majors elsewhere. From the beginning it has been part of an umbrella Department of Economics and Business. Required courses are taught in various departments, including Philosophy, History, Politics, Psychology, Sociology and Anthropology, and the sciences. As of next year, the mathematics requirement will be raised to statistics and either calculus or finite mathematics.

In 1983 a new chairperson, economist William Moskoff, was hired to continue the process of upgrading the Business offering. He has led the department in revising the curriculum to strengthen the liberal arts content of the major. A good deal of the work on the curriculum revision was done over the summer of 1985 by Professor Moskoff with the support of a grant from Hewlett/ Mellon funds. He devoted the first part of his work to examining the business curricula of other good liberal arts colleges and was able to draw from their experience. The resulting revisions have increased the degree to which the Business major is anchored in the Economics side of the department. Economists teach several of the Business courses (such as Introduction to Finance). There is increased rigor in the requirements, more upper division business courses and a more systematic sequencing of the major. The department adopted the policy that papers are to be required in all economics and business courses (including accounting) in order to develop writing skills. As a consequence, Economics and Business proved to be one of the two heaviest users of periodicals in 1985-1986 (the other was Psychology).

The number of Business majors has grown steadily since 1980-1981, when there were 40 majors, to 142 as of September 1985. These 142 majors constitute 22.7% of the 625 students who had declared a major at that point, making Business, at present, the most popular major at the College. As the major has grown in size, so has the demand for faculty, leading to an increase in the departmental allocation from 8 1/6 faculty in 1980-1981 to 9 1/6 in 1985-1986. The department has not only grown in size, it has grown in quality as a result of personnel changes over the last two years. At the beginning of 1986 the department was able to hire an economist with excellent credentials who will be able to teach some of the business courses. The quality of the department has been recognized by its selection by the Kemper Foundation to participate in the Kemper Scholar program and by the University of Chicago Graduate School of Business in 1984 as one of only 12 schools invited to participate in the Chicago Business Fellow program.

COMPUTER STUDIES: The second of the new majors, Computer Studies, was also introduced in the 1980-1981 academic year. It had roots in the systematic effort by the College to confront the importance of computers in the modern world and to introduce computer literacy to the entire College community. To this end the College had been awarded a National Science Foundation Grant of $250,000 in 1978 to train faculty from all disciplines in the use of computers, to encourage wide use of computers in instruction, and to expand computer facilities. The College has been well in advance of most liberal arts colleges in its recognition of computer studies as part of the liberal arts and of computer literacy as essential in the liberally educated person of the late 20th Century -- for instance, Swarthmore College introduced a concentration in Computer Science only last year.

In the several years following the NSF grant, the Computer Studies major was developed by interested faculty from Mathematics and other departments, with the strong leadership of the Dean of the Faculty. The major was phased in over several years and was planned to be consistent with the guidelines of the Association for Computing Machinery. When the major was introduced in the fall of 1980 it already came close to meeting those guidelines. In 1981 a specialist in computer science was hired, and courses in Data Structures, Files, and Assembly Language were added. Another specialist in computer science was added for the 1982-1983 academic year and one of the members of the Mathematics Department took a two year appointment to teach computer science at Columbia University, returning to Lake Forest College last fall.

Computer Studies is taught in small classes, with equipment at hand. The array of computer courses now offered is quite wide including several courses in programming, program language organization, operational systems, artificial intelligence, theory of computation, compiler design, discrete mathematics for computer science, combinatorics, advanced data structures, and a 200-level course called "The Impact of Computers on Society." Courses in Mathematics are required for the major and more mathematics courses, and several from other disciplines such as Physics and Philosophy, are strongly suggested; internship credit may not be counted toward the major.

The College community has responded to the opportunities offered by Computer Studies. Most of our students take at least the introductory computer course and many take the second level one, so that the teaching load in the department is very heavy. In the fall of 1985 there were 28 majors. Computer Studies has the support of the faculty and faces much less suspicion about its liberal arts virtue than does Business. Generally speaking, the faculty accepts the idea that Computer Studies is, in the words of a member of the department, "the discipline of managing complexity," an abstract discipline that involves aspects of problem solving, syntax and semantics, and one confronting the student with the theoretical limits to technology as well as the possibilities. "To confuse Computer Studies with Data Processing," he says, "is like confusing Mathematics with Arithmetic."

The computer specialists are proud of their program, but feel overstretched by the need to produce an adequately wide range of courses and wish there were some time for course development. They also face the problem of an extremely fluid field in which both equipment and theory are constantly changing. Also, they confess to some disappointment with their colleagues who have gobbled up the word processing possibilities of computerization but have not yet made as much use as possible of the computer for instruction, even in lower level mathematics courses or those in Business and the social sciences.

WRITING TRACK IN ENGLISH: Under the prior administration, academic policy was to limit majors to the strictly academic disciplines and to restrict studio art and music or creative writing offerings. But by the middle and late 1970s a need was sharply felt for the establishment of a coherent program in writing that would serve the needs of the students who were more and more concerned with either creative writing or expository prose than with literature. Part of this concern came from increased pressure for professional preparation in an ever more competitive world, but it fit in with the notion of "the useful arts" expressed in the Mission Statement. The members of the English Department saw this situation as providing an opportunity to extend the range of its offerings and develop a solid curriculum in writing as well as literature. Thus, the "purism" of the 1960s curriculum was moderated in English as well.

To keep the track in line with the traditional curriculum, the department decided that writing majors be required to take the three-semester survey of English literature (prescribed for the literature majors), and at least one course in American literature. This way, it was hoped, the students in the writing track would not be ignorant of the tradition in which they planned to work; as T. S. Eliot remarked, no worthwhile literature is written in a vacuum.

The writing track was introduced in 1979 and to implement the program the department hired a person with an excellent background in writing poetry, fiction and expository prose. The program she has built has proven very successful and now almost half the English majors are in the writing track. The success of the writing program, however, has been a heavy burden on the instructor because she does all of the advising and most of the instruction in writing. The department must add staff in this area and can easily do so because of two retirements this year; the department has redefined positions so as to hire personnel committed to both American literature and the writing track.

STUDIO ART AND APPLIED MUSIC: In 1977 the Evaluation Team listed as one of its nine concerns that there was inadequate opportunity at Lake Forest College for students to study applied art and music. The Team noted that there were only eight studio courses a year in art and that the only on-going musical ensemble was the choir. The limits on opportunities in 1977 were very real and at that time were under great pressure from increasing student demand for applied courses. In the decade since, the situation has changed. Both Art and Music have moved into newly renovated and carefully planned and equipped quarters; both have instituted a track within the major characterized by more applied work than the straight art

or music history majors. In Art we feel we see a success; but it would be most accurate to say that there is still much work to be done in Music to provide a lively program and to attract student interest.

ART: In the course of the 1970s student demand for studio art courses became extremely heavy and the Art History Department willingly made adjustments in the curriculum to offer more applied art. A minimum of one studio course (to temper the academic approach with the creative experience) had long been a requirement for art history majors. Eventually the pressure for applied art became so great that the Art track was established in 1981.

The creation of the Studio track in Art coincided with the relocation of the Art Department in the newly renovated Durand Institute. The renovation had been carefully planned to provide well-equipped studio space for ceramics, sculpture and photography (plus fine facilities for classroom instruction, slide storage and exhibitions). As it has turned out, interest in ceramics has waned while that in sculpture has waxed and the ceramics offering has been abandoned (with the possibility for students to take it at Barat as in earlier years) while sculpture is offered in both terms.

The number of majors in the Art track keeps growing, more than doubling in the last three years to reach a total of 12 last fall. Students in the Art track take a number of Art History courses (including 20th Century Art), but roughly two-thirds of their work is devoted to studio art, including a two-term Senior Project, normally in either sculpture or painting. The department regards the results of the new track as excellent: One graduating senior reached such a level of accomplishment in sculpture that he was able to secure employment at Lake Forest Academy as a teacher of art immediately after graduation.

MUSIC: The Music Department has not had the visibility or impact on the campus that the Art Department has, a result, in part, of its small size (two full Professors, a Lecturer to direct the Choir, plus various Teaching Associates for instrumental and voice instruction). For many years music was secluded in an old building on South Campus and this may have helped explain its relative invisibility, but since 1981 when it moved into the newly renovated Durand Institute it has not been isolated, but it still has little impact on the life of the College. Its function as a service department is limited, there are few Music History majors, and even fewer Applied Music (or Performance) majors. The Choir remains fairly healthy and a sub-group of it, the Madrigal Singers, continues as a College institution, providing an annual and joyous spectacle.

It seems clear that there is still much to be done in the area of music. Retirement of one of the two full-time members of the department and the choir director has allowed rethinking of the role of the Music Department at the College. The goals of the department are now defined as three: 1) to provide students at the College generally with a basic understanding and appreciation of the art of music in all its aspects; 2) to provide opportunities for students to perform and learn how to perform music, both individually and in ensembles; and 3) to provide advanced students with more specific training in music history, theory and composition. A recent graduate of Princeton, a flutist, has been hired as the new full-time member of the department with the special charge to bring music to the widest possible number of students on the campus. It is also hoped that as a result of the projected capital fund drive, it will be possible to create a good space on campus for musical performance.

CREATIVE ARTS: In general, the creative arts (with the exceptions noted for Music) have taken a larger place in the curriculum as well as the general life of the campus since the last NCA evaluation. The new possibilities for majoring on the creative side of Art, English, and Music have given greater emphasis to the creative arts. So too has the development of the Theatre program which was greatly strengthened by the move into the remodeled and fully-equipped Allan Carr Theatre in Hixon Hall. The program is performance-oriented, with professional instruction and direction. In 1981 a new Director of the Theatre was hired and in 1984 the part-time position of Technical Director was added. Although most of the program is extra-curricular (including professionally taught non-credit workshops), and rests on a very active student group, three Theatre courses were offered this academic year, with two more bracketed. The Theatre program, standing half-way between academic and extra-curricular life, has drawn a large number of dedicated student participants and is one more way that the creative arts are represented on the campus.

EDUCATION: The College is entitled by the state to prepare students for certification in elementary (grades K-9) and high school (grades 6-12) teaching. In the last decade the department has developed a program that focuses on teaching in the middle/junior high school (grades 5-9). Students who complete the Lake Forest College Middle School Program have this fact noted on their transcripts and in their placement file. More recently the College introduced a six course program to prepare teachers for employment in boarding schools.

The Education Department has always held that the best preparation for any teaching career -- elementary or high school -- is a broad and liberal education. Thus, it requires students to take courses from all divisions and to complete a regular academic major. Up until 1982, students could not major in Education. However, many students felt that it would

be helpful in seeking employment in teaching to be able to list among their credentials a major in education. A compromise solution was reached which allows students to have Education listed as a major if they have successfully completed a regular academic major -- a system that might be called a "co-major."

In addition to the introduction of the new concentrations and of the major, one can see a general thrust in the Education Department toward a more sequenced set of experiences for the Education student and a more careful system of selection of candidates for concentration in Education. Education 210 (Observing the Schooling Process) has been added and is required of all who wish to do serious work in Education; the purpose is to give students exposure to the classroom at the beginning of their work in Education rather than waiting until the senior year when they typically do their student teaching. In addition, a minimum grade of B in Education 210 and interviews with the interdisciplinary Education Advisory Committee are now required before a student is admitted to the Education program. At several other points the Education Advisory Committee monitors the progress of students and does so now with a very explicit set of guidelines which are printed in the catalogue description of the major.

The department has been very successful in placing its students in classroom situations for both Education 210 and for practice teaching. It has also been very successful in placing graduates in teaching positions. Cooperation with local school principals has led to some interesting ideas for area conferences and an information sharing center. (The Department's Fifth Year Report for 1983 is Exhibit 6.)

INTERDISCIPLINARY AND INDEPENDENT MAJORS AND COURSES: Throughout the nation in the 1960s, critics of the traditional curriculum focused in particular on disciplinary insularity and lack of student autonomy. To meet these needs, Lake Forest College created a set of interdisciplinary majors, about half of which were structured and the other half providing umbrellas under which students could construct independent majors with faculty guidance and according to general guidelines. The same approach led to the establishment in 1972 of a special program of independent study for superior students; this continues to exist on a small scale and in modified form as the Independent Scholar Program. By the mid-1970s concern was beginning to shift from the constraints of tradition to preparation for careers and the College combined the interdisciplinary principle with the idea of internships to create "institutes." The first of these, the Wood Institute for Local and Regional Studies, began operation in 1974; a Health Services Institute accepted its first students in the fall of 1977 but after a few years was abandoned. With some exceptions, many of the interdisciplinary and independent majors have relatively low enrollments.

The 1977 Evaluation Team devoted several pages of its report on its visit to discussing interdisciplinary majors. It found the Wood Institute program a significant addition to the curriculum and regarded its academic core as solid, but wondered mildly whether the number of students the Institute attracted would justify its cost over the long run. Turning to the other interdisciplinary majors, the team expressed concern about the vague definition of some of them and low student enrollment, wondering if they did not eat up faculty time to no real advantage and whether it was appropriate to list them in the catalogue given the few students attracted to them.

The College had considered the issues raised by the Team even before 1977 and gave close scrutiny to them again after the Team's report. However, it was decided to retain the various independent and interdisciplinary majors (except for the Health Services Institute), making only limited modifications to reflect personnel changes. The basic reason for retaining them is the flexibility they add to the curriculum and, therefore, the opportunity they provide for students who wish to pursue some major other than a traditional disciplinary one. The less populated interdisciplinary majors provide some of the opportunities available at a larger school, but without any special call on faculty resources. The Independent Scholar Program is also to be measured not by its size but rather by its ability to serve a small group of excellent students.

1. Robert E. Wood Institute for Local and Regional Studies: The Wood Institute for Local and Regional Studies (L & R) was created to meet the increased student demand for career preparation, but without altering the basic liberal arts thrust of the College. The Institute program was devised as a means of bringing a new form of pre-professional education into a liberal arts framework, without detracting from the liberal arts themselves.

   The L & R curriculum is interdisciplinary in conception, including "core" courses selected from modern urban history, urban and suburban politics, urban economics, demography, urbanization, community psychology, urban planning, public administration, and policy analysis. Training in statistics and social research design are required. In addition, the L & R major emphasizes experiential learning and applied research. An internship is required for all majors. Many students have served as interns in local municipal and county governments; others have interned with private consulting firms or social service agencies. There are also opportunities for students to participate in field research jointly with Institute faculty.

The Institute also addresses itself to the College's commitment to our community. The Institute does some contract research and consulting projects for local communities in Lake County, as well as in the larger metropolitan area. Institute-sponsored conferences have addressed questions of regional importance. Increasingly the Institute is recognized as a valuable resource to communities at the northern rim of the Chicago metropolis.

In the period since its founding, the Wood Institute has become strongly rooted in the College. It has had an average of 15 majors, while providing a broad range of learning opportunities (from a general course on urban studies to field trips to specialized internships and research opportunities for non-majors as well). While pre-professional preparation for careers in local government was a prominent objective in the founding of the Institute program, a decade's experience indicates that students use L & R as the base for a wide variety of career paths, including law, business and finance, real estate development, communications, and government service.

2. Other Interdisciplinary Majors: The other interdisciplinary majors fall into two main categories: standard structured majors and "umbrella" majors. Among the standard ones we include American Studies, Comparative World Literature and International Relations. These majors all have a set of course descriptions listed in the catalogue (although often these are cross listed in a regular department's offerings) and at least a few majors graduate every year. American Studies was largest in the early 1970s, but has averaged two graduates annually since the last evaluation. Comparative World Literature was introduced in the early 1970s and has averaged three graduates annually since 1977. International Relations is the largest of the interdisciplinary majors, averaging ten graduates a year over the last decade, with higher numbers in recent years.

The remaining interdisciplinary majors are much more flexible, generally have no courses of their own, and are meant to provide general categories of coherence for an interdisciplinary program: Area Studies allows examination of the history, society, and culture of other regions of the world; Behavioral Sciences encourages the student of the social sciences to integrate across several

disciplines; Environmental Studies allows the student to look at the natural world as a system and as it is subjected to the impact of human beings; and the last two, Humanistic Inquiry and Scientific Inquiry, encourage the student to seek the general methods that underlie the work in the various disciplines of the humanities or the sciences. Students must work out with a supervising committee a major that meets their interests but also meets the standards of depth required of a regular major. These majors are rarely used: Behavioral Sciences graduates an occasional student, as does Environmental Sciences, although it graduated three or four a year at the end of the 1970s; Humanistic Inquiry has had three students graduate in the major since 1971, while Scientific Inquiry has had none. Area Studies, which averaged two or three graduates a year up to 1977, has had only one graduate since. However, at present there are two Area Studies majors. One is using the Area Studies umbrella to create an independent major in German studies (using History, Sociology and Anthropology and Art); the other is an Economics major who also wants to examine in depth Russia and the Soviet Union.

Almost certainly it was this second type of interdisciplinary major that the 1977 Team questioned and we recognize the validity of the concern. Nonetheless, these "umbrella" interdisciplinary majors provide flexibility in the curriculum and allow us to meet the real needs of a limited group of students. Care is always taken to make sure that there are the resources in several departments to create an interdisciplinary major. But for the majors in which there is low enrollment there is also no commitment of special staff because the majors are constructed out of courses already in the curriculum plus independent study.

3. Independent Scholar Program: This program, established in 1972 as the College Scholar Program, offers superior students the opportunity to play a major role in determining the nature and goals of the second half of their college education. Admission into the program is based on evidence that the applicant is capable of high academic achievement and self-directed study. Each student formulates a study plan, which may incorporate one or more of the regular majors of the College or may be an independently constructed major. The program allows students a greater range for independent study than in the regular course program and

student innovation, flexibility, and independence are encouraged. However the work of each student is carefully monitored by individual Independent Scholar advisors and by the Independent Scholar Committee (the Dean of the Faculty and three faculty members, one from each division). Every student is required to write a senior thesis.

The program does not attract a large number of students. At present there are eight students in the program, three of whom will graduate this year. The program is now more clearly an honors program than it was in the past and generally students perform at a very high level. Last semester, for example, there was only one grade of B among the eight students; the rest were A's. The program is small, but provides an important kind of experience for a limited number of special students and as such is a form of flexibility and a way to meet individual needs within a more standard curriculum. The committee is satisfied with the way the program functions now and the kind of students it attracts.

4. Sophomore Honors Seminar: Each year an interdisciplinary honors seminar is taught on the sophomore level. It is a single course rather than a program, but is discussed here because of its interdisciplinary character. Much more structured than the Independent Scholar Program, the seminar is distinctly an honors program: It is directed at superior students who want a challenging academic experience and to read certain classics of the tradition of western thought and to discuss these with their peers. The seminar was conceived as a way to combat the loss of excellent students who often complained during the "sophomore slump" that they weren't being challenged academically. The seminar is by definition small (limited to 15), but it seems to have served some of the best students, especially those in the humanities and social sciences.

5. Senior Honors Seminar: Being offered for the first time in 1986-87, this seminar is an early fruit of the Five-year Plan's call for integrating across the disciplines. It is an interdisciplinary seminar designed for seniors who wish to undertake a serious integrating and culminating course. The topic is "The Eighteenth Century: The Birth of a New World View," with readings from Pope, Newton, Swift, Descartes, and Voltaire. Preparation of the course was supported by a Hewlett/Mellon grant and benefits from the interdisciplinary seminars of the Master of Liberal Studies program.

SEQUENCES: Sequences are less than a major, but more than a random collection of courses, and successful completion is noted on the student's transcript. As Lake Forest College does not have a system of minors, sequences provide the student with a chance to do coherent work in a secondary field. All of the sequences are interdisciplinary in nature and all have been created by a combination of student demand on the one hand, and particular faculty and curricular strength on the other hand. The sequences presently offered include: Ancient Mediterranean Civilizations, which draws on strength in Art, English, History, Philosophy, and Religion and is closely connected with the program for study in Greece; Black Studies, drawing on History, Politics, Music, Psychology, and Sociology and Anthropology, is regarded as important by Black students; French Civilization, introduced in the 1984-1985 academic year, reflects faculty strengths and the hope that an academic internship program could be established in France; and Women's Studies, introduced to meet student demand in the 1970s but now no longer so intensely demanded, draws on the disciplines of English, History, Philosophy, Psychology, and Sociology and Anthropology.

FRESHMAN STUDIES: In the fall of 1971 the College first began to single out the unique needs of freshmen and to create special programs to meet these needs. At first the concern was related to the College's retention problems and the aim was to seize the interest of freshmen through a special set of seminars that would be very different from the experience most had had in high school. By the middle of the decade concern had begun to shift to providing freshmen with basic skills. English composition was reintroduced into the curriculum in 1973; a conference on writing in 1975 calling attention to the need for more varied ways to train students in good writing led to creation of a set of courses called Writing on Special Topics, mostly directed at freshmen; and a mathematics course to provide the equivalent of the second year of high school algebra was introduced in 1978. All of this is now serving as a flexible track from which advisors may take the parts appropriate for an individual student and it is listed in the catalogue under the designation of "Freshman Studies."

INTERNSHIP PROGRAM: In 1972, the College's small Internship (work-study off campus) was revised and expanded and since then internships have been an important part of the curriculum in Economics and Business, Local and Regional Studies, Politics, Foreign Language, the Writing Track in English, and Psychology (where the name Practicum is used instead of Internship), with some scattered across other departments. Since 1979 more than 700 of our students have held internships, with the greatest expansion of the program coming in the last half dozen years. Since 1981-1982 the percentage of graduates who have held internships has been one-third or more (in 1982-1983 and 1983-1984 it was about two-fifths).

Academically, the value of the internship program is that it allows the student to make practical application of newly gained knowledge, but some on the faculty question the legitimacy of such practical work for a liberal arts education. Hence there have been several revisions to the internship program, tightening it up to insure adequate academic content (including reading and writing assignments) and adequate supervision by faculty advisors as well as work supervisors. The first of these restructurings came at the end of the 1970s, a second in 1983. A more sweeping revision with the same intent of strengthening the academic content of internships by requiring all interns to participate in a weekly seminar will be introduced next fall as part of the new Business curriculum.

FOREIGN PROGRAMS: Lake Forest College offers two programs in which the student studies abroad. One is an academic program in Greece, offered since 1970, in which Lake Forest students (and a few from other schools) who have met certain pre-requisites undertake traveling study in Greece itself -- the idea is to use "the Parthenon as a classroom." The other is the International Internship/Study Abroad Program in Madrid which builds on the successful domestic internship program. This program, which sent its first students to Spain in 1985, requires some command of the Spanish language. Half of a student's time is spent in work at an unpaid internship with a Spanish firm or public agency, or an American firm operating in Spain, and the other half in study of the language and culture. The International Internship/Academic Study Abroad Program in Madrid has proven to be such a valuable learning experience that a similar program in Paris is planned for the fall of 1986. (See Exhibit H for an extended report on the College's programs abroad.)

FOREIGN STUDIES: While the Lake Forest College student has a number of ways to gain some knowledge of foreign societies and cultures, there is increasing concern among faculty and administration that we should be doing more. As of now, the student can study one of three foreign languages (French, German or Spanish -- plus occasional tutorials in Latin, Greek, and Russian), can study the histories or politics of European and eastern European countries, Africa, the Middle East, Latin America and Japan, but often only to a limited degree. And there is or will be opportunity for study abroad directly through Lake Forest College in Greece, Spain, and France, and indirectly through the ACM programs discussed below or other foreign programs.

But this no longer seems adequate in today's world. At present we are planning or discussing two new ways of providing our students with more ways to study the rest of the world. The first is a proposal by the President, called "Pacific Rim Focus," which will encourage greater faculty knowledge about

the Far East in the hopes of having coverage of that area included in many courses and in many departments. The second is to provide opportunities for study of more foreign language at the College, a step away from the early 1970s decision to cut back on the number of foreign languages offered, a decision made in conjunction with the decision to eliminate the foreign language requirements.

MEMBERSHIP IN THE ASSOCIATED COLLEGES OF THE MIDWEST: The College was invited to join the Associated Colleges of the Midwest in 1973 and when it did so in the following academic year it was able to increase its offerings in off-campus programs, especially foreign programs. Since 1975-1976, 183 students have participated in ACM-sponsored off-campus programs. The Urban Studies program in Chicago has been far and away the most popular ACM offering, but nearly a third of Lake Forest College students have chosen a foreign program, particularly the Arts of London and Florence. ACM programs also help the College provide opportunities for students with scientific interests (e.g., the Oak Ridge Science Semester or the Wilderness Station). In addition, ACM offers programs in Geology in The Rocky Mountains during the summer and Tropical Field Research in Costa Rica, although we have not had participants to date. (See Appendix IV for a full analysis of student enrollment in ACM programs.)

The ACM programs can be especially important in helping the College build a significant increase in student/faculty interest in non-Western Civilization, especially given our effort to include Asia more in our curriculum. One student has already participated in the ACM program in Chinese Studies, seven in Japan Study and this year we have had a first applicant for India Studies. Both the College and the ACM are encouraging faculty development in Asian Studies. ACM and a sister organization (GLCA) recently sponsored a conference, "Japan Studies Within our Campuses," at the University of Michigan in which a Lake Forest College professor of Psychology participated. In the fall of 1984, ACM held another conference, "The Liberal Arts in New International Perspective: Internationalizing the Curriculum," at the Wingspread Conference Center at which Lake Forest College had faculty representatives from the office of the Dean of the Faculty and the departments of Politics, Sociology, History, and Foreign Languages.

Individual faculty members have benefited through direct participation in the ACM curricular programs. A member of the department of English has served in the Newberry Library Program in the Humanities, a faculty member in the department of Physics directed the ACM program at Argonne National Laboratories, a professor of Politics served as Faculty Fellow in the Urban Studies Program in Chicago in the fall of 1985, and one member of the faculty has taught aquatic biology at the

Wilderness Field Station in the summers of 1977, 1984, 1985, and will do so again in 1986 when he will also serve as Director for part of the summer. Another faculty member in the Politics department has just received a travel grant to visit the ACM site in Costa Rica in the summer of 1986. A professor of Psychology will participate in the Fall of 1986 Oak Ridge Science Semester Program, devoting three-quarters time to research and one-quarter time to teaching. Another professor in the same department will be submitting his application for consideration as director of the 1987-1988 Japan program.

In addition, membership in the consortium continues to foster fruitful discussion between our faculty and administrators and their counterparts on other campuses, with the faculty often receiving support through the ACM program to encourage professional development begun in 1978. Faculty members have participated in ACM seminars on the use of computers, on minorities and education in liberal arts colleges, on women's concerns, and on teacher education and the liberal arts, to mention some of the most recent seminars. Lake Forest College has hosted twice on its campus (in 1973 and in 1985) the bi-annual meeting of ACM directors of off-campus programs and plans to do so again in 1987. The ACM/GLCA classicists met on the campus in the fall of 1985. In April of 1986 Lake Forest College will host a seminar, "Writing Across the Curriculum Programs: Theory and Practice," sponsored by the ACM Advisory Board of Deans Professional Development Fund. Participation in ACM continues to be useful to our Admissions and Development offices.

COOPERATIVE PROGRAMS: Shortly before the last evaluation vist, the faculty had voted to approve a policy permitting qualified students to enroll in cooperative degree programs. The programs that have been created under this policy are of two types. The first is to provide a liberal arts basis (in some cases extensive enough to warrant a Lake Forest College liberal arts degree) for technical training; these programs are in engineering, nursing and medical technology. The second type grows out of an arrangement with the University of Chicago by which appropriately prepared Lake Forest College students may enter designated graduate programs after completion of their junior year and, on successful completion of that program, receive both a master's degree and a retroactively-awarded Lake Forest College bachelor's degree; these programs are in public policy studies and social service.

The number of students who have participated in such programs is not large: Nine have completed an engineering program, just under twenty have taken the nursing option while none have pursued the medical technology program; five have completed one of the two graduate programs at the University of Chicago. Although this constitutes a small proportion of our total enrollment, we are quite satisfied with our participation in

these joint programs. They function as a means of widening educational options for our students without directly committing and thus overstretching our own resources. This allows us to make the liberal arts experience attractive to students who have an interest in specialized careers. (A summary statement of the College's five cooperative programs and student participation in them in the last decade will be found in Appendix V, with a full description in the catalogue, pp. 60-63 in the 1985-1986 edition).

GRADUATE PROGRAM IN LIBERAL STUDIES: Our plans to institute a master's program in Liberal Studies (outlined in our previous self-study report) were based on our belief that this program would allow us to make use of our strength -- high quality teaching in the liberal arts -- while at the same time addressing our need to attract more adult enrollments. The Director of Continuing Education had informed us that there were potential students in the community who already held bachelor's degrees who were interested in pursuing further course work. This suggested the need for a graduate program in this community. At the same time, we recognized that the projections for the decline in the number of traditional age students bound for college could have a serious impact on us. We saw that a program that would attract more adults to Lake Forest would, therefore, serve both our community and the College.

In order to receive accreditation at the master's level, Lake Forest College applied for a focused evaluation and this took place in March of 1977. The Team's report concluded that "the College appears to have adequate resources to support a graduate program in liberal studies. There is a qualified faculty, ample library materials, adequate facilities, and sufficient financial support." But it also had some reservations which it summarized in the ninth of its list of concerns: "The M/LS [Master of Liberal Studies] program needs further development, including more detail in program content, policies and procedures, assignments, evaluative procedures and quality assurance." The Team unanimously recommended accreditation at the master's degree level, but it did so with the stipulation that a report be filed in the Commission office by April 1, 1978, on the further development of the M/LS program.

During the spring and summer of 1977 the Director and his staff addressed the concerns identified by the Evaluation Team, making explicit and more precise procedures for admissions and other administrative procedures. Once accreditation was received it was possible to plan teaching schedules for the following academic year and then for those faculty who would be teaching the first M/LS seminar to begin preparation in earnest. The program began operation in the fall term of 1977 with about 20 people enrolled in a seminar called "Darwin and His Impact on His World and Ours." Most of those in the fall seminar also took the spring seminar, "The Whole and the Sum of

the Parts," an examination of reductionism. Several M/LS students also took elective courses during that first year. By the spring of 1978 the program had been substantially developed and the questions raised by the Evaluation Team had been answered in actual practice. It was on the basis of this first year of experience that the progress report was filed with the Commission office and was accepted.

The philosophy of the M/LS program has not changed in the period it has been in operation. It is based on the premise that it is no longer possible (if it ever was) to have a complete liberal arts education at the undergraduate level. It assumes that a truly liberal education, which includes the ability to integrate knowledge acquired in different fields, is the task of life-long learning. It recognizes, too, that the pursuit of the liberal arts is as valid at the graduate as it is at the undergraduate level. Traditionally, people have looked to the liberal arts as a way of dealing with the essential questions that face their society. The liberal arts education is based on the assumption that beyond technical education necessary for the performance of certain tasks, people need the breadth and wisdom that have been fostered by a study of liberal arts, literally, the knowledge appropriate for the education of free men.

The M/LS program is headed by a Director, Dr. Arthur Zilversmit, Professor of History, who is released from some of his normal teaching load in order to give him the time required to devote to the program. He also participates in most of the interdisciplinary seminars as part of his teaching duties. He is assisted by an administrator, Mrs. Margaret McNamara, who recently completed the M/LS program. In making policy for the program, the Director works with a special committee made up of faculty members, most of whom have taught in the program. The committee consists of faculty representing the three divisions of the curriculum. The 1985-1986 Committee is composed of: Professors W. Gordon Milne (English), Forest Hansen (Philosophy), Roger Faber (Physics), and Arlene Eskilson (Sociology and Anthropology). The Committee and the Director report to the Dean of the Faculty and new courses for the program are submitted to the College's Academic Policies Committee for approval.

The program has remained essentially as we had originally planned. Preliminary admission requires a B.A. or B.S. degree from an accredited college or university. No set grade point average is required because we believe that many of our students come to the program several years after they have completed their undergraduate education and that their records as undergraduates do not serve as a useful index of their ability to participate in the program. As we had originally planned, we use the first of the interdisciplinary seminars as an entry course and admission to the program is conditional on successful completion of this semester (a grade of "C" or better).

Ten credits are required for the M/LS degree. All student are required to take three interdisciplinary seminars, team-taught by faculty members representing different disciplines from the three major divisions of the liberal arts: humanities, science, and social science. The emphasis in these specially designed seminars is on intergrating the approaches of the different disciplines rather than in acquiring specialized knowledge in one of them. The core of the program is three team-taught interdisciplinary seminars centering on important topics viewed from the perspectives of several scholarly disciplines. In addition, students consulting with the faculty M/LS Committee choose five upper level undergraduate courses, in accordance with the individual's previous academic background and current needs and interests. No more than two of these courses can be from the same department. To obtain full credit for these courses, M/LS students are asked to do additional work, or a different kind of work than that required by undergraduates enrolled in the same classes; "B" is the lowest passing grade for graduate students. Finally, M/LS students prepare a master's project and participate in a master's colloquium with other students working on master's projects. The master's project differs from traditional master's theses in that it seeks to integrate materials from several disciplines.

There have been few changes in our original plan. We have recognized that for many working adults the actual process of writing a final project cannot be accomplished in a single semester. Accordingly, we now allow a student additional time -- students are required to finish the project by the end of the semester that begins a year after they originaly registered for the project. The colloquium, which was not well defined, has developed into a seminar which includes both discussions of model interdisciplinary studies of a variety of topics and discussions of materials related to the master's projects of the participants.

The program is, of course, evaluated every year through the normal ways in which the Dean of Faculty evaluates academic programs. In addition, at the initiative of the Director, the Academic Policies Committee appointed in 1982 a three member sub-committee to conduct a comprehensive review five years after the beginning of the program.

The Committee interviewed a number of faculty members and sent a questionnaire to all of the students who were enrolled, who had withdrawn or who had graduated. The questionnaire revealed a high degree of satisfaction with all aspects of the program. The Committee reported: "The overall thrust of the responses was that the M/LS program was seen as a superior program, academically strong and demanding." It summarized faculty response as follows:

> All of the M/LS faculty members who were interviewed had glowing praise for the program. They agreed that the M/LS program benefited the College, the students, and themselves.... Faculty members found the experience of teaching adults challenging, and in some cases, re-invigorating. The quality and type of student, the team-teaching, and the interdisciplinary nature of the seminar all combine to produce high quality discussion and spirited give and take.

We do see some problems ahead of us. While we were correct in our estimate that there was a market for this kind of program in our area, we had not anticipated that other schools would move in this direction as quickly as they have. Already two schools in Chicago have begun to offer graduate liberal studies programs. More significantly, we now have direct competition in the North Shore suburbs -- Northwestern University began a program last fall and this presents a serious challenge. Northwestern has a real asset in its reputation for excellence in graduate education. In addition, Northwestern's program presents us with serious price competition because they give every enrolled student an automatic scholarship.

Tuition costs present a second problem. We planned from the beginning to price graduate education at the same level as undergraduate. With the rapid rise in tuition rates in the last decade, this has presented a real marketing problem. Tuition for M/LS students has more than doubled in nine years -- tuition in the fall of 1977 was $492.50 per course; in the fall of 1985 tuition was $1,125.50. The same pressures that forced the College's tuition up led corporations to cut back on support for non-job-related education for executives and our hope to get a significant number of upper level corporation executives faded (sadly, so did the proportion of men in the program). People who take the program simply for enjoyment are a constituency, but as the price rises, we lose more and more of these. Teachers continue to have an interest in the program, but the high price tag is an obvious impediment, and some are turning back to standard professional programs. While we have accumulated a small endowment to support a single half-tuition scholarship for a teacher newly enrolled in the program, this may not be enough for us to be able to continue to attract a really diverse clientele.

These two problems have manifested themselves in some decline in enrollments in the M/LS program, a small program to begin with. Between 1977-1978 and 1984-1985 about 175 people formally applied to the M/LS program and of these 100 were given final acceptance. Sixteen have been graduated and a number are in a suspended state -- a situation that is not surprising in a non-professional program for busy adults. In the first years enrollments were promising: A total of 46

courses were taken by M/LS students in 1977-1978, the first year of the program, and that rose by 60%, to 73 courses, in the second year. Enrollments fluctuated around or slightly below this level for the next three years (63 in 1979-1980, 72 in 1980-1981, and 67 in 1981-1982), but then began to slide, down to 54 in 1982-1983, 51 in 1983-1984, rising somewhat to 57 in 1984-1985. The decline has continued into this year: In the fall there were 14 people taking 15 courses; in the spring there are 17 people taking 18 courses, making a total of 33 courses for the year.

The College supports the idea of a liberal arts master's program and sustains it because we believe it fits in well with our new Mission Statement. It is a program that is built on an area of special strength -- high quality teaching in the liberal arts. It is a program that provides a truly enriching education for a segment of the adult community and simultaneously gives faculty an unusually motivated group of students. And it is a program that transmits the strength of our liberal arts teaching within the faculty itself. Teaching in an M/LS interdisciplinary seminar is broadening for the faculty members involved as well as for the students. It provides faculty in one discipline the opportunity to learn about another discipline in an organized way. It might be seen as a special kind of faculty development, one that involves broadening rather than greater specialization. We also believe that the M/LS program contributes to strengthening the entire College by further enlisiting community support for the College.

ADVISING SYSTEM: Advising is a major responsibility of the faculty at the College. This is because the College emphasizes attention to the individual student and also because it is through the advising system that we seek to insure that each student meets the College's ideal of breadth as well as depth. The College abandoned distribution or general education requirements in the early 1970s. Students must meet the requirements of their academic major, but otherwise they design their own academic program in consultation with their faculty advisor. Thus, the faculty advisor has a critical role in interpreting the idea of breadth to individual students and helping them find a way to distribute their courses across all three divisions.

The theory of the system is one to which the College community is fully committed. In the words of the Mission Statement, it is one of the ways that the College "emphasizes individual choice and initiative, coupled with a strong sense of responsibility." Certainly, it is an important part of accepting adult responsibility for students to be able to identify their own needs and work purposefully toward meeting them. In practice, we are only moderately satisfied. Most advisors devote long hours to meeting with students and are extremely accessible. But some are less available, at least to the

student who does not take initiative, and a few are too casual about advising responsibilities. Furthermore, students are often passive rather than active in their relationship with advisors -- they come to see an advisor only when required to do so. The office of the Dean of the Faculty in recent years has taken steps to remind the faculty of its advising responsibilities, encouraging them to communicate with advisees several times during the term.

While it is hard to evaluate the qualitative aspect of the advisor-student relationship, the quantitative evidence is that advising does not always achieve the goal of insuring breadth in student programs the way that distribution or general education requirements do. An analysis by the Long Range Planning Committee of the distribution of courses taken by recent graduating classes (specifically 1983 and 1984) suggested that not enough students who are not science majors take science courses. Of those students who attended Lake Forest College for all four years, at least one quarter took no science course at all, another quarter had taken only one science course, and only one-fifth had taken four or more courses. In mathematics (excluding computer) the figures showed that students taking no mathematics averaged slightly over one-quarter, those taking one course were about a quarter and between 11% and 12% had taken four or more courses. Computer study has helped to alleviate this problem.

On the other hand, the proportion of students taking courses in the humanities and social sciences is much higher than in the sciences and mathematics. Less than 1% took no course in the humanities, 2% or less took only one and an average of 87% took four or more. The figures are even a little higher in the social sciences: Less than 1% took no course, almost all took one or more courses, and an average of 91% took four or more courses. However, it is likely that the figures for the social sciences are inflated by the great popularity of Psychology and Economics these days. For instance, in the same sample of 1983 and 1984 graduates a quarter or more of all students had taken no history course -- a figure that is roughly the same as that for the natural sciences. A slightly different survey for the 1980 graduating class shows the same general pattern of wide exposure of students to the social sciences and humanities and much more limited exposure to the sciences and mathematics/computer. Specifically, only 66% had taken one or more mathematics or computer courses, while 94% had taken English and 89% had taken Psychology.

How to be sure that our students realize real breadth in their educations is closely related to our evaluation of the policy of using advising rather than requirements to achieve this end. As a result of this study, the Long Range Planning Committee made improvements of scientific and quantitative education one of the four areas singled out in its first Five-year Plan. A

committee on Scientific and Quantitative Education was established with Hewlett/Mellon funds and worked over the summer of 1984; its report to the President in September of 1984 recommended efforts to increase the awareness of advisors of the need to persuade students to take more science and mathematics courses but the committee did not recommend a return to distributional requirements. The present Long Range Planning Committee has taken the advising system as a major area of study. It reported to the Academic Policies Committee at the end of February and to the entire faculty at the end of April. (See Appendix VI.) It seems fair to say that our system of self-study has identified the advising system as an area of concern and that we are working towards establishing the full dimensions of the problem, in order to find a solution.

DEAN OF THE FACULTY'S EVALUATION OF THE ACADEMIC PROGRAM: In September, 1985, at the first faculty meeting of the present academic year, the Dean of the Faculty delivered a report on the "state of the academic program." He spoke of his appreciation for the faculty's general commitment to the students, to good teaching and for the quality of the curriculum in general. However, he said, he wanted to raise our sights and to set higher goals for the faculty with the aim of setting higher goals for the students. He announced the intention of undertaking a complete review of the curriculum during this academic year. To this end he asked that each department evaluate its program for curricular quality, coherence, and innovation. He also urged them to consider ways to improve the quality of teaching, to establish rigorously demanding standards for students, and to work toward integration of the disciplines. Since that announcement, the Dean has attended meetings of a number of academic departments, discussing with them ways of improving their curriculums and/or approaches to teaching. As a consequence, a number of departments have indeed reviewed their offerings and made modifications, particularly in the form of more coherent sequencing. One example of the curricular changes made in response to the Dean's challenge is History 300, a historiography colloquium on the philosophy and methodologies of history, which is intended as a common experience for all History majors and a prerequisite for further advanced courses.

NCA CONCERN ABOUT PROGRAMMATIC OVEREXTENSION: The 1977 Evaluation Team sounded a cautious note in urging the College not to expand into too many new programs, making that one of its nine concerns. Certainly, over-extension is a possible response to the great competition among academic institutions for a diminishing number of potential students. We recognized the danger and accepted the Team's warning. The M/LS program is our only master's program and it remains a very small program; we have not added master's level programs in specific disciplines, although some faculty would like to do this. The

College has not pursued the adult market excessively, either; adults remain a small minority of our students. While we did create new majors in Business and Computer Studies, these were both expansions of existing offerings and have been kept in check by placing them within pre-existing departments. The great hopes for a series of institutes to combine pre-professional training with the liberal arts has produced only one viable institute -- the Wood Institute for Local and Regional Studies; when we recognized that the Health Services Institute was not viable, we chose to eliminate the major rather than prop it up artificially. Thus, we believe that we have avoided the danger of over-extention into new programs. We have chosen instead to focus on improving the quality and challenge of the education we offer and to use our methods of self-study and planning to forecast the needs of the next decades and to adjust ourselves so we can meet those within our present framework.

CHAPTER FOUR
EDUCATIONAL SUPPORT SERVICES AND NON-ACADEMIC PROGRAMS

I. Educational Support Services

The College interprets educational support services broadly and places great importance on the role they play in the academic program. The largest and most complex of these services is the library, which has undergone great change since the last evaluation. Also complex is the system of computer services for academic use that is almost completely new in the last decade. The Writing Center, the Office of Community Education, and the Art Gallery all received their present form recently, as responses to educational conditions of the later 1970s. The last support systems, the science shop and the College Bookstore, are the support services that have changed least since the 1976 NCA visit.

LIBRARY: The Lake Forest College Library comprises two parts: Donnelley Library, constructed in 1965 and substantially renovated in 1983, housing the bulk of the collection, administration and special services, and the Writing Center; and the Thomas O. Freeman Science Library, built in 1961 as part of the new science complex. The overall collection is impressive for a small liberal arts college: over 300,000 books, periodical volumes, and government documents. Furthermore, the Library staff is extremely responsive to reader needs and innovative in ways of using new technologies and methods of resource sharing.

The Library has been automated for more than half a decade. This is a response to very unusual local opportunities as well as to general changes in the library information field. The library environment in which Lake Forest College exists is one of unprecedented opportunities, and has brought to the campus a level of access potential without peer, now or in the foreseeable future, for a small liberal arts college. Expanded access challenges available staff and other College resources to be able to meet demand and to respond to opportunities. The College Library has met this challenge with a very small professional staff. However, it is not surprising that the Library's resources are seriously stretched by its very effort to utilize the opportunities of our location and the demands of our faculty and students.

The College's location allows it to participate in what is probably the most sophisticated resource-sharing environment in the world, particularly the Illinois state-sponsored library network and also integration with libraries in the Chicago region. For nearly a decade and a half Illinois has led the nation in multitype library cooperation -- using state funds to

encourage sharing, joint planning, and even coordinated cooperative collection development -- among various kinds of libraries (academic, public, corporate, etc.). Since 1980 Lake Forest College has been a member of LCS in Illinois, a state-wide higher education library resource-sharing network built on a shared, automated online circulation system through the University of Illinois. LCS includes all of the publicly supported universities in the state, plus several independent colleges, universities, and community colleges. (Not included are the libraries of the University of Chicago and Northwestern, which have their own online systems.) This network is the third largest library computer utility in the world, exceeded in scale only by OCLC, an international bibliographic data base (in which Lake Forest participates), and RLIN a much smaller bibliographic data base for some Ivy League schools and Big Ten universities, and art libraries, particularly.

Illinois LCS is by far the largest library circulation system in the world and the LCS flagship is the University of Illinois at Champaign-Urbana, the world's largest publicly supported academic library. This gives Lake Forest College access to a "collection" of 15 million volumes. As a result, in 1984-1985 Lake Forest obtained from off-campus for its student and faculty library users over 4,500 items; over 490 students (approaching half the student body) obtained at least one book or journal article from off-campus. In November 1985, one book came from outside for every four loaned across our own check-out desk and one article photocopy was obtained elsewhere for every two journal volumes picked up and logged in Donnelley library. The number of items per student obtained in 1984-1985 at Lake Forest College exceeded that of any other ACM library.

While LCS was the key feature of Lake Forest's off-campus borrowing (3,000 of 4,500 items in 1984-1985), the College's Chicago metropolitan location further enhanced this access. The public-library-based network, providing daily truck delivery to the library, linked the College to excellent public library, corporate, and other nearby (and often non-LCS) academic library resources. In most cases these collection holdings are listed on computer banks available to us, hard-wired or dial-up. The College has been active, often a leader, in local consortia, particularly the North Suburban Library System and LIBRAS (Chicago area college libraries).

Proximity to other libraries allows students and faculty to visit directly and, often, borrow from area libraries, most notably the University of Chicago library, and also to use great and specialized libraries such as the Newberry Library, the Art Institute, the Chicago Historical Society Library, and the Schaumburg Township Library (a regionally designated business collection).

Far from relying on the strength of other library collections alone, Lake Forest College's location has allowed it to build research collections in several fields that make its library an equal partner with its cooperating libraries. Situated in a leadership suburb of Chicago, it has fallen heir to excellent book collections built by world-class collectors, endowing the library with a significant collection of state or even national importance. Some representative acquisitions include humanities and rare books from Alfred Hamill, the papers and books of Joseph Medill Patterson (founder of the New York Daily News), Scotiana from R. Douglas Stuart, and, most recently, a major transfer (4,000 to 5,000 volumes) of non-Chicago American history from the Chicago Historical Society. Lake Forest led ACM and GLCA colleges in the number of items lent to other libraries in 1984-1985, about 2,500 in all. The College has lent to virtually all the Ivy League and Big Ten universities, to the Smithsonian, to the service academies, to major art libraries, and even to Europe.

History, Self-Study, and Change. The genuine uniqueness of the College's library program grows out of a major reorientation in the last two decades, following nearly a century of development. The Library began in 1876 with the first college classes. By the early 1890s a printed book catalog showed 10,000 volumes. By the turn of the century a card system, using the Cutter classification (a precursor of LC) was adopted and a new building was needed. The 1901 Reid Library, a Tudor Revival/Arts and Crafts building embodied the scale and traditional, even anti-modern, ideals of the Lake Forest community. One library administration prevailed from 1901 to 1972, under two librarians, Mabel Powell and Martha Biggs. After a few years as a librarian in another Illinois college following her graduation in 1928 from Lake Forest, Miss Biggs came to the College in the late 1930s as Miss Powell's assistant and became head librarian when the latter retired in 1943.

A half century of tranquility on campus began to slip away in the 1950s. Changes in faculty hiring policy -- from one requiring evangelical Christians to, in effect, one that emphasized intellectual and academic qualities -- demanded new library resources. By the early 1960s a new, more liberal eastern president brought in new, liberal, often eastern faculty and students. New library facilities were built at the beginning of the 1960s: Freeman Science Library in 1962 and Donnelley Library in 1965. An active library committee assertively advised Miss Biggs on acquisitions and lamented the library shortcomings at Lake Forest when compared to Williams or Swarthmore.

The last decade of Miss Biggs' library administration was a turbulent one, and the research aspirations of the "new" College encountered the values and traditions of the old. While Miss Biggs was relatively forward-looking by midwestern

standards of her time -- converting from Cutter to the LC classification in the 1950s and 1960s, building new facilities, and heading the ALA College Library Section in the 1960s -- she failed to satisfy the aspirations of the very ambitious "new" Lake Forest College of the 1960s. When Miss Biggs retired in 1972 the faculty was impatient to implement a library program on a scale of quality small colleges elsewhere, but that was just when the College was confronting both a drop in enrollment and a tight financial situation.

The new library administration of the early 1970s initiated a thorough self-study process to try to make sense out of high student/faculty demand and ambition, short finances, a president supportive of risk-taking, and a metropolitan location. The 1973-1975 library staff was highly creative, including a new head librarian, Arthur Miller, formerly assistant librarian for public service at the Newberry Library, three newly-hired young professionals and one carry-over who was a firm ally of the "new" faculty.

From this team and with input from and support of faculty and administration, a plan emerged to maximize available (often non-traditional) resources to meet goals. The resources were: 1) location; 2) bright student workers, meaning that labor intensive efforts could be undertaken to maximize hard cash in short supply; 3) faculty support and willingness to participate in bibliographic instruction; and 4) excellence in special collection, providing on-campus research opportunities and making Lake Forest attractive in resource-sharing. The new methods included: 1) hiring some 100 student assistants during the school year and 25 to 30 in the summer to help in extending hours, binding books, processing interlibrary borrowing requests, and conducting use studies; 2) introduction of bibliographic instruction to help students maximize the available library resources, and in time turning this over to teachers for implementation; 3) modern reorganizing in Donnelley to emphasize reference service and librarian student contact; 4) extensive interlibrary and other forms of resource sharing; 5) emphasis on "use" as a book selection criterion, with reliance on nearby libraries for "balance."

The system created by this young team worked well through the 1970s. The Library met the needs of students and faculty very successfully. The 1977 NCA Evaluation Team was very impressed by the Library's collection and its commitment to reader service. The Library seemed to have reached a state of equilibrium. But around 1980 disequilibrium arose from two kinds of pressures: one from the opportunities created by new technology, the other from crowding of facilities.

In 1980 the Library went online with LCS, the first change in general library record-keeping since cards were introduced 80 years earlier. Staff size and work loads bulged to convert

the catalog to machine-readable form. Automation, too, was the last straw for the crowded main library building, a building which had been designed so as to minimize barriers and create a feeling of openness, but which was used by many students as a space for study for which quiet places were required.

In 1980 the Associated Colleges of the Midwest undertook a study, funded by the Council on Library Resources and based at Lake Forest, of book collection circulation use. Lake Forest, Knox, and St. Olaf together looked at circulation patterns, using accepted research methods, to see how efficiency could be achieved in space planning, implementing security or automation, and in selection. The results of the study created much data for planning purposes and led to a self-study by the Lake Forest College Library in 1981-1982, assisted by a grant from the Lilly Foundation. The self-study team was chaired by the College Librarian and included faculty, students, and the Dean of the Faculty. The charge to the self-study team was to develop a plan for operating under change. Its job was to recreate campus teamwork on library matters until the automating was done and until crowding was alleviated. The self-study effort involved two surveys by questionnaire of the student body and the faculty in the early 1980s to learn what they found most important and in what areas the library was most successful.

The first survey showed that users, including students, believed access to books and periodicals most important and that the College was successful at this. This success finding contrasted to results of similar studies at comparable colleges (such as De Pauw University) where great concern about access was evidenced. Thus, the 1970s strategy of expanding access, particularly through interlibrary loan and bibliographic instruction, led to a significant change in perceptions about access from a decade previously. The key concern articulated related to the quality of the library space: a place for quiet study was a priority for students, but the library rated low in "success" on this score in student replies.

The Library's space needs, and particularly the need to segregate the new bustle of staff and automation activities from study space, galvanized the campus community into creating additional space in the lower level of Donnelley. By the renovation of College (now Young) Hall in 1982, so that the departments previously housed in the basement of Donnelley could be relocated there, the Library gained access to the extra space now freed in August of 1983, just two years after delivery of the self-study team report to the President in 1981. The expanded space included partitions zoning off study space from staff and reference clatter, along with new rooms for (absolute) quiet study, for research, and for group study. In all, total user seating capacity rose from about 350 to 490 (or seats for nearly half of this year's student body of 1,100).

In 1983-1984 a second faculty/student user survey was administered. The survey showed student concern about noise much alleviated. But it reflected a new need, as students noted problems in obtaining periodicals; this backed up anecdotal reports by reference staff of frequent queries for missing periodicals, or ones to support new programs -- in business and area studies, particularly -- that we did not own. An intensive use study was undertaken and all periodical issues by title and year and volumes were logged as picked up. Heavy clustering of use on a limited number of titles led to multiple subscriptions, upgraded binding, and tighter control for these. Bibliographic control was enhanced by entry into LCS of all peridical holdings. Check-in was automated (on a micro), with the unique function of producing a label which makes clear the exact shelf location for each issue; refinement of the system now in progress should allow for automatic identification of lapsed and tardy subscriptions. More than half of the 1986-1987 budget increase is to improve the periodical program (more subscription funds, improved jobber support, and enhanced automation). This is in response to structured surveys and informal staff and faculty input, supported by 1985 library committee endorsement of journal priority and by administrative support.

Thus, self-study of needs and resources, has characterized the adaptation and growth of the Library and its programs during the last decade and a half. In addition to these self-studies, a few outside reviews have taken place. A study of student perception of reference services was done recently for a University of Chicago Graduate Library School master's thesis; the results will appear during 1986 in the Library Quarterly. Another library school project, at the University of Michigan in the early 1980s, reviewed the overall Lake Forest library program. In marvelling at the amount of work going on and being undertaken by the very small professional staff, the study identified a key problem for the Library, that of protecting its staff resources. Issues relating to staff turnover and quality are a major challenge for the Library in the late 1980s.

Collection. The selection part of the collections policy is implemented mostly through classroom faculty, operating by department. Book fund allocations are determined by the faculty-student Library Committee, in cooperation with the College Librarian. Book funds for purchases outside of subject areas (reference, etc.) have equalled about one-third of the total for books in recent years.

The strength of the Library's collection is in its support of teaching areas and in special collections to support research and the Library's network role. Cooperation with other libraries has led to some unique strategies relating to our collection. Most notably, the open-shelf Donnelley collection

is divided by use: The 40% of the collection providing 80% of the library's circulation (according to last circulation date studies) is upstairs; the remainder supplying 20% of the use is on the lower level. Thus, once in five tries the user should need to resort to the lower level collection. By contrast in November 1985 one item was borrowed from outside for every four lent out of the check-out desk. Thus, it may be true that a user is more apt to use an item from off-campus than he/she is to use our own lower level, retrospective collection. Lake Forest's usage patterns are atypical, indeed, and have led to increasing reliance on other collections.

The College has supported building of the collection, without interruption. Much of what is borrowed is retrospective and very specific -- indicating that few opportunities have been missed. Borrowed books that do look useful are purchased, even when out-of-print (by use of the second-hand market). Audio-visual coverage is fairly strong in music, spoken word, and language in audio and in literature, specifically in video. (The Art and Music Departments maintain strong slide and disc collections, respectively, separate from the Library but with minimal duplication.) Microfilm research resources are strong and well-used: complete runs of the New York Times, Chicago Tribune, and of many journals on film; with a few "packages" on film or card, such as ones on the anti-slavery movement, Jeffersonian Americana, British Sessional papers, etc.

The periodical collection's improvement has been discussed above. In two years about one hundred new subscription commitments have been made, mainly to support new programs in business and area studies, and to meet heavy demand in psychology. For seven or eight years we have been shifting index usage from hard copy to online; only in the last year has this process ended and caused us to have to face rising journal prices and new commitments with additional dollars. The library's collection of journal backfiles is strong and improving, from gift and acquisition; it covers the 19th century to the present, with new emphasis in business and psychology, particularly.

Because of Lake Forest's resource-sharing environment, no major weeding has been done in about a decade and none is advisable until Illinois has in place a program of coordinated cooperative collection development. Our solution to space problems has been the divided collection, where less used items are housed under compacted conditions, on the lower level.

Library preservation, including security, has been a major agenda item since our last NCA review. A detection system has been installed. A special collections reading room and stack areas have been established, with specially controlled temperature and humidity, for rare and fragile materials. Also, the overall library climate has been upgraded with

improved humidity for winter and automated monitoring. A-V materials, too, are stored in a controlled climate. Binding, new and retrospective, has been expanded to preserve materials.

Discussion of the collection must end with a reference to LCS, our automated resource-sharing system. The system provides a union catalog to our collection and to the other ones in the network, in a format easy for use by students and faculty. Through the campus computer system, LCS is available also to faculty in two main academic buildings, Young Hall and Johnson. Our strengths often are reflective of our greatest needs. The art collection has been said to be sufficient to support master's level work. But our heaviest circulation there is in the "ND" section of the LC classification (painting) mainly serving the students in introductory art courses. New art books often exceed $100 in price. Thus, we borrow heavily, from Urbana especially, to meet student needs. The same pattern is true in psychology, international relations, American history, and some aspects of business.

We are strong, but never strong enough. No library, perhaps, could support all the demands of motivated, able undergraduates. Good faculty will find holes in any collection, and point out subjects not covered. Lake Forest's collection is one of the College's most fundamental endowments. But, fortunately, it can't and doesn't circumscribe the curiosity and exploration of the campus community. It's just a very good home base.

Staffing. The coverage of services by staff is challenging and stimulating but also demanding because of the small size of the staff. All library faculty cover more than one area (reference and interlibrary loan, cataloging and the science library, etc.), and each supervises several students, thus being a manager, as well. All librarians have advanced degrees; all reference staff have MLS degrees. The College is committed to providing sufficient staff to meet the demands of users.

Library faculty professional involvement and publication is extensive. In the last five years, several librarians have held (elective) officer positions in national and state professional and cooperative organizations. Recent publications by members of the Library staff include a book on data base searching edited by an emerita librarian, a revision by the College Librarian of the 1980 ACM Collection Use manual, and several articles.

Personnel matters pose a challenge for the Library because of the great demands made on the staff. The College generally faces high turnover of non-professional staff, probably related to the very healthy local economy at this time. Competition for librarians has become intense in recent years and the Library faces competition in matters of salary, promotion, and

working conditions for hiring and retaining librarians below the director level. A goal of the College Librarian is to achieve a stable environment, where less change will provide less ambiguity within job assignments.

Reference. In reference service the Library has provided national leadership in bibliographic instruction and the introduction of data base searching at the undergraduate level. These initiatives were supported by major grants from the Council on Library Resources and the National Endowment for the Humanities, between 1976 and 1983. Comprehensive online searching began in November of 1977, probably first among small colleges. This was done in the context of teaching use of the library generally to students and faculty in the humanities. The emphasis at Lake Forest was on teacher delivery of library instruction, and is one of ten programs in the country in Hannalore Rader's "Bibliographic Instruction Programs in Academic Libraries," in Increasing The Teaching Role of Academic Libraries, ed. T. G. Kirk (Jossey-Bass, 1984), pp. 63-78. In the mid-1980s some instruction is by teaching faculty and some by librarians. Classroom faculty support here allows us to maintain about 80 hours per week of reference service, over seven days.

Reference service and instruction has resulted in measurable evidence of use. The LCS system generates circulation statistics for books, and periodical use is recorded from pick-ups or in-library use. Use statistics are kept, as well, for interlibrary borrowing, and records by discipline help direct acquisitions planning and decision-making. There is some unrecorded external use. Students probably borrow a few hundred books per month from the town library in the term paper season, for instance, and a series of guides on business sources was compiled cooperatively by our College, Barat College, and the town library. Others resort to the libraries at Northwestern (where we refer them by "treaty" after an interview) or University of Chicago (where we have borrowing privileges). Faculty supply the library with copies of syllabi of their courses to facilitate cooperation, and these testify to broad coverage by faculty of library assignments. No statistics are kept, though, on attendance (except by off campus users) or of guides made and distributed.

The libraries are open for use by the public. Pre-college students must apply for access (being referred by their school or public librarian) and study-only use of the library from outside is not allowed.

Budget. The annual budget of the Library in 1984-1985 was 3.8% of the College's total budget. Over the last decade there has been gradual growth, which has kept the library able to support program development and enrollment growth. In 1985-1986 the budget grew by 10%; the growth for 1986-1987 is about 12%.

This reflects strong administrative commitment to library automation, staffing, and innovation. But there are great pressures on the budget, from increased costs and high expectations on the part of faculty and students, only some of which can be met by cooperation with other institutions.

Facilities. The main library was expanded and renovated in 1983 to meet the needs of users and to accommodate the library's atypical emphasis on networking and automation. A post-renovation survey found users satisfied. Now we want to maintain these facilities and our goals, including climate control, are ambitious. As to climate control, significant progress has been made, certainly, relative to other college libraries. The renovated Donnelley facility is heavily sub-divided (the Librarian calls it "Balkanized") for reasons of security, noise-control, and space economy, but maps in each level and directions, integral to the online catalog, minimize confusion by the new user. Reference coverage plugs the inevitable holes.

The adequacy of the facilities is "a complex subject," according to the Librarian. The present main library can meet collection growth through this century if lower level collections can be shifted to compact storage as more and more low-use material is transferred from the upper (high-use collection) level. (Another option for more collection room would be to transfer the Computer Center out of Donnelley, a possibility which has been informally discussed in 1985-1986.) The present plan, which projects an intensification of storage on the lower level, grows out of the 1980 collection use study findings and the subsequent building planning. The expense required would be hardware (moveable stacks on tracks), but no construction and no significant increase in maintenance.

The complexity comes into this plan from several directions: recent innovations in seating, the upward trend in library use activity, the impact of improved science facilities on the science library, and future cost-benefit questions relating to climate control for preservation. A Grinnell College library renovation (concurrent with ours a few years ago) introduced to ACM libraries an enhancement in seating quality, quantity, and efficiency (seats per square foot). Our 490 study and related seats are excellent in number, but are not state-of-the-art in quality (study space, privacy, lighting, quiet). Collection pressures, too, may cause us to want to allocate fewer square feet per seat within the next five to ten years.

A second major factor that complicates our early 1980s space projections is the issue of the library activity level. Enrollment has increased in the past decade, as has the capacity of students to make use of the library. An atmosphere of rising expectations on campus had led to an increased pace in journal collection growth already, mostly in the social

sciences. Further improvements in academic quality can lead to pressure for a higher level of seating quality; even now the Library experiences periods when it is "full," even though all seats are not taken: students report that the library is "crowded," all copiers, public access terminals, microprinters, or group study rooms are in use. That the Library is being pressed is a barometer of the vitality of the academic program. But it gives the library its folkloric reputation with administrators on college campuses as a bottomless pit for hard-won development dollars.

These two major complexities are augmented by two more localized ones. First, the 1962 Thomas O. Freeman Science Library lacks security, space for collection expansion, and accommodation for diversity of use (group study, etc.). Should plans develop for upgrading science programming and facilities, the needs of the Freeman Library ought to progress similarly. Perhaps a half level lower room, with a new (controllable) entrance, would be a modest but programmatically valuable step. The second local issue is one of climate control. Efforts to improve climate control in the Donnelley renovation have been a qualified success, but the original building's Miesian insouciance about climate is hard to overcome. Variation in humidity and temperature and maintaining sufficient humidity are special problems. In the next decade we may decide that the replacement costs of our materials do not warrant the risks of the present levels of variation. One option would be a "black box" adjacent to Donnelley for storage (closed stack, compacted) of older, fragile, and valuable books, microfilm, manuscripts, etc.

The Library's facilities improved markedly with the 1983 Donnelley expansion and renovation. Complexities today come from new academic success and goals, and from new opportunities in seating and climate. Happily the Library has not out-paced the College; rather it has encouraged faculty and students to reach beyond previous achievement levels. The outcome is pressure on the quality and scale of the space which houses the library program.

COMPUTER FACILITIES: Lake Forest College became active in computing well before many of its peer institutions and today is still in advance of them in the proportion of faculty and students who use this technology. Almost all of Lake Forest undergraduates avail themselves of its benefits. To encourage widespread use, we have put microcomputers in the residence halls as well as in every major academic building and terminals for the central system are located in many places on campus. While 80% of the faculty own microcomputers, many use the central facilities for complex statistical or analytical work and even for word processing. Academic departments use computers widely in instruction or exercises assigned to

students: in Chemistry for calculating molecular structure; in Economics to practice forecasting and modeling; and in Philosophy for exercises in logic. As was discussed above, the Library relies heavily on computers for serving its patrons.

A 1978 CAUSE grant from the National Science Foundation enabled us to take a major step in expanding computing within the curriculum, predictably in Mathematics and the sciences, but also in as many social sciences and humanities courses as possible. Two years later, Lake Forest became one of the first liberal arts colleges in the country to introduce a major in Computer Studies. In addition to the demands made on computer facilities by the major, there is a heavy load created by the high number of students from all disciplines who take at least one computer programming course (394 in 1984-1985 -- of the class of 1985, 53% had done so).

But the most pervasive use of the computer for academic purposes is for writing; term by term, the number of computer processed papers grows. The Writing Center offers training in word processing as well as in matters of grammar, organization, and style. Every year, for the last several years, the Writing Center staff has tutored close to one-third of the student body in using computers for word processing.

The College's computing needs are currently served by a mini-computer Digital Equipment Corporation PDP 11/44, purchased in 1980, and 102 microcomputers (mainly Apple II's and Zenith IBM compatibles). The PDP 11/44 has 29 academic-use terminals and 34 administrative terminals; of the microcomputers, 69 are dedicated to student use and 33 to administrative use (with the possibility of some student use of some of these latter terminals part of the time). In the last two years especially we have been adding computers by the dozen, having chosen to make computer access for students easy and also free because purchase of personal computers would be beyond the means of many of our students. In the case of the faculty, the College policy has been to insure easy access by subsidizing individual faculty purchase of microcomputers. Lake Forest College is clearly ahead of most schools, small or large, in the number of microcomputers and/or terminals on campus and available to students and faculty for academic use.

The central computer system is housed in the basement of Donnelley Library and Computer Services is headed by two programmers/analysts who work mainly with administrative offices. In addition, there is a Director of Academic Computing whose function is to provide workshops and other aids to educate faculty and students in the uses of the computer for academic work (program writing, data analysis and storage, etc.). This position has been redefined several times since the beginning of the decade. It was most recently held by a

teaching member of the faculty in the Politics department who was given released time for his computer-related duties. When he went on sabbatical leave for the 1985-1986 academic year the position became vacant; a replacement has already been hired and, although he may teach an occasional course, he will devote full time to computer responsibilities. On occasion other members of the faculty with expertise in computer usage (ranging from a new member of the Economics department to the Dean of the Faculty) have offered workshops on some special topic for their colleagues.

For the past two years we have been aware that a new central computer system would soon be needed. Demand on the central system has become so heavy that its capacity is overtaxed. Administrative use, primarily by the Admissions and Development Offices, is especially strong. The design of the PDP 11/44 precludes adding improvements to the major programs or increasing the number of fields in the data records. We were able to delay purchase of a new system by assigning many functions, particularly word processing, to microcomputers, but last spring we began to study the key pressure points on the central stem (traffic to and from the disks proved to be the primary culprit) and examine the kind of equipment we would need to upgrade our computer facilities. We decided to add an advanced minicomputer to the existing system.

In the early months of 1986, after lengthy negotiations, the College contracted to buy the newest Digital Equipment Corporation minicomputer, the VAX 8200 with appropriate software, a UNIX emulator, some specialized graphics-related hardware and software, and a system of port contenders which will allow students and faculty to communicate with the PDP 11/44 and the new VAX from terminals or microcomputers on or off campus. The ability to link microcomputers with the central system is highly desirable, since it increases the range and flexibility of each piece of equipment and thus the options available to users. As our needs increase, access to the network can be expanded for the cost of modems and telephone lines. With appropriate software, any microcomputer connected to the system directly or via modem can act as a terminal to the central system, can transfer data from a floppy disk to the VAX or PDP disks or pass data from one mirocomputer to another of a different type. The price tag for the purchas of this new equipment, including installation and transfer of some functions from the PDP 11/44, will exceed $250,000. The College has already received a grant of $50,000 from the Robert R. McCormick Charitable Trust toward this expense and is actively seeking support from other corporate and foundation sources.

The VAX 8200 will of course provide important capacities for administrative use, but it will have its greatest impact in the academic sphere. In the Library, for example, its larger capacity will allow local enhancements in the LCS system so

that faculty and students will be able to carry out detailed catalogue searches with great precision. Students and faculty in the social sciences will derive immediate benefits through the VAX's capacity to analyze large data sets through the use of statistical packages such as SPSS-X and SHAZAM. The natural sciences will also find the greater capacities of VAX very useful. Indeed, we expect that the VAX will help support the College's effort to increase the quantitative content of the curriculum and improve numeracy. The new equipment will also greatly enhance on-campus opportunities for faculty research requiring extensive computer capacity (work in which students often assist, especially in the natural sciences). This research includes work on artificial intelligence now being done in the departments of Psychology and Philosophy, work on nitrogen compounds in Chemistry, and work on optics in Physics.

But the most immediate and greatest effect of the new equipment will be felt in the offerings in Computer Studies, especially in the operating systems and compiler courses. Since the VAX has a compatability mode and can therefore simulate two operating systems at the same time, students can use and compare UNIX and VMS, the VAX operating system. The VAX assembly language is far superior to the one available on the PDP 11/44, and majors will gain valuable exposure to the minicomputer often regarded as the industry standard. Because the VAX will also lessen pressure on the PDP 11/44, we will be able to add an improved COBOL compiler with indexed sequential files to that computer, improving our service course in COBOL. In sum, a VAX 8200 will significantly improve what we can offer students in Computer Studies, providing the hands-on experience they need to prepare them for advanced study and careers in computing and other fields.

WRITING CENTER: The Writing Center grows out of a 1975 faculty initiative to improve the sadly diminished literacy level of incoming freshmen. It serves as the centerpiece for a program in Writing Across the Curriculum, established in the fall of 1977 with the help of a generous three-year grant from the Lilly Endowment Fund. Its purpose is to offer individual opportunities to all students for developing their writing and reasoning throughout their undergraduate careers, supplementing and supporting the writing instruction offered in College courses and assisting faculty members with special student services designed according to individual course needs. Although the structure of staff and services today retains the basic features devised in 1977, the quality and variety of services offered has been improved and expanded, as has the professional library available for consultation in the Center. Services now offered include a great variety of tutorial support, information, a wide range of printed resources, books and handouts which cover all aspects of writing and manuscript preparation, and instruction and in-house documentation for word processing on two types of microcomputers.

The current director, Gertrude Grisham, was appointed in the fall of 1982 at a time when it was decided to expand dramatically microcomputer access for students and to make training in word processing an integral part of the College's emphasis upon writing. The logical place to accomplish this new goal was the Writing Center, although it was made very clear that the old responsibilities for training in writing in the sense of literacy remained. It was intended that the program become an aggressive one of outreach rather than being a remedial center to which instructors sent "problems." Use of the Center by students, staff and faculty has expanded by one-third and in each of the past several years the Center has tutored close to one-third of the student body. Nonetheless the expectations of the Center on the part of the Dean and many faculty are high and the Center is being pushed to provide more seminars, especially by outreach.

Students come to the Center for assistance with research papers, short papers and compositions, lab reports, abstracts, business letters, senior theses, letters of application, and all types of bibliographic documentation. Up-to-date style manuals for all disciplines are available to the Center, along with a current list of faculty members' documentation requirements for the courses they teach. The Writing Center Director, assisted by staff, prepares new information and exercise leaflets as the need arises, and revises others to keep them current. This service extends to materials needed for word processing instruction, not available in regular course, but taught at the Center as requested by students.

Writing Center tutorials are taught by the Director and a staff of capable, carefully trained students. Eight to ten tutor positions are provided in the current budget, one of them for a part-time, non-student tutor -- typically a graduate or other adjunct faculty assistant. Student tutors are selected on the basis of faculty recommendations and carefully screened before they join the Center's staff and begin an on-the-job apprenticeship consisting of orientation, observation, individual sessions with the Director, and weekly all-staff training sessions. They begin to tutor in collaboration with more experienced staff members before they take on tutorials on their own. There has been some talk of even more demanding training for tutors. The staff is replenished each year to fill vacancies created by graduation and leaves of absence granted to staff members who participate in off-campus internships and study abroad programs, but this constant need for staff recruitment is a strain on the resources of the more permanent staff.

In addition to a general emphasis on writing across the curriculum, there are several academic offerings devoted primarily to improving writing. These include composition, of course, taught in the English Department (English 100) and

primarily for freshmen, but also the freshman seminars. There is also a special set of courses called Writing on Special Topics, taught in various departments and usually cross-listed. These are courses with a subject matter, but they are specially constructed to emphasize improvement of writing. Beginning in 1985-1986, the instructors in WST courses have met once a term in a "Writing Roundtable," guided by Director Grisham, to share methods, problems, and solutions. In the fall of 1985 the instructors of Writing on Special Topics courses reaffirmed the guideline that their courses were to devote 50% of instruction and assignments to writing. The importance of the writing program and the role of the Writing Center is shown in the heavy traffic at the Center and by the fact that the writing courses are always fully enrolled.

The Director of the Writing Center is on call for everything from administration and preparation of hand-outs and guides, to in-class instruction, or coordination of the "Writing Roundtable," or individual tutoring, to teaching regular courses in English composition. Many faculty find her responsive to requests for in-class instruction and for other assistance and very effective in what she presents. The instructors in the Writing on Special Topics are satisfied with the help they have received from the Director in providing their students with tutoring in word processing.

But many want more from the Writing Center. They want it to be a flag-bearer -- a propagandist, and an educator of the faculty about how good writing is central to a liberal arts education. In this view the Writing Center's main function should be to stimulate departments to require much writing and good writing in all their courses; to inquire about the experiences with writing of various departments and instructors and to share that with the rest of the faculty; and to hold seminars for new faculty to acquaint them with our expectations of them and our students as to writing. Moreover, the Writing Center should be able to give as much help to good students who want to learn to write better as to poor students who need help to meet the minimum standards. The role of the Director of the Writing Center in this view is one of programmatic leadership, rather than individual tutoring.

Evaluations of the Writing Center vary widely and the discussion is still underway. It seems arguable that with the heavy emphasis upon word processing instruction since 1982, the Writing Center has been unable to keep at the forefront its essential mission of support for writing across the curriculum and that it has tended to live hand to mouth, trying to meet immediate needs and to offer tutorials in both writing and word processing. More student tutors might be part of the solution. But in the view of some, what is needed is a rethinking of what the main purpose of the Writing Center is and then finding ways to focus on that.

OFFICE OF COMMUNITY EDUCATION: This office attends to many different tasks, including the master's program discussed above and community service programs discussed below, but all can be reduced to the idea that it seeks to make the academic resources of the College as accessible as possible to the community. One of its most important functions is providing educational support services to categories of students who might "fall through the cracks" of the regular system of student services. The office serves non-traditionally aged students (i.e., adults over 30 years of age) taking courses for credit, people regardless of age who already have bachelor's degrees but want to take a Lake Forest College course for credit, all auditors, and people taking courses on the faculty/staff benefit. With the exception of the last group, it is clear that the office's main clientele is the adult population of the surrounding communities and that these people do not need many of the services a residential college provides for traditionally aged students (e.g., health care, residential supervision, campus activities and entertainment). On the other hand, adults from the community may need extra help in processes like registration, in academic counseling because they aren't plugged into the student information network, and especially in finding and getting a sense of support from other adult students. The Community Education office provides these special services for adult students, including a modest but effective weekly support group lunch.

For over a decade the College has responded to the need in the community for access to college-level courses. In the spring of 1974, the Academic Policies Committee recommended that we establish a continuing education program and the idea was approved by the faculty, the President and the Board of Trustees. The first version of the continuing education program, from mid-1974 to mid-1977, involved the creation of a central office to which non-traditional age returning students (then defined as 35 years of age or older) could turn. This office was headed by a Director who had special interest in serving the needs of adult students and professional counseling skills; she sought to centralize and simplify admission and registration procedures and to offer counseling and encouragement. In addition, this office created a number of special mini-courses, all liberal arts courses and taught by regular or retired members of the faculty, and carrying limited credit (usually a half-course credit). The idea was to appeal to adults who were not primarily interested in a degree program or who lacked the confidence to take a regular course. Popular at first, the mini-courses soon suffered declining enrollment and many had to be cancelled, creating some ill-will in the community.

Then in 1977, when the College inaugurated the Graduate Program in Liberal Studies, responsibility for both continuing education and the new graduate program was put into the Office of Community Education, with a new Director and Associate

Director. The mini-courses were dropped and the office intensified efforts to enroll adults in regular classes, continuing to centralize and simplify procedures and trying to eliminate penalties usually entailed in the kind of part-time program so many returning adults had to pursue. Finally, in order to attract adults, the College lowered to 30 the age at which one became such students a non-traditional age student and gave a special status (designated DCP), allowing them to enroll at a proportionally lower tuition rate during a transitional period. All students must pay full tuition for their last eight courses (the equivalent of the senior year).

The pattern of enrollments since 1977 can be seen in Table I. Enrollment peaked in the period 1979-1981. While the decline seems to have been arrested, it is still a concern. We have made several efforts to try to understand the reasons for this drop. We believe that most probably the decline is part of a general decline in continuing education enrollments resulting from the fact that the primary pool of potential students -- women who dropped out of college before completing a degree -- is drying up. In addition, we believe that many of the people who want undergraduate credit programs want courses in areas in which we have enrollment pressures from our traditional undergraduates (most notably, business and computer). As a residential college, we schedule most of our classes during the day and many potential students need evening or weekend classes. Finally, the College's high tuition represents a barrier -- either real or psychological -- to many adults and with each tuition increase the DCP rate increases, too. We are facing increasing competition for enrollments from other institutions of higher education that have more flexible schedules (including weekend colleges), more courses directed towards the career goals of adults, and significantly lower tuition costs.

In the spring of 1985, as part of an effort to plan for the future, we developed an evaluative questionnaire that was distributed to enrolled students and from which we learned a number of important things. The most important reasons that adults choose to come to Lake Forest College is its location -- over 80% of the respondents cited this factor. The second most important factor, cited by almost two-thirds of the respondents, is the reputation of the College. The respondents reported a high level of satisfaction with the quality of instruction received (over 90% were favorably impressed), admission procedures (over 80% very well satisfied), the ease of registration (over 90% well satisfied). In addition, students were pleased with the size of the classes and the availability of instructors. Students were least happy with the variety of courses available.

The Community Education Office provides educational support services for a very specific group of people, combining this with several other functions. It does its job very well, but is faced with the problem of declining numbers of adults

wishing or needing Lake Forest College courses, willing and able to take them at regular College hours, and willing and able to pay for them. The office is now exploring ways to reach more effectively adult audiences in communities beyond Lake Forest and Lake Bluff.

ART GALLERY: Occasional exhibitions had long been given at the College. Then, in 1975 a young alumna, who had used the Independent Scholar Program to create a major combining history and applied art, persuaded the Librarian and the Art Department of the need for a gallery to sustain a more regular program of exhibitions. A pilot exhibit of graphics from the College's collection was mounted in a room of the Library. Its success led to a permanent Gallery, housed in the Library and headed by a part-time coordinator (at first the former student, followed by several professionals). The exhibitions were mostly one man shows of local artists, or faculty and student work, with a few more ambitious shows, such as one of the etchings of Rembrandt and, on another occasion, the prints of Ivan Albright. By 1980 the Gallery had become an established part of the College. It could be used as an adjunct teaching aid by the Art Department, it served to reinforce the exposure to fine art that many students received in art history or studio courses, and it was a means of enrichment for both the College community and the general community.

Thus, when Durand Institute was renovated, provision was made in the plans for an exhibition space that would allow the College to do more in the way of exhibition of art than it had previously. This new Sonnen chein Gallery is far superior to the space used in the Library (and it has been improved several times since, most recently in the summer of 1985). The pattern is to mount six exhibitions each year, two of which are usually exhibitions of student work, another two being exhibitions from the College collection (which is particularly rich in Pre-Columbian and African Art), faculty or alumni work, and two of which are major special exhibitions. A second space in Durand, the Albright Room, is used for a more permanent display of works from the College's collection. In the summer of 1985 the Sonnenschein Gallery, the Albright Room and even the painting studio space housed the Second International Exhibition of holographic art, the largest and most impressive display ever of art created by this new technology.

In the fall of 1984 the College appointed as the new Gallery Coordinator Robert Glauber, a retired professional of high qualifications in both corporate and museum collections and wide connections; he has set out vigorously to raise the standards of the Gallery. He created special exhibitions, the first of which was devoted to the political satire of Daumier made possible by loans from a local private collection, and established that serious and attractive catalogues were to accompany these exhibitions. As one of these special exhibi-

TABLE I

Students in Regular Courses Served by the Office of Community Education
(by academic year)

	1977/78	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85
1. Degree Candidates (over 30, in last eight courses)	13	27	37	21	32	39	36	17
2. DCPs (students over 30 in transitional program)	79	81	76	86	85	74	69	65
3. Special students (over 30, post-BA)	33	35	8	22	9	3	11	9
4. Community auditors	46	42	77	54	27	26	42	21
TOTAL (includes a few taken by LFC faculty or spouse, etc., under tuition benefit)	2[illegible]	247.5	284.5	295	267	237	267	186

tions, and as part of the Festival of India, a unique collection of Indian miniature painting was assembled by the Coordinator in fall 1985. This exhibition was exceptionally well mounted and its opening enhanced by a special lecture on Indian painting and the performance of Indian music by a sitar player and accompanists. This spring the exhibit is of cowboy and western art and is called "Looking Backward: Images of the Old West."

The new gallery program has proven more satisfactory than the previous one by almost all accounts. The chairperson of the Art Department regards the special exhibitions as "well chosen, interesting and aesthetically compelling," and he points out that these exhibitions also have their uses as subject matter for student papers. The Gallery has received support from the administration which believes that a high quality program offers advantages not only to the regular student body but also to the general community and so could enhance the view of the College in local eyes. In fall 1985 the College sought and won a grant from the Hearst Foundation to help support some of the costs of the expensive Gallery program.

But there are several ways we would like to continue to improve the Gallery program. First of all, the Dean and many others would like to see greater use made of the Gallery in teaching. Second, the standards and activities of the Coordinator regularly outrun the budget. The money problem is being alleviated as the President has chosen to divert more funds to the Gallery. In addition, the Coordinator and the Art Department would like to attract the general public in the local community to Gallery exhibitions. Presently under review are ways to attract a wider audience of both students and community people to the exhibitions in the Gallery. With the combination of more funds to insure the high quality of the special exhibitions and attention to means to spread the word about these exhibitions, the outlook is good that the Gallery will continue its high level of performance and that it will gain increasing attention and appreciation from both the resident student population and the surrounding communities.

SCIENCE SHOP: One of the little known but very important academic support services is the Science Shop, tucked away in a cluster of rooms in the basement of the Johnson Science Center. Comprising a machine shop and a woodworking shop and staffed by a full-time machinist with a general interest in the sciences, an inventive mind and a knack for problem-solving, the Shop provides a whole range of vital services to the physical sciences and those psychologists who do experimental work. The Shop maintains and repairs equipment, makes models and other teaching aids for the classroom, and helps create equipment for faculty research. It was created when the new science facilities were opened in 1961 and has been a critical academic support service for a quarter of a century.

The Dean of the Faculty, an atomic physicist, underlines the importance of the Shop by pointing out that the equipment necessary for good research is very expensive if purchased, with the same holding true for modifications made in a custom shop, so that at the small college level the costs can be prohibitive. "It is terribly important," he says, "if you want to promote research in science to have someone able to construct or modify equipment and save money." And this is the function of the Shop, one appreciated by the science faculty which makes good use of the Shop. Van Cybulski, the versatile one-man staff, who has held the position since 1975, is extremely willing, able and easy to work with. Without exception, the faculty is glad to have this "general aide," rather than a lab helper such as one often finds in other schools.

BOOKSTORE: The College's Bookstore is, in the words of the Manager, a Mom and Pop store to meet the immediate needs of students and faculty, paying its own way but not providing competition to the merchants of the town. Its primary function is the stocking of required books and materials for instruction. In the fall of 1985 it carried 525 text titles ordered by instructors for their classes and 90% of its business that term was done in the next few weeks of school. In addition, the Bookstore carries stationery, office supplies, newspapers, and sundries for students, faculty, and staff, and logo items, particularly sweat shirts, jackets, etc. The Bookstore will special order books on request and is very willing to be helpful to faculty and staff members who have some special need or request. The Bookstore also serves the groups to whom College facilities are rented in the summer.

The Bookstore is located in Commons, right across from the mailroom. This central location is proper for the Bookstore, but it means that it is shoehorned into very small quarters. Storage space is limited, but even worse is the extreme crowding in the store itself. The lack of space is compounded by a lot of non-academic impulse items (e.g., racks of mugs). These items may be related to the budgetary system by which the Bookstore covers its costs (including inventory, salaries, overhead, and a reserve fund) and then puts a small percentage (1% to 3%, never more than 5%) back into the operating budget.

A number of faculty members are concerned that the "book" part of the Bookstore isn't as prominent as it should be in a College setting. Beyond the required books stacked on the shelves at the back there are only a few quality books in stock (often left-overs from previous courses) and these are relegated to the back. Instead, up front are candy, notions and toiletries, supplies and impulse items, and then the first book rack one encounters is a commercially stocked one with the kind of books sold in airports and the drugstore. The crowding

of the store may be part of the problem, these faculty members feel, but there should also be a change of policy, with the mission of the Bookstore redefined to make it a place for our students to see and buy good books.

II. Student Life and Student Support Systems

A. Co-curricular and Extra-curricular Activities.

Students of Lake Forest College involve themselves in a wide range of activities, beginning with athletics and including student government and student organizations, particularly those concerned with artistic and cultural matters, communication, volunteer service, and campus entertainment. There are also those (about 19%) involved in residential "purpose units," two-thirds of which resemble fraternities and sororities. There are differences, as on most campuses, but there is not just a simple division into two camps. The cultural/artistic types are generally a contrast to the social purpose units, with student government people and athletes scattering themselves across the middle as well as both poles.

ATHLETICS are important at Lake Forest College, despite the fact that physical education does not carry academic credit. One reason is surely the fine sports facility that was completed in the 1960s, but it is also a result of an athletic department that has managed to replace required PE with an active intramural program. The intramurals average 600 participants annually, with offerings tailored to meet student interests and the season. There is also an active club sport program, including baseball, racquetball, women's lacrosse, jogging, and ultimate frisbee. Several of the present varsity programs -- handball, hockey, and lacrosse -- were originally club sports. In contrast, the physical education program generates little student interest, although courses in life saving, racquetball and tennis are offered.

The varsity program is a strong one but not overemphasized, as is appropriate for a small liberal arts college in Division III. There are currently eight men's teams (football, soccer, swimming, handball, ice hockey, basketball, swimming, and tennis). For budget reasons and the contraints of Title IX, when student interest raised lacrosse to the varsity level it was necessary to drop baseball (a sport that had regularly run into bad weather during its season). There are seven women's teams (field hockey, tennis, volleyball, basketball, swimming, handball and softball), with soccer to replace field hockey in the fall of 1986. Since the last NCA evaluation, the women's varsity program has been made into a more significant program with improved locker room facilities.

The Athletic Department staff consists of seven full-time coaches, including the Director of Athletics. The full-time staff includes two women and two Blacks, a change from the all white, mostly male staff of 1976. The staff is actively involved in the IM and recreational program as well as the varsity program. Locating student-athletes and then recruiting them is an important part of the staff's responsibilities. The Department's attitude in recruiting is reflected in a recent statement by the basketball coach: "When a kid sets foot on our campus, he knows academics come first." The full-time staff, which is quite stable (all but one has been here at least four years), is augmented by part-time coaches, but there is a lot of turnover in this group. The relationship of coaches to students in general as well as to their team is good and is one reason for the strength of athletics at the College.

STUDENT ORGANIZATIONS and student government are very active. They operate mainly on funding supplied by the Student Activities Fee ($80/student this year and in the recent past, but to be raised to $100/student in 1986-1987), which is allocated by student government. Since 1983 the major student organizations have been brought under one roof in the newly renovated Commons, with these new and better quarters being a major improvement for student organizations. Student government has moved out of poor quarters in a dorm basement and into attractive ones on the main floor of Commons. Student government, especially its leadership -- the officers and the Executive Committee -- is a platform for student leadership because it has real control over a sizable budget from the Student Activities Fee.

The number of student organizations has increased from about 35 in 1979 to 55 in 1986. The student radio station, WMXM, has in the last few years improved its equipment and its wattage, moved into new quarters in Commons and, with 80 members, is the largest student organization. The Stentor, the student newspaper, also in new quarters, goes through staff changes every year, but the quality of writing and editing, and the clarity of editorial position seem better this year than in the recent past. The Yearbook, although not a sustained activity in the way The Stentor is, can be mentioned here as well. Other organizations that reflect student interests and influence student life in the cultural realm are sometimes co-curricular. One can include here the student theatre group which calls itself the Garrick Players, the Choir and Madrigal Singers, and the Interfaith Center, which is a vehicle both for individuals to express their own faith and for individuals to band together around social improvement projects.

Also closely connected with academic life are two groups which through 1985-1986 formed purpose units for housing: the Health Service group (Pi Mu Delta), people interested in entering some part of the medical profession and usually science majors; and

Internat, a group interested in international studies and comprised of students with a wide range of majors, but especially International Relations, History, Politics, and Foreign Languages. The third of the special organizations centered in a housing unit is the House of Soul, with a long history of being the organized center of Black social life and Black cultural self-awareness.

The remaining six purpose units are mainly devoted to providing a social life for their members. These are essentially fraternities (four) and sororities (two) which have returned to the campus in a gradual fashion after national fraternities were banned in the 1960s over discrimination clauses. However, these are all on-campus units that use residence hall space and they are not in the typical pattern of fraternities and sororities at most schools. During the past ten years purpose units have had to sponsor four community service activities each year in order to gain approval; some of these groups have stronger records of social service than do others.

PROGRAMMING at the College is rich and varied. It includes lectures, theatre presented by the Garrick Players, concerts and recitals by students, faculty and visiting musicians, several endowed programs that bring visiting scholars or writers/artists to campus for public talks as well as classroom visits, and two recently endowed major lectureships, the Oppenheimer Lecture on public policy and related issues, and the Dick Lecture on entrepreneurship. A variety of speakers and programs are presented at the weekly Convocation series. Two film series, one geared more to entertainment and one to less popular films, are regular fixtures in programming and this year a video film showing has been instituted on Thursday nights.

The Campus Activities Office, which reports to the Dean of Students, has been extremely successful on two counts. The first is the success of Director Wayne Doleski in winning the confidence and frequently friendship of a wide range of students. The second has been in the imaginative way that he has interwoven a series of different sorts of programming to provide overall many activities for all students and at least some activities for <u>any</u> student. (In the late 1970s the reason students listed most often to explain their withdrawal/transfer was the lack of social life and activities at the College. Withdrawals are down, but this reason hardly ever appears any more when people do withdraw.) Under the umbrella of his office are student-faculty groups such as the Film Series and the Speaker/Lecture/Fine Arts Board, which bring to campus a wide range of entertainment and educational programs, often working with academic departments to put together funding for a program. One of the purposes of the Campus Activities Office in recent years is to provide students with alternatives to

holing up in the dorms to drink. Also, the Office of Campus Activities has made a systematic effort to program women, Blacks, and other minorities; Doleski's view is reflected in a recent comment: "Random chance is simply not good enough to insure that our programming is balanced."

B. Student Support Services

The main student support services are the Health and Counseling Centers and Career Planning and Placement. These services are all improved and expanded since 1977 and are generally regarded by students and administration alike as very successful. All three have changed to meet student demands, with the most notable change in Career Planning and Placement, and an expansion of programs in the Counseling Center.

HEALTH CENTER: The Health Center provides on campus care of a routine nature and thoughtful consideration of medical problems in order to make referrals. The College nurse is especially sensitive to the needs of young people, emphasizes education as much as therapy and helps make the Health Center a place concerned with maintenance of health as well as curing of illness. Last fall she helped the student Health Services society arrange for a Health Fair at the College, with visiting professionals providing free a whole battery of tests for students and faculty. More severe problems are referred to the Lake Forest Hospital Emergency Room which is run on a contract basis by a physicians group.

COUNSELING CENTER: The Counseling Center is philosophically committed to aiding students in their personal/social and intellectual development. Its purpose is to provide primary prevention and treatment approaches in order to facilitate mental health. The Counseling Center provides professional services, assuring complete confidentiality and without charge.

The present Counseling Center evolved out of the Psychological Services of 1968. At that time, the professional services offered were primarily individual and group counseling. The number of students seeking counseling increased and the need for a broader range of services aimed at primary prevention became evident. The Counseling Center established a clinical internship training program to provide an increase in staff and an increase in group programs. Liaison with graduate school programs in clinical and counseling psychology was established and graduate students were integrated into the Center staff.

In addition to maintaining these services, the Center activities have broadened since 1980 to include a more intensive and on-going training and supervision experience for residence hall staff, the development of a campus-wide alcohol and drug awareness program, and the training of student peer counselors to assume a paraprofessional role in intervening with students with alcohol or other drug related problems.

The Center has had contact with approximately 25% of the student population each year since 1980. This contact includes individual and group counseling, but increasingly larger numbers of students are being reached through the various preventive mental health programs. The individual and groups approaches ultimately help in creating a more favorable college experience for students -- academically, socially, and emotionally and helps in student retention.

Some of the major group programs currently being offered are:

1. Peer Counseling Program: This evolved out of media reports of successful programs at other colleges, universities, and high schools. It was proposed by the Counseling Center to the Dean of Students Office, and the pilot project began fall semester of 1984. That year, eight peer counselors were chosen (mainly from a list provided by the Dean's Office). Approximately 12-20 students availed themselves of the peer counselors' services.

   The next year, 1985-1986, the selection process was broadened -- both in scope and number -- and there was an effort made, on the basis of the experience of the first year, to have peer counselors residing in every dorm and, if possible, in every purpose unit. There are currently 26 peer counselors (chosen from some 60 people who expressed interest) and most dorms and purpose units are covered. In addition, the program is being utilized by more students and successful interventions are on-going. Training was more intense this year, with emphasis on intervention as well as outreach. As was the case in the first year, the main requirement of peer counselors is a commitment to moderation regarding alcohol, and abstinence from drugs. The purpose of the program is to encourage moderation of alcohol use both by example and by education/outreach, and to provide effective intervention in cases of drug use. Interest in the program indicates an interest in maintaining moderation of drinking and prevention of other drug use.

2. The Senior Group. This evolved out of the similar concerns of seniors seen in one-to-one counseling. It was an experiment five years ago that proved very successful. It is, basically, a support group with the fringe benefit of allowing many seniors to get to know each other for perhaps the first time. It builds cohesiveness and fosters meaningful interaction while providing help via the group method on a variety of issues -- from career concerns to ambivalence about graduating. The group is informal and does not require a commitment to each meeting, but emphasizes flexibility in both structure and topic. It has been a most successful group -- one that is frequently requested by students as early as August/ September of the senior year.

3. The Resident Assistant Training Program. This program evolved out of a need thoroughly to train the staff to assess and deal with (or refer) problems in the dorms before they become a crisis. The training consists of education on assessing severity of problems, how to recognize problems, and how to deal with them. Focus this year was on implementation of the drug policy; last year it was on freshman issues. Additionally, programs are presented at the regular staff meetings during the year, as requested by the staff, and have included issues concerning depression/suicide, eating disorders, stress management (staff and student), drug and alcohol education/awareness.

4. The Resident Assistant Support Group. New this year, the Resident Assistant Support Group evolved out of a need for support and reassurance regarding the implementation of the drug policy. In practice, however, it deals with any sensitive issue with which the staff might be dealing. It is both a learning experience (group concept) and support system, with fringe benefits of providing group cohesiveness and mutual regard. The Myers-Briggs Type Inventory was administered to all staff members, as an additional tool geared toward mutual respect and understanding regarding strengths and weaknesses both of individual staff members and of staff dorm-by-dorm.

5. Adjusting to College Workshops. Geared toward freshmen and transfers, this series was presented for the second year during the first few weeks of the fall semester of 1985. Topics presented were loneliness/homesickness, time management/stress, getting along with roommates, peer pressure, drug and alcohol education/awareness. A secondary goal was to generate discussion among freshmen and new students in an effort to create a climate of mutual support and regard.

6. Drug and Alcohol Awareness Programs. Programs on these problems were initially requested by the Resident Assistants as an area of preventive concern as well as in conjunction with the new drug policy. For the first time these workshops were requested by purpose units of a social nature which had previously been uninterested in such programs. This may be due, in part, to the presence of Peer Counselors in each purpose unit who acted as liaisons for these workshops. The programs offered education first regarding the physical, emotional, mental, familial effects of alcohol and drugs; then on assessment of the the severity of the problem; and finally on how to seek help for oneself or a friend or family member.

7. Being Black on a White Campus. This discussion group was held on South Campus last November and lasted an hour and a half. Over 50 students attended and the group was

almost equally divided racially. Opening remarks by the counselor focused on the history of diversity of the campus. Students referred to workshops on racial awareness at the College earlier in the school year and ways in which this interest continues on campus. A wide range of opinions and experiences were put forth in the course of the discussion. Students suggested other sessions on related topics.

CAREER PLANNING AND PLACEMENT: This student service was established only about a decade ago. Before that Placement had been run out of the Business Office. Then in 1976 a part-time director was hired to establish an office to provide career counseling as well as placement services to students. The office, once established, evolved through a number of directors and modes of operation, sometimes with emphasis on placement and sometimes with emphasis on career planning or counseling. In 1984 the office was again restructured, with a new director and a senior consultant, additional funding, and office space.

In the broadest sense the purpose of the Career Planning and Placement Office is to assist students in their effort to define their futures and direct their lives toward those goals, whether they are further formal education or professional employment. The more specific goals of the CP&P are: 1) to prepare graduating seniors and recent alumni for job placement by providing opportunities for them to gain skills such as resume preparation and interviewing techniques; 2) to help students define their objectives and define their career goals by various means; 3) to further and/or create a contact network for senior and alumni interviews, particularly for the greater Chicago area, but also in Boston and other major cities.

The demands on the CP&P office have increased since the last NCA evaluation because of a relatively tight job market caused by more college graduates competing for fewer jobs. Although the economy has improved since the early 1980s, colleges are still graduating large numbers of prospective employees (the tail end of the baby boom) and the supply/demand curve is still in favor of the employers, not the employees. In this situation special help is necessary for liberal arts graduates who often do well once they are in a company, but need help getting the initial placement. Recruiters according to Fortune (May 7, 1985), are getting "increasingly persnickety" about whom they will see for interviews and many firms are abandoning college recruiting entirely in favor of less costly methods. Prescreening and pre-selection by the employer and/or placement officer can save employers time and money. Lake Forest College, through the development of the Network program, is able to provide such services to employers.

A grant from the Alexander Foundation and institutional funding has provided CP&P with the needed financial resources to develop a sound program. In addition to funding the development of the Network, the office was able to purchase computer hardware, software programs, and printed resources for its library, and to hire more student workers. It has also been possible to launch several other new programs: Sophomore Suppers provide the opportunity for students to talk in small groups with faculty and alumni speakers; an educational opportunities fair brings representatives of various graduate and professional schools to campus during a designated recruitment period; resume workshops conducted by peer counselors and interviewing workshops in which alumni conduct mock interviews that are videotaped help students develop skills and confidence; and an increased set of assessment tools and paraprofessional counselors help students to identify their interests, values, etc.

In addition to the services provided by the CP&P office, there are other methods through which students learn about the business world. One of the major ways is through the internship program. Internships held by students often lead to permanent job offers from the firm in which the internship was done. Even if a permanent position does not materialize, a student can gain useful experience and a stronger resume through an internship. Lake Forest College is one of 15 colleges chosen to participate in the prestigious Kemper Scholar program. Each year a student is selected as a Kemper Scholar, receiving an award toward college tuition and paid full-time employment each summer until graduation in some office of the Kemper Group Companies.

While the College is pleased to see its graduates find employment in businesses and corporations, we are concerned that not many of our students enter the non-profit sector (perhaps 11% or 12%) and also that an equally small proportion go on to graduate school (only 12% of the 1985 graduates went immediately to academic or professional graduate school). The percentage of Lake Forest College students going on for further education is significantly lower than it was in the later 1960s and early 1970s and is also low in comparison to most of the ACM schools (although it is worth noting that in 1985 only about 20% of Swarthmore graduates went directly to graduate school).

This chapter has covered a wide range of academic and non-academic support services and because the range is so wide it is difficult to generalize, except to say that most systems and services are operating well and help to improve the quality of student life outside the classroom. Where there is room for improvement, in most cases the need has already been identified and steps are being taken to meet the needs.

CHAPTER FIVE
MARSHALLING THE OTHER RESOURCES OF THE COLLEGE

I. Institutional Dynamics: Governance and Decision-Making

Shared responsibility is the basic principle of governance at Lake Forest College. Faculty, students and administrators all participate in governing the College, creating a strong sense of community. The principle is realized in an extensive set of committees, including in almost all cases representatives of the students, the faculty and the administration. Recognizing that not all members of the College community have equal interest or knowledge in all areas, the ratios between these groups vary depending on the jurisdiction. The principle of shared responsibility reaches to the Board of Trustees, the highest governing body; representatives of both the student body and the faculty sit on all but two of the standing Trustee committees.

In accordance with the Bylaws of the College (Exhibit J), "the property, business and affairs" of the College are managed by the Board of Trustees. These are 25 Charter Trustees, including the President of the College during his official term when he sits ex-officio; to expand the representation of the Board, National, Life and Ex-Officio Trustees are appointed and may attend and participate in Trustee meetings, but only Charter Trustees may vote. Trustees are elected by the Board of Trustees at meetings that coincide with the spring commencement. The term of office is four years (except in the case of vacancies), with individual terms staggered so that a substantially equal number of Charter Trustees are elected each year. Since 1975 the Bylaws have required that Trustees must leave the Board after two terms in office; the intent is to insure a constant flow of new blood and new ideas to the Board, and the evidence is that this has worked well.

The members of the Board have become deeply involved in the affairs of the College, particularly through the Executive Committee and a set of standing committees established in the Bylaws: Academic Affairs, Budget and Audit, College Resources, Investments, Long Range Planning, Property and Operations, Student Affairs, and Trustee. The Board has reaffirmed its commitment to the College by its decision to undertake in the near future a major capital fund drive to enlarge significantly the endowment, to continue restoration and improvement of the plant and facilities, and to improve the academic program. The success of this fund drive, as was the case with the earlier two fund drives in the past decade, will be heavily dependent on the trustees' sense of involvement in and commitment to the College.

Administrative decision making rests with the President who draws heavily upon the advice of his staff in the formulation of administrative policy. The senior staff, consisting of the Deans of Faculty, of Students, and of Admissions, the Vice-Presidents for Business and for Development, and the Director of Financial Aid, works well together. They meet weekly as an Administrative Council, advising the President, but also discussing subjects brought up by members. Most important administrative policies are formulated by this group and it is one of the key decision-making bodies on the campus.

The faculty has an important role in the governance of the College, by its rules in matters affecting academic life, but by tradition in a wider area. Monthly faculty meetings hear business from committees.

The College community participates in governance through a three-branched system of committees, one for College policies and personnel, one for academic life, and one for student life. (A full description of the Governance System is in the Student Handbook, pp. 101-113 of the 1985-1986 edition, available as Exhibit B.) Of these committees or organizations, the most important are the College Council, the highest committee and the capstone of the governance system, the Academic Policies Committee and the Faculty Personnel Committee, and the Student Government Executive Committee. The Long Range Planning Committee is also an important committee, but by the nature of its work it is detached from the short-term power structure (and it will be discussed elsewhere). Other committees in the governance system are important in establishing communication between students and faculty and providing a sense of participation for large parts of the community. Especially notable here is the system of student advisory committees for each department and interdisciplinary majors; these do not in any sense put the student voice on an equal footing with that of members of the department, yet the students on the advisory committee are genuinely important in giving the faculty a sense of student needs and interests and in interpreting faculty decisions to students.

College Council is an advisory council to the President, the membership of which consists of the President (who chairs it), the Dean of Students, the President of Student Government, four faculty members elected by their colleagues, and three additional students elected by the student body at large. The College Council deals with the issues of all-campus concern, most importantly the budget which must be approved by the Council, and special issues, such as the College's concern with retention of minority students, the new drug policy, or the proposals to change the way rooms in the residence halls are allocated. The Council serves as a public forum and assures that issues are brought into the open in the presence of representatives of all three elements of the College community. However, some matters, such as the budget, are so complex that

serious discussion cannot take place in the weekly College Council meetings and there are occasional complaints from some faculty that the Council is too much of a rubber stamp for the administration. Dissatisfaction this year over the budget process in connection with faculty salaries led to a brief effort to re ise the Council's membership to include the Dean of the Faculty.

The Faculty Personnel Policies Committee (FPPC) and the Academic Policies Committee (APC) are the two most important committees from the point of view of the faculty. They are both chaired by teaching faculty members who work closely with the Dean of the Faculty (who sits ex-officio on each). The student body is represented on the APC by three students elected by the entire student body from among the members of the various departmental and interdepartmental advisory committees. There are no student representatives to the FPPC because of the nature of its concerns, but its duties include meeting at least twice a year with the three student representatives to the APC.

The APC is the committee that shapes the overall academic program at the College while the FPPC is more likely to affect the quality of life of the individual faculty member. The APC formulates and advises the President on academic policies, including matters such as faculty size, distribution of teaching slots, academic calendar, and curricular content and curricular quality. The FPPC formulates and advises the President on policies for appointing, promoting, granting tenure to faculty members, on fringe benefits, research grants, sabbatical and other leaves, and other faculty personnel issues. A sub-committee of the FPPC, consisting of a tenured faculty member from each of the three divisions plus the Dean of the Faculty, advises the President on specific cases of promotion and tenure and for those faculty facing a decision in one of those matters this is the most important part of the governance system. The sub-committee must make very tough decisions about colleagues, often friends given the small size of the College, but its decisions are governed by general College policies, ones that have become more and more explicit in the last decade in order to make clear to faculty what the expectations are for receiving promotion or tenure.

Other committees that should be noted here are two that concern student life (the College Life Advisory Board and the Campus Program Board), and the Academic Appeals Board and various committees that have judicial functions. The College Life Advisory Board is an umbrella committee that considers and recommends policies and programs on health, food, housing, counseling services, career planning, campus activities, athletic programs, and athletic and recreational facilities -- in short, everything that affects the quality of student life. Chaired by a student, the committee also has two faculty

members and the administration is represented by the Dean of Students; it can be a real sounding board for student views. The Campus Program Board, composed of heads of student committees responsible for programming, plus a faculty member appointed by the FPPC and the Director of Campus Activities, concerns itself with extra-curricular programs and reports to the Executive Committee of Student Government. The Academic Appeals Board is an appeals court on academic rules rather than a policy-making body. The student judicial system includes several committees (Dispositions, Conduct Board, and Drug Hearing Board) which have appointed faculty and student representatives along with administrative officials, and an Academic Honesty Judicial Board.

The 1977 Evaluation Team had reservations about the efflorescence of committees at the College. The Team thought the purposes and responsibilities of the Long Range Planning Committee needed clarification, that the College Council was an artifact of an earlier age of student unrest and should be converted into a College Senate, that the scope of the major committees was too loosely defined, and that too much faculty and student time was spent in committee meetings. In its list of concerns the Team summarized its view: "The college committee structure needs more thorough reexamination. Questions to explore include those relating to the structure, definition of scope and function, leadership roles and evaluation of committees."

We paid serious attention to the Team's concern, but we did not agree with its conclusion. The governance plan was developed by a faculty-student committee appointed by the President shortly after his arrival at the College to review a system of running the College that many students felt denied them any participation. But by the time the governance plan was actually adopted in 1973 it went beyond short-range response to the unrest of the 1960s and made its main aim the creation of community through participation, that is the idea of shared responsibility. It is this sense of community that is as important an outcome of the governance system as is its efficiency. Moreover, many of the earlier kinks and imprecisions have been smoothed out in the practice of the last decade. The faculty may have some complaints -- notably a sense that the College Council is not as powerful as it should be -- but it quite firmly supports the extensive committee structure and willingly accepts the time and effort required for committee meetings.

The Long Range Planning Committee has proven to be an especially significant part of the governance system. The three year unstaggered term of office for the faculty (the students rotate each year) allows a relatively permanent committee to work through problems thoroughly and to take the long view. It seems that every three years the new committee flounders for

about six months or so or until it finds its agenda, but that is a demonstration that this committee genuinely creates its own agenda. The first Long Range Planning Committee considered declining student enrollment and attrition; it produced the proposal for a master's program and encouraged new approaches in Admissions; the second LRPC created a new Mission Statement and then worked out the first Five-year Plan to attack certain key problems; the third is tackling the question of advising. (See Appendix VI.)

The governance system also allows for the creation of ad hoc committees to address problems that do not fall into the purview of the standing committees. Such flexibility was most recently demonstrated in the appointment and work of the Ad Hoc Committee on Minority Student Retention. By the early 1980s an alarming decline in enrollment of Black students was evident. While the problem was not unique to Lake Forest College, we have a long commitment to a diverse student body, a commitment reaffirmed in the new Mission Statement. Following a report from an Assistant Dean and with the support of the AAUP, the President appointed the ad hoc committee in December 1983. Chaired by the President himself, the Committee consisted of five faculty members, three administrators, and five students. Its lengthy report, issued at the beginning of the present academic year, was then discussed at length by the College Council. The Report of the Council was issued in February 1986 (Appendix III). The specific actions taken by the Council are reported elsewhere, but it is germane to this section on governance to note that the Council decided to continue the life of the ad hoc committee in modified form, making it an ad hoc committee of the Council itself, under the name of the Committee to Promote Intercultural Diversity.

In sum, shared responsibility in the governance system seems to us one of the real strengths of the College. The faculty is central to the decision-making process on campus. Students express their views because they know their voices will be heard and that they will have some control over the way issues are resolved. Shared responsibility encourages participation, develops attitudes of negotiation and compromise, and teaches tolerance. In this sense, the governance system is not only one that works, it is in keeping with the Mission Statement in that it fosters "responsibility, choice, and initiative."

II. Financial Resources and Development

The College's financial situation is strong in all respects except its endowment. The management of the College's finances is sound and current resources provide properly for day-to-day needs, but there is little or no excess. The present endowment will support only with difficulty the superior liberal arts institution we want Lake Forest to be. Problems of fiscal management that were of concern in the 1970s have been com-

pletely resolved; the problem of building the endowment remains and was defined by the President at the March meeting of the Board of Trustees as the number one priority for the College.

Sound fiscal management is clearly one of the College's strong points in the mid-1980s, as it has been for the last decade. Fiscal stability was listed among the strengths of the College by the 1977 Evaluation Team's report, a favorable contrast to strong concern over financial matters expressed by the 1973 Team. Through good management our fiscal situation has continued to improve since 1977. Income has met or exceeded expenditures in each of the past 14 years and will again do so for fiscal 1986.

Financial stability has been greatly enhanced by a number of policies followed during recent years. The first is a five year plan to build a hedge against the possibility of reductions in Federal and state support for financial aid for students. By this plan (which is in its third year), we add $92,500 each year to a financial aid reserve. Second, reserves have been established for general building repairs, replacements and renovations of all buildings and these are drawn from and added to annually on a long-range, planned basis. Third is the liquidation of outside debts. In 1984 we were able to pay off all Federal bonds at a bargain amount. Today we have absolutely no outside debt, long or short term. Interfund borrowing consists of $72,000 on a building renovation that will be paid back before May 31, 1986. We will then borrow approximately $250,000 from the endowment for energy conservation retrofit items, recapturable out of energy savings during the next three years. This presents a strong balance sheet.

To derive as much income as possible from the relatively small endowment, the Investment Committee of the Board of Trustees began in 1980 a program of aggressive, structured fund management. With this active investment policy, the endowment has increased from $5,969,000 to $7,936,000, exclusive of contributions of $4,464.00 and <u>after</u> providing $1,150,000 for building projects and $3,316,000 of income for operations, a 103.4% total return.

The budget, of course, never satisfies everyone completely. At the moment that this report is being written, the faculty is concerned about salary and compensation issues, as discussed above; students and their parents are contemplating an increase in total fees of 9.5% announced by the President at the beginning of March; and other constituencies are feeling their own particular pressures. But the <u>process</u> of budget making has been an open one, embedded in long-range financial planning by the Vice-President for Business and the several trustee committees concerned. Specific budgeting for the next fiscal year begins in October. Each budget goes through a series of reviews by Senior Staff, College Council, the trustee

committees on Budget and Audit, Investment, and Property and Operations, involving representatives of faculty, students, trustees and administration. The intent is to make sure that all elements of the College are provided the opportunity for input. (The 1985 annual report is Exhibit I and Appendix VII details the process of planning and review for the 1985-1986 budget.)

The main categories for expenditures in Fiscal 1986 follow, with the approximate percentage of the budget that each requires. Of the current budget for educational and general expenses, 31% is allocated for faculty salaries, just over 7% for administrative salaries, and over 50% for all salaries and wages. Energy costs take about 7% of the budget and the physical plant takes approximately 6%; other operating costs take up about 14% of the budget. Lastly, there is the total financial aid budget of $3,988,000 (27% of educational and general expenditures), of which the College contributes $3,054,000, or 21% of educational and general expenditures. We believe it necessary to provide sufficient financial aid, strictly need-based, to insure quality and diversity in the student body. The 1986-1987 budget just approved by the Board of Trustees adds $601,400 to the contribution the College makes to financial aid, an increase approaching 20%.

But good financial management and an open budgeting process, while necessary, are not sufficient to solve the key problem of financial resources to support the needs and goals of Lake Forest College as it looks to the end of the 20th century and beyond. The endowment of the College as of May 31, 1985 was $12.4 million. That is an improvement over 1973 where the figure was about $3 million, but it is not really sufficient to meet our needs now, and certainly will not be in the future. Of the 13 Associated Colleges of the Midwest, Lake Forest ranks 11th in the size of its endowment. As a random example for comparison, one could mention ACM member Colorado College, which has just begun a $43.5 million fund drive and has an endowment valued at $66 million.

The endowment provides only about 6% of the College's operating income. Student payments (tuition, fees, room charges) continue to be our major source of revenue, accounting for 69% of the educational and general budget for 1986, somewhat lower than in recent years (in the three fiscal years between 1982 and 1985 the percentage of the budget covered by tuition and other student payments averaged 76.8%). Other sources of income this year, in addition to the endowment income, include gift support (8.1%), government and other financial aid (5.8%), with the balance of roughly 11% coming from various sources, including Conference rental of campus facilities during the summer months. This sketch of the proportion of its income that the College derives from various sources indicates why the work of the Development Office is so vital.

The Development Office has devoted much of its energy to the Annual Fund because, given the College's modest endowment the need for annual, unrestricted support has of necessity dominated fund raising activities. However, since 1976, the College has completed two separate capital fund drives. The $20 million Cost of Quality Campaign to date the largest fund drive in the College's history, began in 1975 and was completed in 1981. The Campaign for College Hall (now Young Hall), a $3 million campaign for the restoration of the campus' oldest and largest classroom building and the modernization of the Donnelley Library, was announced in December 1981 and completed on schedule one year later. Both campaigns successfully attracted contributions from a variety of sources, including alumni, parents, friends, foundations, and corporations.

The Campaign for College Hall specifically targeted alumni support, a traditionally weak area at the College, and in so doing increased contributions from alumni significantly. Since then, a class agent program has been put in place to increase the numbers of alumni contributing and the dollars they contribute. The results to date have been positive. In 1985, 28% of the Alumni contributed to the College, up from 25% in 1984. Nonetheless, alumni participation is still low -- whether measured by our needs or by the rates achieved by other ACM schools such as Carleton (which between 1981 and 1984 had an average alumni participation rate of 41%). The task here is obvious and it is a priority of the Development Office.

Since the beginning of the 1980s the College has made a concerted effort to win foundation and corporate support and it has had substantial success. One of the most significant grants received was that in the fall of 1982 from The William and Flora Hewlett Foundation and The Andrew W. Mellon Foundation. This was a challenge grant to establish a presidential discretionary fund for institutional self-renewal. These funds and the matching gifts they generated formed an endowment which will support self-study and stimulate self-improvement. But the value was more than financial. They also conveyed a "seal of approval." These two foundations are among the most prestigious in the country, and their support of Lake Forest indicated quite clearly to other foundations and also to some corporations that the College had become one of the nation's stronger undergraduate institutions.

The Hewlett/Mellon Fund provides substantial flexibility to the College, allowing it to explore aspects of curriculum reform, to develop new ways of teaching and learning, and to undertake as yet unidentified projects leading to a stronger institution. Because budgets are always tight, the Hewlett/Mellon endowment is especially welcome; income cannot be used to balance the budget, but must be used to maintain the creative spark without which any institution will wither.

Two grants from the Exxon Education Foundation in December 1983 provided very different but equally welcome sorts of assistance. As a result of a formal proposal to the Foundation, the College received a grant of $22,700 to fund the first year of the international internship/study program in Madrid. While the amount of money was not large, it was critical in allowing us to establish this experimental program. The second Exxon grant was a discretionary fund of $25,000, some of which was used to explore establishing an international internship/study program in Paris, and some to improve the ways the College serves the surrounding community.

In 1983 first-time grants from the Charles A. Culpeper Foundation and the Pew Memorial Trust supported the College's effort to computerize the Library. A first grant of $25,000 in 1984 from the Atlantic Richfield Foundation allowed the College to offer faculty and selected staff members a combination of interest-free loans and grants to purchase microcomputers. An unprecedented grant of $125,000 from the W. M. Keck Foundation in the summer of 1984 established the Keck Science Endowment, dedicated to the purchase of equipment for scientific research. The Keck Endowment has drawn matching funds from Baxter Travenol Corporation and from the A. Montgomery Ward Foundation, and certainly was a deciding factor in the College's second Culpeper Foundation grant, this time for a scanning electron microscope. Other grants include one from CAPHE to study how to attract more Black and Hispanic applicants, and one from the William Randolph Hearst Foundation which in December 1985 gave the College $20,000 to expand the exhibition program in the Art Gallery.

Within the last two years, the President and the Trustees, led by the Board's committee on College Resources, have worked to develop plans for a comprehensive endowment campaign which will significantly improve Lake Forest's financial position. In 1984, the College retained a management consultant firm, Cambridge Associates, to evaluate Lake Forest's fund raising results over a 15-year period, to study the development process at Lake Forest College, and to compare the results with those of peer institutions. The recommendations by Cambridge Associates after that study led the Board of Trustees to charge the College Resources Committee to move ahead with plans for a major endowment drive and to retain fund raising counsel. In July, 1985, the firm of Ross, Johnston, & Kersting of Durham, North Carolina, was retained to serve as fund counsel for the up-coming campaign. Following a series of confidential meetings with key members of the Board and with members of the development staff, counsel is preparing a report on the College's ability to mount such a drive and the amount of money that might be raised.

It had been planned to present the fund drive to the meeting of the full Board of Trustees in March of 1986. The resignation of the Vice-President for Development required that presenta-

tion to be delayed until the October meeting, by which time it is presumed a new head of Development will have been hired. However, it was announced at the March meeting that former chairman of the Board, Charles A. Meyer, has agreed to head the campaign. And the Development Office is preparing itself for the drive. The Trustees have already approved additional research staff, and ongoing efforts to strengthen the class agent system and deferred giving program will also contribute to the drive's success. A parents' committee has been formed to solicit gifts from this traditionally generous group, and increased efforts to cultivate non-alumni individuals in the community of Lake Forest/Lake Bluff have met with success.

In a talk at the March 1986 Board of Trustees meeting, President Hotchkiss said: "An increased endowment does in a very real sense become the number one priority for these next five years. It will not only make those other goals [we have] possible, but will in itself secure our future; it will cushion our finances in times of stress, and will enrich our coffers in times of prosperity. Such an investment in excellence is my single most important goal."

III. Physical Resources

The College's campus, on a large wooded site cut through with ravines, is one of its major assets. Since the later 19th century, essentially three generations of buildings have been erected, merging together in a physical plant that works well but is aging. The first generation of buildings comprises those built when the College actually began operation, the end of the 1870s and the early 1880s: Young (College) Hall, reportedly built by faculty and students themselves in 1878 after a disastrous fire, North Hall, and Patterson Lodge, originally the President's house. The second generation dates from the 1890s and early 1900s, often were gifts of several families closely connected with the College, and have some architectural interest: The neo-Romanesque North Gym, Durand Art Institute, Lois residence hall, and the old Commons were all gifts of the Durand family; the neo-gothic chapel and Reid Hall, built as the library, were gifts of the Reid family; the others are Carnegie Hall, and Harlan and Blackstone residence halls. The third generation of buildings comprises those erected in the 1960s when the College expanded: Johnson Science Center; Donnelley Library; a new wing for the Commons; the President's house; and on the new South Campus the Sports Center and the residence halls were added to several older buildings already in place.

The 1977 NCA Evaluation Team's report said that "while the abundance of space and buildings is generally a strength, there is also a concern about the condition of older buildings. Plans must be made for preventive maintenance in order to avoid the later costs of major repairs." The concern was shared by

the College's administration (and by the Lake Forest City Fire Marshal in the case of Durand Institute). The problem has been addressed by a planned program of renovation and repair of the older buildings that is largely complete, although there is still some work to be done. These renovations have also allowed the College to meet new and higher standards for fire safety and for access for the handicapped.

In 1976 funds raised by the $20 million Cost of Quality Campaign were earmarked for the renovation of Durand Institute (supported also by a challenge grant from the National Endowment for the Humanities), and to create a theatre in Hixon Hall on South Campus. Durand was renovated with a sense of historical preservation even while making it a well-equipped instructional space for the Art, Music and Philosophy departments; its beauty has been remarked upon often since it reopened in 1981. Hixon was made into a flexible, well-equipped space that can be used for traditional or experimental theatre. In 1977 the Chapel, closed for many years, was renovated by removing the pews and substituting moveable chairs so that the space could be used for many purposes; it now is one of the more frequently used auditoriums on campus.

College Hall was thoroughly renovated and renamed Young Hall in 1982, supported by a special $3 million fund drive which also included funds to remodel Donnelley Library. Young Hall now houses the Dean of Students Office, several other administrative offices that need to be highly accessible, and the academic departments of Mathematics and Computer Studies, Economics and Business, History, Politics, and the Local and Regional Studies Institute. The ground floor rooms used for computer studies have been extensively equipped, both for instruction and with terminals and microcomputers that are accessible for student use. An effort has been made to enhance the experience of students who pass through the corridors of Young Hall by displaying part of the College's art collection.

At about the same time, major changes were made in the Library to allow it to move books into the basement, previously occupied by social science departments now moved to Young Hall. In addition to expansion, the Library renovation introduced divisions into previously open spaces with the intention of cutting down on noise and creating special small study areas. A renovation of Commons improved the old wing of the complex by providing a cash snack bar; changes in the new wing created attractive offices on the main floor for student government, and a reorganized space in the basement for the mailroom, the radio station, and game rooms. Work on the interior of Carnegie Hall, built in 1906 for the sciences but now housing English and foreign languages, and tuck-pointing and other exterior maintenance on North Hall was also accomplished in this period.

Other maintenance work has been less dramatic than some of the renovations discussed above, but surely important. The heating plant has been overhauled and a new high efficiency boiler (with a lower smoke stack) installed. Attention has been given to landscaping, with over 200 trees (both conifers and deciduous) and numerous shrubs planted according to professional plans. Some modifications have been made in the residence halls to accommodate the pressure of increasing numbers of students who elect to live on campus. And we recognize the need for tuck-pointing of the residence halls, for some new furnishings -- perhaps even some major remodeling -- and expect to address these needs in the future. The 1986-1987 budget includes funds for physical plant improvements. There remain the problems inherent in older physical facilities, but the large ones have been dealt with. Certainly, the NCA's concern about preventive maintenance has more than been taken care of. In fact, the physical plant of the College is much improved compared to the last NCA visit. Certainly it supports the natural beauty of the campus.

IV. Reciprocal Relationship with the Community

Because the College and the town of Lake Forest were founded and grew up together, there has always been a close, reciprocal relationship between the two, with Lake Bluff joining in this relationship somewhat later. Members of the Presbyterian founding families gave great support to the College, including help in building the fine late 19th century buildings that are still landmarks on the campus. When Lake Forest became an elegantly wealthy suburb about the turn of the century, its aristocratic element often looked to Chicago or beyond, but the town's leading merchants and other townspeople continued to look to the College, which many of them attended. Local pride in the College remained strong.

As the College expanded and developed into a liberal arts institution with a national reputation, it needed to retain its traditional support from the town while at the same time gaining support from prominent residents of who previously had devoted themselves to institutions in Chicago. This task was given priority by the administration of President Hotchkiss when he began his tenure in 1970. A Women's Board was created in 1971 and draws its membership from all segments of the communities of Lake Forest and Lake Bluff. Prominent citizens have been willing to serve on the Board of Trustees. It is safe to say that the traditional alliance of the College and the community has reemerged stronger than ever. This is shown by the fact that the community long ranked first in financial support of the College until it was displaced a few years ago by Alumni giving.

The College has much to offer the community. It has always been an intellectual center for the town, for many years closely associated with the Presbyterian Church. As the

College sought to become a superior liberal arts college of national significance, it both increased and improved the cultural and intellectual fare provided for its own students and thus for the town. An indefatigable Director of Cultural Affairs, resident of the town and long-time supporter of the College, managed in the 1960s to bring an amazing array of significant speakers. Her work was overwhelmed for a while by student radicalism and pop culture, but a return to more varied programming in recent times means that there is much that happens at the College that is of interest to the community.

First, of course, is the educational program. The Office of Community Education is devoted to making the academic resources of the College as accessible to the community as possible. It does this by helping adults take regular academic courses for credit or audit, and through the Graduate Program in Liberal Studies. In the decade since its creation, the Director of the Community Education Office, Arthur Zilversmit, has created a set of procedures and an atmosphere that makes adults feel welcome on the campus. Extensive and sympathetic counseling is an important part of the work of the Community Education Office, as many of the returning students feel insecure about their ability to succeed academically. Weekly informal Community Education luncheons serve as a peer support group by giving adult students a chance to share their experiences. The Community Education Office also provides a service exclusively for the community in its program of workshops. These are non-credit courses created in response to community interest and almost always taught by faculty members. The subjects range from computer literacy, through topics of social concern, to studies of literature or the arts. The office also offers workshops for high school students preparing for standardized college admission tests.

A second way the College serves the community is by allowing access to the Library. In addition to using materials in the Library, local residents may borrow books. The College has long had a cooperative relationship with the Lake Forest Public Library; before circulation was computerized, Lake Forest residents could use their public library card at the College Library. Last fall, open access was being abused by students of Chicago Medical School, now located in North Chicago, who used it as a study place in lieu of sufficient facilities at their own school, thus disrupting the studying of our own students. It required a number of conferences involving the Librarian and the Dean of Students to solve the problem. The College remains committed to community access to the Library as long as that is consonant with meeting the needs of our own students.

Thirdly, the rich cultural offerings of the College are available to the community, usually without charge. These include the weekly Convocation series, lectures, plays, concerts, and

special events such as the annual Madrigal Festival of Renaissance music and dance. Special programs such as the Phi Beta Kappa Visiting Scholar and the Writer in Residence programs bring in speakers who not only enrich the life of the College community, but whose talks or presentations are open to the general public. Athletic events are open to the public at a modest charge as well.

The community has helped enrich the intellectual fare available to both the College and the town community by financial support for specific lectureships. The Women's Board funds the Annual Woodrow Wilson Visiting Fellow Program. Recently two specially endowed lectureships have been created with the specific mission of bringing to the campus speakers of national prominence who will be of interest to a wide audience. The Oppenheimer Lectureship, established in 1982, has brought to the campus the late Herman Kahn and George Kennan. In April of this year John Kenneth Galbraith gave the third Annual Oppenheimer Lecture and Justice Sandra Day O'Connor has agreed to give the fourth next fall. The A. B. Dick Lectureship in Entrepreneurship has brought Ted Turner and Stanley Marcus to the campus.

Lastly, the faculty is a direct resource for the community, speaking to various community groups. Over the years this has involved a large number of the faculty. A Speakers Bureau serves as a clearing house for community requests for speakers, putting people in touch with the right speaker for their organization. This year the College has cooperated with Lake Forest's community center to offer a monthly lecture series on diverse topics at the center. The College is also providing speakers to the Senior Citizens group for a "Great Decisions" discussion group. A number of faculty members have participated in at least one of a number of joint projects with public libraries that are members of the North Suburban Library System. Funded by the National Endowment for the Humanities or the Illinois Humanities Council, these programs have involved presentations by academic humanists in public libraries to adult audiences.

But just as the College has changed, so has the town. Lake Forest and Lake Bluff have had an influx of new residents since the end of World War II, with Lake Forest's population increasing from 7,819 in 1950, to nearly 11,000 in 1960 and over 15,000 today and Lake Bluff showing similar increases. Many of these people live in newly built homes in south and west Lake Forest or west Lake Bluff away from the older parts of the town where one has the sense of ties with the College. Some come by corporate transfer and are often transient. Others are people moving up in the world in an economic pattern noted by the Evanston Review: "When a Chicago business or professional man earns enough to buy two suits of underwear, he moves to Evanston. When he can afford two cars, he moves to Winnetka or Glencoe. When he can afford two wives and/or a

yacht, he moves farthest north to Lake Forest." Without inquiring into the accuracy of this analysis, we can say that many of the new residents had little awareness of or contact with the College, even at the time when the College has more to offer the community than ever. This situation persists and the College has set out to address it.

In the last several years the College has made a concerted effort to find ways to reach out more to the communities of Lake Forest and Lake Bluff, to serve them better and make them more aware of the opportunities the College provides. The President assigned a staff member to the task and devoted some of the discretionary funds provided by the Exxon Education Foundation to support the work. The Speakers Bureau, and the cooperation with community agencies in programming, is part of this effort. The most ambitious effort so far has been the development of a community calendar that has been mailed to all residential addresses in Lake Forest and Lake Bluff. The College continues to explore ways to reach more community residents and is increasingly seeking ways to expand its definition of the local community to include Highland Park, Glencoe, Libertyville, and other nearby towns.

CHAPTER SIX
A LOOK AT THE FUTURE

We believe that we are at present accomplishing or working toward accomplishing our purposes as expressed most recently in the new Mission Statement. We offer our students a fine liberal arts education with emphasis upon fostering awareness, knowledge, effectiveness and productivity, and we are demanding more of our students and ourselves. We are committed to maintaining a college community that encourages a diverse population to live harmoniously and where diversity or harmony are threatened we are taking steps to improve the situation. We seek to promote responsible citizenship in the College community and to foster intellectual and personal growth, and we recognize that these are values that must govern our own lives if we are to affirm them for our students. We also endeavor to serve the larger communities of town and society through our own direct and increasing contributions and through the work of our graduates whom we encourage to take from their education at Lake Forest College "a capacity for productive endeavor, an ability to effect change, a set of reasoned principles to guide their lives, a concern for what is right, and the will to change what is not."

We believe that we can continue to accomplish our purposes because we are willing to change -- but cautiously and in a planned way. The history of Lake Forest College shows that it is a flexible institution that has changed with the times without losing its fundamental commitment to a superior liberal arts education. At first, the College was a center of classical and religious education that was to anchor a large university. Then for almost half a century it was a small liberal arts college providing an increasingly practical education to a local student body. It adjusted to two world wars and the Depression, and after 1945 it doubled its size to accommodate veterans of World War II and Korea. And now for over a quarter of a century it has worked to reclaim its primary mission of offering a superior liberal arts education, this time to a student body that is national and not necessarily Presbyterian.

Most recently, since the 1970s, the College has sought to achieve its liberal arts mission by finding ways to reshape the tradition to fit the world of the late 20th century. This reshaping meant thinking about students as people of any age who wanted to learn, rather than only 18-21 years olds, and establishment of programs for adults such as the Graduate Program in Liberal Studies. It meant finding ways to link the liberal arts academic tradition to the working world through the Institute for Local and Regional Studies, through the internship program, and through the establishment of new majors such as Business and Computer Studies set firmly in the liberal arts. It meant the early recognition of the importance of new technologies such as the computer and how the liberal arts could be enriched rather than threatened by such technology. It meant a

willingness to undertake a review of the mission of the College with the intent of making the traditional values of the liberal arts usable and effective at the end of the 20th century.

There are many characteristics of the College that help insure that change is well-managed. First of all, there is good communication between the Administration, the faculty and the students. The governance system assures open discussion of problems, opportunities, needs and wants, through the active committee structure, and provides all segments of the campus with a sense of participation in decision making. Clear lines of administrative responsibility and autonomy within their departments for senior staff usually allow for action once general policy is set. There is strong academic leadership that demonstrates great commitment to the fundamentals of liberal arts education and has creative ideas on how to realize such an education. The Board of Trustees, while cherishing the traditions of the College, has proven to be a forward-looking organization always trying to predict future trends and provide the resources necessary to achieve our goals. There is strong support from the surrounding community for the College and for its mission. As a result of these characteristics, morale is generally good in all sectors of the campus. That is not meant to suggest that there are not real differences and contested points between groups, but these do not disturb the general sense of community (except in the case of the Black community which at this time does not feel that it shares much of the positive features of the community mentioned above).

But the most important insurance that change will be well managed lies in the existence of interrelated mechanisms for effective self-evaluation and planning. There are short-range, intermediate, and long-range evaluations and planning mechanisms in the on-campus governance system and in the Board of Trustees. Standing committees with clear-cut domains and responsibilities permit short term planning and implementation of programs on a year to year basis. Budget processes and grant applications produce a sort of intermediate planning. The Long Range Planning Committee in both the on-campus governance systems and the Board of Trustees help the College look beyond the next year; the most basic unit of long-range planning (and some budget planning) is five years, but it can be longer, as for instance in the case of the projected endowment fund drive. Ad hoc committees allow direct attacks on specific, non-recurring issues (e.g., the recent committee on retention of minority students). The open channels of communications among these various parts of the College insure that they can work together toward common goals with little duplication of effort.

Thus, Lake Forest College has a multi-level approach to the future Its overarching commitment is to providing a meaningful education for tomorrow's leaders. In the long term, there is the Mission Statement which elaborates our goals as of the mid-1980s. However, we expect to evaluate the Mission Statement periodically and in time, perhaps by the beginning of the next century, we will conclude

that it needs revision. In the meantime, it is the standard against which we compare ourselves and toward which we strive. In the shorter term we work with five-year plans, such as that of the Long Range Planning Committee, or the President's talk to the Board of Trustees at its March meeting which he entitled "A Look at the Next Five Years," or the goal of the 75 Black students by 1990 set in the report of the Ad Hoc Committee for the Retention of Minority Students. There are even shorter range plans, but the point is that the institution has the means to identify needs, to plan how to meet those needs, and the willingness to devote resources to implement those plans.

Our self-study has strengthened our confidence in how we are going about achieving our purposes, but it also highlighted a number of concerns, generally ones that had already been identified and were under examination. One group of these concerns relate to the academic program. We want to increase the rigor of demands made upon our students and to increase their productivity. We want to continue to explore ways to increase the values content of the education we offer. We want to explore ways to integrate the disciplines and to provide more exposure to quantitative and scientific content. We need to provide our students with sufficient exposure to foreign languages and cultures to meet the needs of our times. We remain concerned about the relative absence from the curriculum of music offerings that can enrich the lives of students from all walks of academe. We want to find ways to buck the national trend to more narrowly job oriented specialization at the expense of the liberal arts, to convince students that the liberal arts can be the most "useful" kind of education they can pursue. We are concerned about the effectiveness of our present advising system and how to use it to guide students into curricular breadth and into advanced courses.

A second group of concerns has to do with resources, most importantly our students, but also financial and physical resources. We continue to search for ways to attract qualified and motivated students. We are greatly concerned about our present difficulty in attracting and retaining Black and Hispanic students. We must maintain the amount of financial aid that we can offer our students in order to insure diversity in the student body. There are a number of problems in residential life that must be addressed.

To maintain the quality of the faculty, we must arrest the relative decline in faculty compensation and consider the concerns expressed recently by the AAUP about how salary raises are distributed. We must find ways to reach out more effectively to the community in order better to serve it but also to win greater support for the College from it, and we need to widen the geographic area of the community which we serve. In this regard we need to discover new ways to attract adults to our academic programs, particularly the Graduate Program in Liberal Studies. Many, if not all, of these needs rest on the fundamental need for more funds; increasingly, we are concerned about the small size of our endowment and see as an essential need expansion of the endowment.

We have turned our attention to these concerns, some even before this specific self-study was begun, but as our self-study is a continuous process, so must be the efforts to solve problems that are identified. In the academic realm, we are taking or plan to take a number of actions to address our concerns. The academic year opened with the call of the Dean of the Faculty for increased demands quantitatively and qualitatively upon our students and for increased quality and coherence in the curriculum. Since then he has met with many departments and they have responded with revised curriculums and/or requirements for the major. A particularly careful study of the Business curriculum and programs at other good liberal arts colleges, funded out of the Hewlett/Mellon grant for institutional self-renewal, preceded revision of that major. There has been discussion in the Academic Policies Committee and the general faculty meeting about grading standards. The advising system is currently being studied by the Long Range Planning Committee.

The President spoke to three curricular issues as he presented his goals for the next five years at the most recent meeting of the Board of Trustees (March, 1986). The first is the need for more attention to the histories and cultures of non-western societies, a need that he has addressed through his "Pacific Rim Focus," announced to the faculty last fall. By the use of presidential discretionary funds, faculty members will be provided on-campus training in a seminar on Asia, library materials on the area will be improved, and a selected group of six faculty who are able to show how they will be able to integrate material on Asia into their courses will participate in a traveling seminar on-site in the Far East. A second goal is to expand our program in foreign languages which has languished since the early 1970s. As our ambitions for our students are international, we must find ways to provide instruction in more languages. The President has proposed increased language instruction as a goal for 1991. Under consideration is the idea of a limited curriculum, perhaps two years worth, in some languages, and the idea of using adjunct faculty to meet demands for so-called exotic languages. We would expect to create a technologically advanced language lab and a proposal has been submitted to a major foundation to help support this project. The President's third goal concerns the Music Department; within five years he expects to see music take a more important position in the life of the College.

Related to improvements in the curriculum are efforts of the College to attract exceptionally able students. An "Apprentice Scholar Program" has been proposed as a way to draw such students to the College. The program would offer the strongest entering students the option of participating in a seminar and tutorials during the academic year, and collaborating with faculty in research during the following summer. The intent is to make especially challenging demands on very able students while providing them with real opportunities to work individually with faculty members. The College

also has committed itself to increasing the amount of financial aid available to students (still on a needs basis) in order to attract excellent students and to maintain and increase the diversity of the student body.

Two important issues concerning the quality of student life -- minority student retention and residential life -- have been addressed in the last year or two by ad hoc committees appointed by the College Council and both reported to the Council in the fall semester of 1985. The recommendations of the report on minority retention have been largely accepted by the Council, including the one that will restructure the ad hoc committee to continue its existence and the one that sets as a goal for 1990 an enrollment of at least 75 Black students. Further action on the issue of minority student retention includes the research on Black and Hispanic high school students undertaken last summer and fall and funded by a grant from CAPHE. An Associate Dean of Students with major responsibilities for minority affairs has already been hired and a search is on for a minority recruiter in Admissions. Concern about decline in the numbers of Black teaching faculty has led to new proposals from interested faculty members to the Academic Policies Committee and the College Council.

The Ad Hoc Committee on Residential Life reported later in the fall and the College Council has yet to act on its recommendations. The Committee's evaluation of the quality of life in the dorms suggests that something needs to be done and their seven recommendations provide a reasonable way to attack the problem. Whether the monies required for improvements in staffing and facilities will be allocated in the next five years or so is not known.

There are other improvements to the physical plant that are also necessary or desirable. More laboratory space is needed. So, too, is a better large auditorium for programs, movies and presentations in the creative arts. There is continued need for maintenance, especially to the older buildings, and Patterson Lodge which houses Admissions has yet to have the kind of restorative care the other old buildings have received. Lastly, there is the long-cherished hope for restoration of North Gym, the neo-Romanesque gym that Henry Ives Cobb built before Durand Institute, boarded up since a predawn fire in 1969.

Many of the plans for the future rest on the need for money and that means that one of the most important goals that we have is to succeed in the major capital fund drive now being planned, with its principal goal being to bring the endowment up to the level necessary to support the superior institution that we want Lake Forest College to be. The drive will probably set a goal somewhere in the neighborhood of $40 million, with parts of this earmarked for the support of many of the plans indicated above. Personnel changes in the Office of Development meant that the campaign will not be brought formally to the Board of Trustees until next fall, but the studies have been done, a chairman has already been secured and

preparations are being made in the Development Office to undertake the work. This drive has been called by the President "an investment in excellence." While this self-study has shown us that the fund drive is necessary to meet the problems we have identified, it has also shown us that there is broad and enthusiastic support for it among all parts of the College community.

CONCLUSION
FINDINGS AND REQUEST

As a result of our self-evaluation, detailed in this self-study report, we at Lake Forest College have come to recognize more clearly both our strengths and the areas in need of improvement as we try to fulfill the purposes and meet the goals set out in the new Mission Statement. Study of our mechanisms for on-going self-evaluation has reinforced our confidence in them as ways of continuing self-study and planning for the future.

We believe that we fully satisfy the NCA requirements for re-accreditation. This is true of the General Institutional Requirements which have been covered implicitly in our report as well as the four Evaluative Criteria to which most of the study was devoted. In this conclusion we would like to demonstrate in summary form the way that we meet the Requirements and the Criteria.

I. The General Institutional Requirements

Lake Forest College has formally adopted a statement defining its mission as a liberal arts college. Although we do have a very small master's program in liberal studies, our principal concern is for undergraduate education. We offer general education in the liberal arts, with specialization in a major in that context. We make clear in our catalogue, the Bulletin, published annually, what is our mission and what students we wish to serve; our admission policy and publications are equally explicit. The College offers a four year program for undergraduates, as it has since 1876, with a residency requirement of a year and a half. At present, upon successful completion of their program, the College awards a B.A. degree to undergraduates, and a M/LS degree to graduates of the master's program.

The College has been chartered by the State of Illinois, under several names, for over a century, and has all the necessary operating authorities in the jurisdiction in which it conducts activities, that is, in Illinois. Its formally designated chief executive officer is the President, presently Eugene Hotchkiss. The College's governing board is the Board of Trustees on which the public is well represented, especially by Trustees who are not alumni and/or are chosen from the community. The College's financial condition is very sound and it is completely debt-free, although it has a relatively small endowment. The books are audited annually, in recent years by Peat, Marwick, Mitchell and Company, certified public accountants, and this information is publicly available where appropriate. Through its Bulletin and other publications, the College makes freely available to all interested persons, especially present and

potential students, accurate and complete descriptions of its programs, activities, and procedures. With an historical tradition of more than a century and a quarter, the College has graduated classes regularly since 1880.

II. The Evaluative Criteria

The College meets Evaluative Criterion One by its Mission Statement, adopted in 1983. This is a clear statement of our purposes -- to provide to our graduates a liberal arts education that is enduring, practical and social. We stress the importance of a rich intellectual experience that has both breadth and depth; we stress development of the skills of analysis, evaluation, and communication; and we stress the importance of living productively, responsibly and cooperatively in a diverse social world. This is a mission that is achieved in the classroom and also outside of it, by reading, writing and reflection, and by practical experience, by living and working with others and by making choices. The Mission Statement provides us with measures for our present performance and expresses the goals for our future growth.

The College meets Evaluative Criterion Two by effectively organizing adequate human, financial and physical resources into the educational and other programs necessary for this small, residential college to accomplish the purposes set out in the Mission Statement. First among these resources are the human ones of faculty, students and staff. We pride ourselves on the high qualifications and dedication to teaching of a fine and productive faculty. Our student body is diverse in background and interests and in itself enriches the College. Our staff is well-trained, creative, hard-working, and loyal. The academic program of the College is strong in the traditional disciplines and in the effort to create interdisciplinary perspectives, and where appropriate we have added new majors or new tracks for applied work. We seek to give our students exposure within the context of the liberal arts to the creative arts and to practical work experience through internships. The Library, computing services, the Writing Center, Community Education, the Art Gallery, and the Science Shop, all provide strong support for the academic program. We also provide varied co- and extra-curricular programs for students and strong student services. The governance system of shared responsibility is efficient and creates a strong sense of community. The College benefits from sound financial management and a strong Development Office. The physical plant is well-maintained as well as beautiful and further renovation and maintenance is planned. Relations with the community are close and mutually rewarding.

We believe that the College meets Evaluative Criterion Three. The previous paragraph sketches out our accomplishments as well as how we have organized to achieve them and shows that

we are accomplishing our purposes in the classroom and outside effectively and with enthusiasm. We believe that the results are of high quality, but that does not stop us from striving for even higher quality. We seek to challenge the student body to greater productivity through higher standards and, as a result, to attract an even more qualified group of applicants. We are working to insure that diversity in the student body (and the faculty) is maintained and even increased, particularly in respect to Blacks and other minorities, and we have devoted substantial effort and resources to this task. We seek to provide our students with more awareness of foreign cultures and the linguistic tools and direct experience to support this awareness. We see a need to strengthen the quantitative and scientific education of our students. We are now at work on improving our advising system. We continue to be concerned to make residential life as enriching to our students as possible, and we are exploring ways to improve our service to the community. Constant improvement in support services (for instance, the recent changes in the Library and the upgrading of computer facilities, or the revamping of Career Planning and Placement) show what we are accomplishing as well as our efforts to achieve even higher quality.

And we are convinced that we can continue to accomplish our purposes of providing superior liberal arts education to our students and of serving the larger community, and that this can be done on a sound financial basis, that is, that we meet Evaluative Criterion Four. While realizing there is room for improvement, we believe we have a strong base for growth, a willingness to change in a measured way where appropriate, and a balanced appreciation of both the need to innovate and the need to conserve. We have learned from the process of self-study what needs to be changed and through the College's several planning mechanisms we are able to manage that change. The projected capital fund drive will greatly enhance our ability to achieve our purposes by enlarging the endowment. We look forward to the future with confidence and excitement.

III. Request for Affiliation Status

Therefore, we request continued accreditation of Lake Forest College by the North Central Association's Commission on Institutions of Higher Education and do not wish to make any change in the Statement of Affiliation Status as shown on the Worksheet that follows.

APPENDICES

APPENDIX I

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Appendix II
AAUP FACULTY COMPENSATION DATA 1984-1985

Rank	Number of Full-Time Faculty	Average Salary	Rating (IIB Institutions)	Average Compensation	Rating (IIB Institutions)
Professor	28	$37,600	1	$50,900	1*
Associate	17	31,500	1*	40,900	1*
Assistant	23	23,700	1	28,800	1
Instructor	8	21,200	1	26,000	1

Rank	Fringe Benefits as % of Salary	Salary Increases Continuing Faculty
Professor	30%	5.0
Associate	30%	6.1
Assistant	30%	6.8
Instructor	30%	--

1* = 95th percentile or above
1 = 80th percentile to 94.9%
2 = 60th percentile to 79.79%

SOURCE: "The Annual Report on the Economic Status of the Profession, 1984-85," ACADEME, March-April 1985, pages 30-31.

Appendix III

Report of the College Council on Minority Enrollment

In 1982, Lake Forest College reaffirmed in its Mission Statement a commitment to maintaining and supporting a diverse community. Our commitment to diversity is not merely to help ensure access for all to private higher education, but also to benefit the majority students. It is our firm belief that no student is broadly or humanely educated without the kind of intercultural exposure that is fostered by living and studying alongside members of other racial, religious, and ethnic groups.

In keeping with this commitment and in recognition of a significant decline in black enrollment, President Hotchkiss appointed in 1983 an Ad Hoc Committee on Minority Student Retention.* The committee was charged with exploring intercultural diversity at Lake Forest College and elsewhere to determine why our minority enrollment was dwindling. It was charged as well with making recommendations on how to rebuild the minority presence on our campus that we believe is so critical to our whole intellectual and social enterprise. While the concern of the committee was on minority enrollments in general, the committee found that black enrollment was in special jeopardy. Therefore, the fact-finding and recommendations on minority issues in the committee's 19 page report to the College Council are understood, at least in the short term, as emphasizing black issues.

In the two sections that follow, we summarize key findings of the Ad Hoc Committee and then present the actions taken by the College Council in response to the recommendations of the Ad Hoc Committee.

I. The findings of the Ad Hoc Committee.

Recruitment - Lake Forest College is not alone in suffering declining black enrollments; as at other colleges, our declining enrollments are probably due more to political and economic forces in our society than to any particular problems here. Because acceptance and matriculation rates of blacks are unchanged, dwindling enrollments are due to decreasing number of applications. Our two primary black recruitment markets, Memphis and Chicago, are obviously not yielding a sufficient pool of applicants. Merely reaching new markets, however, either through the Admissions Office or by word-of-mouth, will not ensure increased applications unless the environment we offer is attractive, both academically and socially, to prospective black students.

Quality of Life - If we are to retain black students and increase our applications, it is imperative that Lake Forest College provide a supportive setting for black students in which to live, work, and play. While providing that kind of atmosphere for majority students is itself a substantial

challenge, it is an even greater challenge to do so for minority students. Several circumstances conspire to make this so. First, because of cultural differences, minority students can feel isolated on a predominantly white campus and this isolation can lead to alienation, both socially and academically. Second and relatedly, social science research reveals that as the pool of black students on a predominantly white campus falls below about 75, it becomes less likely that the black community itself will be sufficiently diverse to meet the social needs of its membership. Third, ignorance of or insensitivity to cultural differences on the part of majority students can sometimes have the effect of discriminating against minority students.

This is not to say that black students cannot now be happy at Lake Forest College, but when they are, it is often a happiness achieved in spite of several barriers -- barriers that we, working as a community, can help tear down.

Academic Experience - As above, the traditional problems that all students face in college are often compounded in the case of minority students. And advisors and teachers may or may not be sensitive to the additional problems that minorities face. While research into the dimensions of these problems remains to be done, some examples may help illustrate the general point: Minority students will be more likely than majority students to be "first generation college"; therefore, they may be pressured with unrealistic expectations. In the classroom, a black student will often be the only black student and this may set the stage for further isolation. They can be further singled out by professors who might ask them to "speak for" blacks. Some fear rejection in seeking to establish study partnerships with majority classmates and therefore feel that they must fend for themselves.

Minority Faculty - The College's efforts to recruit minority faculty over the last decade have not been as productive as one might have hoped. This is especially true with regard to teaching faculty. The lack of black faculty is unfortunate for black and white students alike. For the white students, it further narrows the range of their intercultural exposure and, hence, education. And it deprives the black students both of role models and, more generally, of adults on campus who might be more sensitive to their special needs.

II. In response to the findings and recommendations of the Ad Hoc Committee, the following actions are being taken by the College Council.

1. As an institutional goal, by the fall of 1990, and within the College's present standards of student quality, increase the overall representation of minority students to 10% and increase the representation of black students to a "critical mass" of 75. The realization of this goal will require both enhanced recruitment efforts by the Admissions Office and enhanced retention efforts by the entire College community.

2. Support and encourage the Admissions Office efforts to recruit minority students. Such efforts might include the examination and possible adoption of recruitment strategies such as the following: early contact with prospective minority students, even at the junior high school level; expansion of the recruitment market, including identification of new target schools; establishment of special recruitment days during the fall and spring; development of minority focused brochures; and consideration of named scholarships which target minorities.

3. Establish an ad hoc Committee of College Council, called the Committee to Promote Intercultural Diversity. This committee will give special consideration toward minority retention and recruitment with immediate concern focused on black students. The primary responsibilities would include:

   a) educating the College community through meetings with individuals, committees, and organizations which are best able to promote diversity;

   b) reviewing the actions and programs of offices, committees and organizations as they affect the diversity of the campus, and suggesting new actions when appropriate, including the advancement of recommendations and goals described in the report of the Ad Hoc Committee on Minority Student Retention;

   c) seeking financial support from the administration and the student government sufficient to serve as "seed" money for selected programs and events planned by minority students for

their own benefit, as well as for the benefit of others in the College community, and as "matching" or "challenge" funds to inspire the planning by various campus organizations of activities which promote diversity and inter-cultural understanding;

d) maintaining and evaluating information and statistics regarding the diverse nature of the community, and reporting its findings annually to the College Council;

e) consulting with the Dean of Admissions, the Dean of Faculty, department chairpersons, and other officers of the College about the recruitment and retention of minority students, faculty, and staff; and

f) meeting regularly with members of the minority community in order to ascertain their views and concerns.

This committee would be composed of five individuals: two faculty appointed by the President upon consultation with the Faculty Personnel Policies Committee, two students appointed by the President upon consultation with the Executive Committee of Student Government, and one administrator appointed directly by the President. Members would ordinarily serve two years on a rotation system. The committee could be augmented by "consultant" members invited by the committee. This committee is to present an annual written report to College Council evaluating progress and activities relating to inter-cultural diversity on campus.

4. Request that the Faculty Personnel Policies Committee, as a part of its anticipated review of minority faculty and staff recruitment efforts, include an examination of recruitment strategies which have proven effective at other liberal arts institutions, to lead to an increase in particular of the representation of minority teaching faculty.

5. Place on the agenda of the appropriate committee(s) of the Board of Trustees the concern that diversity be fostered within the campus community, that efforts supporting diversity be encouraged and supported, and that the Board itself represent this imperative through increased minority membership when priorities so permit.

6. Place on the agenda of the Academic Policies Committee a thorough review of Lake Forest College curricula, the purpose of which would be to increase the likelihood that exposure to different and sometimes conflicting cultural perspectives and experiences will be a significant part of every student's education at Lake Forest College.

7. Refer to the Long Range Planning Committee a review of the advising system in the academic life of the minority student, suggesting the desirability of strengthening the information base of the advisor through programs conducted in interpretation of admissions data, effective interpersonal communications, and intervention strategies for students experiencing social or academic discouragement/failure. Continued efforts should be made to match minority freshmen with appropriate advisors. Furthermore the Long Range Planning Committee is asked to consider faculty development workshops to enhance understanding of the classroom experiences of minority students at Lake Forest College, and to provide strategies for facilitating positive interactions between minority and majority students in the classroom.

8. Recognize and support the legitimate need of minority students to live with other minority students if they so desire, under purpose unit guidelines. (Should purpose unit guidelines be altered this recommendation will be reviewed.)

9. Refer to the Dean of Students, in consultation with the Committee to Promote Intercultural Diversity, the necessity to provide more frequent opportunities for the improvement of interpersonal relationships between minority and majority students. Implementation of this recommendation might necessitate additional training for residence staff and orientation leaders. Ideally, workshops for new and/or continuing students, whether they are held during orientation or in subsequent weeks, should be led/facilitated by professionals who are experienced in intercultural communication.

It is important that the College community see these recommendations as "for" both our minority students and our majority students. A failure to understand this runs the risk of polarizing the campus and further isolating our black students. Instead, we must appreciate that the entire community benefits from minority presence and well-being. Just as when we strengthen our library, it is not the

books that benefit; the community benefits when we extend and nurture our educational resources. So it is with our diverse community, which is in a profound way a living library of different segments of American culture and heritage.

by: _____
Eugene Hotchkiss, Chairperson

for the College Council

Charles Behling
Jeanine Bekas '86
Amelia Carr
Michael Foster '86
Claire Michaels
Paula Pickering '86
Eric Riedel
W. Rand Smith
Tedd Termunde '86

12/3/85

* Committee Membership

Eugene Hotchkiss, Chairperson
Charles Behling
Yvonne Bradley '85
Martha Gomez '85
Anthony Leggett replaced by Naomi Ewing
Colin Lundgren '86
Julie Massey
William Martin
Ronald Miller
Steven Eric Murray '86
Meena Patel '85
Karla Spurlock-Evans
Guynell Williams

Appendix IV

ASSOCIATED COLLEGES OF THE MIDWEST

The academic strength of the College was nationally recognized when in 1973 the College was invited to join the Associated Colleges of the Midwest, and its offerings were expanded when Lake Forest College joined this consortium during the 1974-75 year. Since 1975-76, many of our students have participated in a series of ACM-sponsored off-campus programs, which has enhanced their collegiate experience. Listed below are the programs and the number of LFC students who have participated in them since 1975:

Arts of London & Florence	38
Chinese Studies	1
Florence	8
Japan Study	7
Newberry Library	20
Oak Ridge Science Semester	2
Latin America Culture & Society	1
Urban Education	4
Urban Studies	88
Wilderness Field Station	10
Yugoslavia	4

In addition, ACM offers programs on Geology in the Rocky Mountains during the summer, India Studies from April through December, and Tropical Field Research (also in Costa Rica) in the spring semester, in which we have not had participants to date. There is one application being processed for India for next year, however. Although we are pleased that we have had student participants in the Japan and Chinese Study Programs, we are eager to see a significant increase in student/faculty interest in non-Western civilizations. By means of faculty development grants, offered by ACM as well as by the President of Lake Forest College, additional thrust is currently being placed on Asian studies. ACM/GLCA recently sponsored a conference, "Japan Studies within our Campuses," at the University of Michigan in which an LFC professor of psychology participated. In the fall of 1984, ACM held another conference, "The Liberal Arts in New International Perspective: Internationalizing the Curriculum," at the Wingspread Conference Center at which Lake Forest College had faculty representatives from the office of the Dean of the Faculty and the departments of politics, sociology, history, and foreign languages.

Membership in the consortium continues to foster fruitful discussion between our faculty and administrators and their counterparts on other campuses. As a result of the 1978 decision of the ACM Advisory Board of Deans to establish a program to en-

courage professional development among the ACM faculties, individual faculty members have benefitted through attendance at disciplinary meetings organized by ACM as well as through active participation in ACM programs. A member of the department of English has served in the Newberry Library Program in the Humanities; a faculty member in the department of physics directed the ACM program at Argonne National Laboratories, and a professor of politics served as Faculty Fellow in the Urban Studies Program in Chicago in the fall of 1985. An LFC biologist has taught aquatic biology at the Wilderness Field Station in the summers of 1977, 1984, 1985, and will do so again in 1896; during the second session he will be the program director. Another faculty member in the politics department has just received a travel grant to visit the ACM site in Costa Rica in the summer of 1986. A professor of psychology will aprticipate in the fall 1986 Oak Ridge Science Semester Program, devoting three-fourths time to research and one-quarter time to teaching. Another professor in the same department will be submitting his application for consideration as director of the 1987-88 Japan program. Faculty members have participated in ACM seminars on the use of computers; on Minorities and Education in Liberal Arts Colleges; Women's Concerns; and Teacher Education and the Liberal Arts, to mention several of the most recent seminars. Lake Forest College has hosted twice on its campus (in 1983 and in 1985) the bi-annual meeting of ACM directors of off-campus program and plans to do so again in 1987. The ACM/GLCA Classicists met on the Lake Forest College campus in the fall of 1985. In April of 1986, LFC will host a seminar, "Writing Across the Curriculum Programs: Theory and Practice," sponsored by the ACM Advisory Board of Deans Professional Development Fund. Participation in ACM continues to be useful to our admissions and development programs.

We have found that membership in the Associated Colleges of the Midwest is beneficial to Lake Forest College. It provides important educational opportunities to our students through its off-campus programs and professional development to our administrators and faculty.

Office of the Dean of the Faculty
February, 1986

Appendix V

PRE-PROFESSIONAL COMBINED PROGRAMS:

ENGINEERING, NURSING, SOCIAL SERVICE, PUBLIC POLICY and MEDICAL TECHNOLOGY

We reported to the North Central Association in 1975 that, early in 1975, on the recommendation of the Academic Policies Committee, the faculty approved a new policy which permits qualified LFC students to enroll in cooperative degree programs. Each of the programs is described in detail in the current College Bulletin, pages 60-63; a brief summary follows:

3-2 Program in Engineering with the Sever Institute of Technology, Washington University, St. Louis (see page 61 of the 1985-86 Lake Forest College Bulletin). Upon successful completion of the requirements of both institutions, the student receives the B.S. from Washington University and the B.A. from Lake Forest College. To date four students have completed the program at Washington University; two students are expected to complete their degree requirements in the summer of 1986, and one student is in his first year. Five students have completed the 3-2 programs in engineering at other institutions: two at the University of Illinois, two at Purdue University, and one at the University of Wisconsin, through special permission granted by the Academic Appeals Board of the College. One of the Purdue graduates received her Lake Forest College B.A. cum laude.

2-2 Program in Nursing with Rush-Presbyterian-St. Luke's Medical Center, Rush University (see page 61 of the 1985-86 Bulletin). Upon successful completion of the joint four-year program, the student receives the B.S. in nursing from Rush University. From 1977 to 1985 eighteen students transferred to Rush University after their sophomore year to pursue their education in nursing; one student returned to Lake Forest College after a year to resume her liberal arts education.

3-2 Program in Social Service with The University of Chicago's School of Social Service Administration (see page 62 of the current Bulletin). Qualified LFC students enter graduate school following the junior year, with the purpose of obtaining the M.A. in social service administration or counseling. The B.A. (with a major in either Sociology/Anthropology or Psychology or with no major specified) from Lake Forest is awarded upon completion of The University of Chicago Master's requirements. Four LFC students have completed this 3-2 program in the past five years.

3-2 Program in Public Policy Studies with The Univer-

sity of Chicago (see page 63 of the 1985-86 Bulletin). Similar to the preceding program, qualified LFC students enter graduate school following their junior year, provided that they have completed a major at Lake Forest College, with the purpose of obtaining an M.A. in Public Policy Studies. The B.A. from Lake Forest College is awarded after the completion of The University of Chicago's Master's requirements. Two students have enrolled in this cooperative program. One withdrew; the other completed the program and received his B.A. cum laude, with Honors in Local and Regional Studies, from Lake Forest College in 1983.

2-2 Program in Medical Technology with Rush University College of Health Sciences (see page 62 of the current Bulletin). Parallel to the joint program in nursing at the same institution, qualified juniors pursue their final two years of course work and laboratory work in order to receive the B.S. in medical technology from Rush University. To date Lake Forest College has not had students enter this program.

We continue to believe that the most important aspect of these joint programs is that they provide Lake Forest College students with additional educational options and make the liberal arts experience attractive to students who have an interest in a specialized careers. In our opinion, these programs adequately meet that goal.

Office of the Dean of the Faculty
February, 1986

Appendix VI

April 14, 1986

To: The Faculty
From: Long Range Planning Committee
Re: Our activity in the past months

The Long Range Planning Committee has a three year reign over a domain largely of its own devising. The current reign is concluding its second year and we have met every other week since last September mainly to talk about how to bring order into the college's advising system.

So long as Lake Forest does not institute course requirements in any form other than through the major -- and the committee firmly believes we should not institute such requirements -- students at the college gain a liberal arts education on their own responsibility: accompanied by responsible advising and responsible guidelines. The committee's discussion of advising has taken these accompaniments to be our theme and has concluded its work with a statement we submitted to the Academic Policies Committee on February 24. In an introduction to the statement we asked APC to consider our recommendations and reasoning and, if the report is accepted, to bring it to a faculty meeting for discussion and approval. We present here the substance of that report.

The principal deficiencies in the current advising system, as we see them, are (a) that too many students have insufficient breadth in their curriculum (this is especially the case for non-science majors with regard to science courses); and (b) that a fair portion of advising is perfunctory. We propose to correct the first problem through a recommended distribution of courses; and to correct the second in several ways, ranging from explicitly stating what is desirable in a liberal arts education (thereby diminishing the harm of perfunctory advising) to establishing a form on which students will set down a plan of "coherence" for their education, and designating a continuing faculty committee to oversee advising generally.

We have spent a long time on the task partly because the topic is a complex one; partly because we held a number of meetings with faculty and students who are not on the committee; and mainly because we have had a hard time coming to an agreement. But all of us concur in this report and urge its adoption by APC. The report consists of two parts: I. Planning an Academic Program; and II. Establishing a faculty Committee on Advising.

I. Planning an Academic Program at Lake Forest College

An academic program in the liberal arts consists of three elements: breadth, depth, and coherence. Depth is acquired through accumulated learning within a defined field: at college this is one's major. Breadth refers to a range of subject matter and a variety of methods of study. Coherence is a particular rationale for an individual's liberal arts education; it is the relationships and sense of direction of a student's entire undergraduate program.

Depth (planning for a major) is the province of the departments and interdisciplinary committees. To plan for breadth and coherence, however, requires work at levels both larger and smaller than that of the department. This means college-wide guidelines and individual thought and discussion. Planning in these two ways is of crucial importance to education at Lake Forest because no particular courses, or courses with in particular categories, are absolutely required.

For breadth, we recommend that students and advisers plan a program which, over four years, includes three courses in each of the traditional liberal arts divisions:

HUMANITIES. All courses in art, languages and literature, music, philosophy and religion; many courses in history; sophomore honors seminar. (Excludes English 100)

SOCIAL SCIENCES. Nearly all courses in economics, politics, and sociology/anthropology; most courses in history and psychology.

NATURAL AND MATHEMATICAL SCIENCES. All courses in biology, chemistry, computer science, mathematics, and physics; a few advanced courses in psychology; quantitative or similar courses in other departments. (Excludes Math 100)

At the same time that students plan a program that includes courses in the three divisions, other considerations should also be kept in mind. In particular the overall program should include courses that promote a liberal arts education in these ways:

--Logical and analytical thinking. Many courses in all three divisions, including potentially overlooked ones like linguistic and music theory.

--Imaginative and creative expression. Principally in writing and the applied arts.

--Effective communication. Courses and experiences with significant emphasis on writing or public presentation.

--A sense of the past. All courses in the Department of History and courses in any field which emphasize historical context and development.

--Quantitative thinking. Mainly in natural and mathematical sciences, but also many in economics and psychology and some in other fields.

--Scientific knowledge. (a) A laboratory science; (b) besides the natural sciences, courses in other divisions which relate scientific knowledge to history, culture, or public affairs.

--Aesthetic sense. In arts, literature, and music.

—Diversity. Intercultural courses and experiences, e.g., anthropology, black studies, comparative religion and politics, social psychology, language courses; experiences in culture in which one did not grow up, whether in the United States or abroad.

—Ethical values. Many courses in philosophy; some courses in many fields; a number of extra-curricular activities.

—Independent learning. Substantial activity devised by the student, including research projects, internships, most tutorials.

To secure coherence in the students' undergraduate education, we recommend that at specified times over their college years students discuss with their advisers their general aims at college and particular ways of fulfilling those aims, including long-term planning of their academic programs. (Experiences other than college courses are legitimate ways of fulfilling the aims.) For this purpose we recommend that a standard form be designed on which both the aims and the means of accomplishing them can be recorded. This will provide the chance to be explicit in both categories and, since the aims and the means will very likely change over the course of four years, the form will also summarize the students' evolving view of their own liberal arts education.

II. A Committee on Advising

We recommend the establishment of a Committee on Advising, consisting of three members of the faculty selected by the APC for staggered three-year terms. The committee, which would formally be a subcommittee of APC, would be responsible for implementing Part I of this report, for working with faculty and the administration on matters of advising generally, for suggesting changes in the advising system, and for submitting an annual report to APC for distribution to the faculty.

* * * * *

TOPICS OTHER THAN ADVISING FOR THE COMMITTEE'S CONSIDERATION

Further faculty comments on the issue of advising should now be directed to the Academic Policies Committee. We have taken up three other matters, however, on which we welcome your views.

1. East Asian studies in the curriculum. We have chosen this topic first because the college now has a clear opportunity to increase such studies in the curriculum, and second because we do not believe that thinking about the matter should be placed in the hands of the group of faculty involved in the seminar and journey next year: they should devote all their attention to the subject matter itself. What suggestions do you have?

2. Physical facilities at the college. We have also chosen this topic because of a current opportunity. The faculty ought to be able to contribute formally to the determination of how funds raised in the coming capital campaign may be designated for academic buildings or for other

facilities which directly aid the academic program. The amount of money available for construction or renovation is not likely to be great, but we are not, initially, letting that constrain our discussion. We welcome your ideas.

3. Minority students. The College Council report on minority enrollment asked our committee (a) to work towards improving advising of minority students; and (b) to devise a faculty workshop to "enhance understanding of the classroom experience of minority students [and to] provide strategies for facilitating positive interactions between minority and majority students in the classroom." The first of these assignments we have asked APC to include for the proposed Committee on Advising on the ground that, so long as we are likely to have such a committee, minority advising is preferably dealt with as a part of advising, not as a part of "minorities". The second of these assignments we hope to carry out separately. We are most interested in faculty comment on the organization of such a workshop.

Members of the Long Range Plannning Committee 1985-86: Earl Barnes, Lowell Carmony, Bailey Donnally, Michael Ebner, Colin Lundgren, Charles A. Miller (chairman)

Appendix VII

Lake Forest College
Planning Budget, 1985 - 86
Preparation Participant Groups

SENIOR STAFF

Composition: Deans of Faculty, Students, Admissions, Assistant to the President, Vice-Presidents for Development and Business.

Action: Fall, 1985-January, 1986, reviewed and recommended detail expenditure budgets as prepared by department heads. Advised the President relative to income levels, salaries and fees. Reviewed and prioritized capital expenditures. Met with other groups or committees as required.

Number of meetings: Any number of formal and informal meetings with department heads and other members of senior staff. One primary meeting with President to defend recommendations, one primary meeting with select College Council members to inform on budget composition, etc.

COLLEGE COUNCIL

Composition: Four faculty, four students, President, Dean of Students.

Action: January-February, 1986, reviewed details of 1984 - 85 expenditure budgets by interviewing department heads. Reviewed details of 1985 - 86 planning budget and related capital proposals. Approved all aspects of the budget including compensation and fees. Was the most detailed review of any group other than the staff.

Meetings: Six where the budget was either the primary or only agenda item. Individual interviews with department heads.

BUDGET & AUDIT
BOARD OF TRUSTEE COMMITTEE

Composition: Two faculty, two students, two staff, one alumnus, six trustees.

Action: December, 1985-January, 1986, reviewed five year plan and changes. Determined and accepted overall budget policy and summary figures. Required justification of policy recommended by administration. Approved budget and fees.

Meetings: Three directly concerned with the 1985 - 86 planning budget.

INVESTMENT
BOARD OF TRUSTEE COMMITTEE

Composition: Two faculty, two students, two staff, one alumnus, five trustees.

Action: January-February, 1986, reviewed the Budget & Audit computed budget requirement for endowment earnings. Evaluated this need relative to investment action and determined propriety of the request. Accepted earnings requirement.

Meetings: Two on the direct topic with two sub-committee meetings.

PROPERTY & OPERATIONS
BOARD OF TRUSTEE COMMITTEE

Composition: Two faculty, two students, three staff, one alumnus, six trustees.

Action: January-February, 1986, reviewed capital budget and priority plans. Constant attempts to reduce energy costs. Recommended energy conservation measures.

Meetings: Two meetings with three sub-committee meetings.

Office of Vice President for Business
March, 1986