

# **Report to the President on Academic Year 2000-2001**

**August 14, 2001**

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**Vice President for Academic Affairs and Dean of the College**

Each year as Dean of the College, I have the opportunity to learn more about how Grinnell is distinct from other similar institutions, and to consider how we can build on our strengths. Even in comparison with our closest peers, Grinnell College has a notably strong commitment to active, intensive forms of learning, often on the apprenticeship model, which relies on a low student-faculty ratio and on facilities that enable close interactions between students and faculty. Our discussions of new directions in technology take place in the clear understanding that technology must serve, rather than dictate, the best methods in teaching and scholarship. An honored tradition of social responsibility and service takes new forms, and yet represents continuity with the college's past. Similarly, the commitment to diversity within our curriculum and our community enjoys general acceptance as an inextricable part of academic excellence.

Based on this clarity of purpose, the college has embarked in recent years on a more deliberate process of planning than we have seen in the past. By endorsing a list of core values, responding to the call for initiatives for the Fund for Excellence, and engaging in renewed efforts to build faculty diversity, all members of the faculty have had the opportunity to contribute to the college's new directions. In contrast to earlier times, the Executive Council now takes an active role in allocation of new faculty positions to departments by examining curricular needs, enrollment pressures, and prospects for strengthening faculty diversity. An important step for the Council last spring (consistent with a faculty resolution in early March and with the announcement of a new institutional budget planning process) was to make a formal commitment that it will undertake in 2001-02 a new process of long-range planning focused on the academic program. I am convinced that the Executive Council, as the foremost elected representation of the faculty, is the appropriate group to carry out this planning. I am optimistic that this process can help us make good decisions and reach a clearer consensus about where to focus our energies and resources.

Over the past three years, the Fund for Excellence made it possible to experiment with many projects developed and proposed by the faculty. For example, we have created three new multidisciplinary academic centers: the Center for the Humanities, the Center for International Studies, and the Center for Prairie Studies. We are experimenting with new internship-based programs in London and Washington, D.C. The faculty approved a trial period for offering upper-level students the experience of a Mentored Advanced Project, a new program in which 81 faculty members and 222 students have already chosen to participate. At the same time, to support faculty scholarship, we have created a competitive program of study leaves for associate professors and professors in addition to the new research leave for assistant professors.

While these developments represent great energy and promise, the present time at Grinnell College also demonstrates the difficulty of moving beyond the "brainstorming" stage of planning, when every idea looks exciting and possibilities appear unlimited. Now it becomes necessary to choose one direction over another, and new challenges arise that can painfully impede communication and governance. This year, I see exciting and positive changes taking place at the college. I also see and acknowledge that the proliferation of creative ideas, followed by difficulty in agreeing on how to choose among them, has generated frustration that can lead us to overlook the growing strength of the college and its faculty.

This year marked the end of the Fund for Excellence, which launched a number of new academic initiatives, both temporary and ongoing. Entering a new stage, it is time to review the entire academic program, new elements and old, and decide where to go from here. I look forward to working with the Executive Council, the President, and the college community as the process of academic planning moves ahead in 2001-2002.

## **Summary of Changes and Developments in 2000-01**

### **I. FACULTY:**

- Faculty approval of revised Personnel Appeals procedure (11/20/00);
- Nineteen contract renewals, two successful cases of promotion and tenure, and two promotions to the rank of Professor;
- Ten tenure-track appointments, two regular continuing appointments in the College Libraries, one conversion of a temporary position to a regular continuing appointment in Physical Education, 17 term appointments, three postdoctoral appointments, and one re-appointment of a Fellow through the Consortium for a Stronger Minority Presence (CSMP);
- Faculty diversity: Five women appointed to tenure-track or regular continuing positions (33%), four faculty members of color appointed to tenure-track or regular continuing positions (27%), six women appointed to term positions (35%), and eight faculty members of color out of 34 total faculty appointments (24%);

- One-year contract between Grinnell College and the Dual Career Network at the University of Iowa, to assist partners and spouses of first-year faculty in finding opportunities for employment;
- Resignation of three tenure-track or regular faculty members, transition of two faculty members to Senior Faculty Status, and one faculty retirement;
- Three faculty members honored with named professorships;
- Individual grants or fellowships awarded at the national level to four faculty members, and statewide awards or grants received by three members of the faculty.

## **II. NEW DEVELOPMENTS IN ACADEMIC PROGRAMS:**

- Faculty approval of American studies proposal to dissolve the Department of American Studies and to discontinue the major (12/4/00);
- Faculty approval of new end-of-course evaluation system (12/4/00);
- Faculty approval of limits on transfer credits for students (5/14/01);
- Faculty approval of revised objectives for First-Year Tutorial (3/5/01);
- High levels of participation in Mentored Advanced Project (MAP) program during its second year, with many projects resulting in off-campus presentation, publication, or performance;
- Center for Prairie Studies completes second year of curricular contributions, co-curricular events, and a visible presence on campus;
- Visiting artists, scholars, and writers enhance Grinnell's curriculum by teaching special topics not otherwise offered;
- Planning for FFE-supported Center for the Humanities, including residency by Distinguished Humanities Professor in Fall 2001;
- Significant accomplishments by Center for International Studies in its first year, including large-scale faculty seminar in London and initiatives to bring geography into the academic program;
- Planning for two new pilot programs of study abroad that focus on student internships: Fall program in Washington D.C. and Spring program in London, both set for 2001-02;
- New advising strategy for Off-Campus Study successful in guiding students into a smaller number of programs monitored for quality and more closely tied to the Grinnell College curriculum;
- Students in approved off-campus programs no longer considered to be "on leave," instead will maintain their status as enrolled students;
- Student summer internships no longer required to bear academic credit;
- Independent Study applications now due at end of previous semester to encourage more thoughtful planning;
- Departments of Physics and Music review their programs, while Office of Institutional Research surveys the field of departmental learning assessment across the college.

## **III. ACADEMIC PROGRAM SUPPORT:**

- Significant upgrade in technology infrastructure for teaching, with 19 of 52 classrooms now equipped with computers and computer projectors, plus “roving” sets of laptop computers equipped with wireless networks;
- Several areas on campus equipped with wireless networks on a trial basis to help the college design strategies for future instructional technology;
- Comprehensive inventory of Grinnell College classrooms and other teaching facilities compiled and openly available for the first time;
- Initial long-range planning to envision facility needs in social studies and humanities, simultaneous with short-term remodeling that resulted in three improved classrooms and four new faculty offices;
- Final stage of three major institutional grants from Mellon and Culpeper Foundations provides occasion to note the widespread participation and dynamic evolution of faculty initiatives in “Teaching with Technology” over the past six years;
- National Science Foundation grant brings Grinnell College \$651,885 to study effectiveness of undergraduate research experiences;
- Planning grant from the Lilly Endowment supports development of a major grant proposal in the area of theological exploration of vocation;
- College Libraries make accessible 4600 e-books as part of a joint project with the Iowa College Foundation and Iowa Private Academic Libraries (IPAL);
- Libraries continue to acquire, catalog, and place on the shelves their new collections in Chinese literature and Iowa history;
- Ongoing effort to update the libraries’ automation system with Innovative Interfaces, including successful switch to Millennium Circulation;
- Campus committees and architectural consultants collaborate in preliminary planning for a new library building that would integrate Information Technology Services;
- Faculty committees and an architectural firm completed the conceptual planning process for Phase II of improvement to the science facilities involving all five departments in the division as well as a science library;
- Construction begins on new athletic fields to replace those on sites of future new residence halls, while campus committees begin meeting with consultants on conceptual design for a field house and new wellness facilities;
- In a year that also saw record enrollments (900) in physical education classes, our twenty varsity athletic teams collectively enjoyed one of the strongest years in college history.

#### **IV. SUPPORT FOR FACULTY PROFESSIONAL GOALS:**

- Committee on Support of Faculty Scholarship (CSFS) recommended faculty leaves to be taken in 2001-2002: two Harris Fellowships, five one-semester research leaves for assistant professors, 21 sabbatical leaves (nine year-long sabbaticals and 12 sabbaticals of one semester), and five “study leaves” for associate professors;

- As well as issuing recommendations on classroom space, a new library, and campus technology proposals, Instructional Support Committee (ISC) awarded stipends for 28 curricular development projects and 14 final Mellon-Culpeper stipends for technology in teaching;
- Effective orientation programs for new faculty based on the new format developed last year;
- Joint committees of deans and faculty members from Grinnell and Oberlin Colleges working together under a Mellon Foundation planning grant to develop a larger grant proposal to enhance faculty careers and address the time pressure and over-commitment experienced by the faculty.

Reviewing these events, I have a couple of observations. First, I am struck by the range of exciting new academic programs that recently existed only on paper, and that already are taking root in the culture—and the budget—of the college. Meanwhile, I see the faculty beginning to “cut back” in a few areas (e.g., units of Independent Study, credit-bearing internships, the major in American Studies, the total number of approved off-campus programs) to help offset additions and expansions elsewhere. Since time and resources are finite, this process of sorting priorities is likely to continue, guided by the strategic academic planning described above. Second, I believe that changes such as the new end-of-course evaluations and tutorial guidelines, active planning for new academic buildings, and the record number of “teaching with technology” projects, clearly signal that the quality of student learning remains of primary importance at Grinnell College.

The following sections more fully describe changes that took place during 2001-02 in four areas: faculty transitions, new developments in academic programs, support of the academic program, and support for the professional goals of the faculty.

## **I. Faculty**

This year saw a large number of faculty appointments and a moderate number of faculty reviews. The faculty approved a revised personnel appeals procedure and instituted a system of student end-of-course evaluations. The Personnel Committee conducted reviews of 24 faculty members. Departments conducted searches that resulted in 36 appointments to the faculty.

### **Tenure, Promotion, and Recontracting**

The Faculty Personnel Committee considered two faculty members for tenure and promotion to Associate Professor and two for promotion to Professor. In addition, we conducted eight complete reviews and twelve interim reviews for contract renewal. This represented a smaller than usual number of reviews. I continue to be impressed with the thoroughness, fairness, and efficiency with which the Committee conducts them.

The faculty members tenured and promoted to Associate Professor were:

- Katya Gibel Azoulay, Anthropology
- Vicki Bentley-Condit, Anthropology

The faculty members promoted to Professor were:

- Mark Montgomery, Economics
- John Whittaker, Anthropology

### **New Faculty Appointments**

This year we conducted an unusually large number of searches. All resulted in appointments to the faculty. We successfully filled twelve tenure-track positions, in ten of these appointments securing our first-choice candidates.

Below is a list of faculty members who accepted tenure-track positions:

- Borovsky, Brian, Assistant Professor of Physics, 2001-; B.A. St. Olaf College; Ph.D. University of Minnesota-Minneapolis (1998)
- Ellison, David, Assistant Professor of Political Science, 2001-; B.A, M.A. University of Denver; Ph.D. University of California (2000)
- Feng, Jin, Assistant Professor of Chinese, 2001-; B.A. Fudan University (China); M.A. University of Illinois; Ph.D. University of Michigan (2000)
- Gum, Ben, Assistant Professor of Mathematics and Computer Science, 2001-; B.S./B.A. Washington College; Ph.D. Princeton University (2000)
- Kelting, M. Whitney , Assistant Professor of Religious Studies, 2001-; B.A. Colby College; M.A., Ph.D. University of Wisconsin-Madison (1996)
- Savarese, Ralph, Assistant Professor of English, 2001-; B.A. Wesleyan University; M.F.A., Ph.D. University of Florida (2000)
- Simpson, Erik, Assistant Professor of English, 2001-; B.A. University of Virginia; Ph.D. University of Pennsylvania (2001)
- Tapias, Maria, Instructor in Anthropology, 2001-; B.A. Sarah Lawrence College, M.A. (Ph.D. in progress), University of Illinois-Urbana-Champaign
- Torres, George, Assistant Professor of Music, 2001-; B.F.A. California Institute of the Arts; M.A., Ph.D. Cornell University (1998)
- Valentin, Carmen, Instructor in Spanish, 2001-; B.A., M.A. (Ph.D. in progress), University of Valladolid (Spain)

Also as the result of faculty searches, two faculty members previously holding temporary positions were moved into tenure-track appointments:

- Greene, Raquel, Assistant Professor of Russian, 2001- B.A. University of Virginia; M.A. University of Arizona; Ph.D. Ohio State University (1998)
- Roper, J. Montgomery, Assistant Professor of Anthropology, 2000-; B.A. Ithaca College; M.A., University of Kentucky; Ph.D. University of Pittsburgh (1999)

Two new faculty members were appointed into regular, continuing positions:

- Coyle, Christina, Public Service Librarian (with faculty rank of Assistant Professor), 2000-2001; A.B. Bard College; M.F.A., Brown University; M.L.S. Clarion University of Pennsylvania (1991)
- Graff, Rebecca, Reader Services Librarian (with faculty rank of Assistant Professor), 2001-; B.A. Earlham College; M.L.S. University of Michigan (1997)

Another faculty member who previously held a temporary position was appointed to a regular, continuing position as the result of a search:

- Benning, Heather, Assistant Professor of Physical Education, 2001-; B.A. Grinnell College; M.A. University of Iowa (1998)

We successfully conducted searches for one NSF-AIRE and two Mellon Postdoctoral Fellows:

- Hare, Janelle, NSF-AIRE Postdoctoral Fellow and Lecturer in Biology, 2001-; B.A., B.S., University of Iowa; Ph.D. State University of New York, Albany (1999) (2 Yr.)
- Hare, Timothy, Mellon Post-Doctoral Fellow and Lecturer in Anthropology; 2001-; B.A., M.A. University of Iowa; Ph.D. State University of New York, Albany (2001) (2 Yr.)
- McNeill, David, Mellon Post-Doctoral Fellow and Lecturer in Philosophy; 2001-; B.A., St. John's College (Annapolis); Ph.D. (in progress) University of Chicago (2 Yr.)

Additionally, the appointment of Heather Lobban-Viravong, Lecturer in English through the Consortium for a Stronger Minority Presence (CSMP) program, was extended through a second year.

Finally, we successfully filled 17 term positions. Below is a list of faculty members who accepted term positions:

- Berson, Jessica, Instructor in Theatre (Dance); 2001-; B.A. Haverford College; M.A., Ph.D. (in progress) University of Wisconsin-Madison (2 Yr.)
- Bishop, David, Assistant Professor of Mathematics and Computer Science; 2001-; B.S. Emporia State University; M.S. Kansas State University; Ph.D. LaSalle University (1997) (3 Yr.)
- Bunson, Paul, Assistant Professor of Physics; 2000-; B.S. University of Pennsylvania; M.S, Ph.D. University of Oregon (1998) (1 Yr. Extension of 2000-01 term contract)
- Coward, Russell, Assistant Professor of Education; 2001-; B.A. Trinity College; M.Ed., Ed.D, University of Rochester (NY) (1979) (1 Yr.)

- Hill, Chris, Assistant Professor of Mathematics and Computer Science, 2001-; B.S., M.S., Colorado State University; Ph.D., University of Illinois Urbana-Champaign (1998) (1 Yr.)
- Hilton, Charles, Assistant Professor of Anthropology; B.A. University of Oklahoma; M.S., Ph.D., University of New Mexico (1997) (2 Yr.)
- Maple, Maura, Instructor in Biology; B.A. Austin College; Ph.D. (in progress) University of Kentucky (1 Yr.)
- Mendez-Flanigan, Gisela, Lecturer in Music; B.A., M.M, University of Miami-Coral Gables; D.M.A. (in progress) (1 Yr.)
- Pacholec, Matthew, Assistant Professor of Philosophy; 2000-; B.A. Canisius College; M.A. Villanova University; Ph.D. DePaul University (2000) (1 Yr. Extension of 2000-01 term contract)
- Praitis, Vida, Assistant Professor of Biology; B.A. Swarthmore College; Ph.D. Massachusetts Institute of Technology (1995) (1 Yr.)
- Schulenberg, Melissa, Assistant Professor of Art; B.A. Bowdoin College; M.A. Purdue University; M.F.A. University of Colorado-Boulder (1999) (1 Yr.)
- Takahashi, Kenji, Assistant Professor of Japanese, 2001-; B.A. Aoyama Gakuin University (Japan); M.A., Ohio State University; Ph.D. University of Texas-Austin (2001) (1 Yr.)
- Trujillo, Hernando "Ernie", Assistant Professor of Chemistry, 2001-; B.A. Middlebury College; Ph.D. Dartmouth College (1992) (2 Yr.)
- Udis-Kessler, Amanda, Instructor in Sociology; 2001-; B.A. Oberlin College; M.A., Ph.D. (in progress) Boston College (1 Yr.)

We anticipate a smaller number of searches in 2001-02, including tenure-track or regular positions in the following departments: Biology, English, Library, and Music. The Executive Council also approved another round of searches in the diversity initiative, including searches in Human Geography, Political Science, and Sociology.

Since one of the most challenging issues for prospective new faculty members is the prospect of finding employment for their spouses and partners, we have looked for solutions to this recruitment problem. This summer the college signed a contract with the Dual Career Network at the University of Iowa for an experimental period of one year. The staff of the Dual Career Network assists individuals in job search strategies and functions as a placement office. They have been very successful at the University of Iowa, and have agreed to work with us on a fee-for-service basis. The low unemployment rate in Iowa reportedly makes the Dual Career Network an attractive recruiting site for employers.

### **Enhancing Faculty Diversity**

This year we put special and new efforts into increasing the diversity of the faculty. This effort includes focused attempts to recruit candidates of color for all open searches, the launching of special 'diversity initiative' searches, and making opportunistic appointments on recommendation of the Executive Council. Each of these strategies achieved modest success, which indicates the importance of using multiple strategies.

The 'diversity initiative,' in particular, deserves some explanation. In the fall, the Executive Council discussed a recommendation from a special ad hoc committee that we advertise a number of positions that would contribute to the curriculum in important ways, but that also would advance the goal of contributing to the diversity of the academic program. Such contributions might include the diverse experiences represented by a faculty member of color, curricular contributions that diversify the curriculum, or a contribution to pedagogical diversity. The Executive Council invited departments to submit proposals for additional positions that could potentially contribute in one or more of these ways. Council reviewed the proposals and approved nine searches with these goals. We advertised the positions and recruited candidates. When a department had a pool of candidates, it could then make a proposal to bring a candidate to campus under the diversity initiative. We brought candidates to campus in five departments, and made three offers of faculty positions. One such offer was accepted. We plan to conduct another set of diversity searches this coming year.

During 2000-01, one faculty member of color was appointed to a tenure-track position as a result of a regular departmental search, and two more faculty members joined us as the result of "opportunistic" tenure-track appointments. One of these previously held a term appointment to the faculty, and the other came to the department's attention in the course of another faculty search. The net result of our searches is that tenure-track or regular positions are now held by 18 faculty members of color (including two international faculty members), compared with 13 faculty members of color in 2000-01. While this progress is significant, it is not sufficient. I am committed to continued effort in this area.

For example, as an ongoing effort, Grinnell College coordinates the Consortium for a Strong Minority Presence, which now includes 23 national liberal arts colleges. This year we reoriented our advertising and substantially improved our World Wide Web presence. (See <<http://www.grinnell.edu/dean/CSMP/CSMPINDEX.html>>.) These efforts resulted in an increase in applications, from 71 last year to 177 this year. Nationally, 23 CSMP fellows were appointed this year by member colleges. The program also achieved national visibility in several publications, including the *Chronicle of Higher Education* and *Hispanic Outlook on Higher Education*. I thank Helen Scott and Jean Cousins for their effective work on this program.

### **Resignations, Senior Faculty Status, and Retirements.**

This year two faculty members in tenure-track appointments resigned. Wade Jacoby, Assistant Professor of Political Science, resigned to accept an appointment at Brigham Young University; Leah Rosenberg, Assistant Professor of English, resigned to accept a position at the University of Florida. The former was not unexpected, as Wade had been granted a year leave of absence to pursue the opportunity at BYU. In addition, Christina Coyle resigned her position in the Library (after only 9 months) for family reasons. This rate of resignations is substantially lower than in previous years.

Two faculty members moved to Senior Faculty Status at the end of the 2000-01 academic year. D.A. Smith, who joined the Department of History in 1970, projects a five year SFS term. Harold Kasimow, a member of the Department of Religious Studies since 1972, projects a seven year SFS term. Moving from Senior Faculty to Emeritus status is Waldo Walker, a member of the Department of Biology since 1952.

### **Named Professorships**

This report is an appropriate place to mention those faculty members recently honored with named professorships. In 1999-2000 those individuals included:

- Bruce A. Voyles, Department of Biology, Patricia Armstrong Johnson Professor of Biological Chemistry
- D.A. Smith, Department of History, L.F. Parker Professor in History
- Charles Duke, Department of Physics, S.S. Williston Professor in Physics
- D. Douglas Caulkins, Department of Anthropology, Earl D. Strong Professor in Social Studies

Additionally, in Fall 2000 the following were appointed:

- Elizabeth A. Dobbs, Department of English, Orville and Mary Patterson Rount Professor of Literature
- Janice Berkowitz Gross, Department of French, Seth Richards Professor in Modern Languages
- Henry M. Walker, Department of Mathematics and Computer Science, Samuel R. and Marie-Louise Rosenthal Professor of Natural Science and Mathematics

### **Faculty Grants and Awards**

Katya Gibel Azoulay, Assistant Professor of Anthropology and Africana Studies, has received a National Endowment for the Humanities Summer Research Stipend. She was appointed to the faculty in 1996. She will use the stipend to work on a forthcoming book exploring how Jews from Ethiopia have come to be represented, in a fairly short period of time after migrating to Israel, using racial categories of a kind similar to those found in the United States.

Luther Erickson, Professor of Chemistry, has received the Iowa Award of the American Chemical Society. He was appointed to the Grinnell College faculty in 1962.

Kathryn Jacobson, Assistant Professor of Biology, has been awarded a Career Enhancement Fellowship for Junior Faculty from Underrepresented Groups from the Woodrow Wilson National Fellowship Foundation. She was appointed to the faculty in 1997. The fellowship is designed to assist "talented junior faculty to pursue scholarly research and writing so that they will improve their chances of attaining tenure." She will study the effects of flooding on riparian fungal communities in the Rio Grande basin.

Jean Smiley Ketter, Associate Professor of Education, has received a Faculty Development and Enrichment grant from the Iowa College Foundation. She was appointed to the faculty in 1994. The grant is for her project "Developing a Multi-Media Casebook of Teaching." The casebook would consist of several web-based case studies of teaching in a variety of disciplines.

Mark B. Schneider, Associate Professor of Physics, has been awarded the Distinguished Iowa Science Teacher Award by the Iowa Academy of Science. He was first appointed to the Grinnell College faculty in 1987 and serves as director of the New Science Project. He received the award to acknowledge, honor, and promote his exceptional and innovative teaching at Grinnell College.

Alan D. Schrift has received a National Endowment for the Humanities Summer Research Stipend. He was first appointed to the faculty in 1987 and became Professor of Philosophy in 1998. The stipend will enable him to write an introductory essay for his anthology of twentieth-century French philosophy. This anthology has as its goal restoring the genealogy of the better known post-1960 trends in French philosophy, thus placing recent developments in their proper context in twentieth-century French intellectual history.

Kesho Scott, Associate Professor of American Studies and Sociology, has received a Fulbright Fellowship to teach and conduct research in Ethiopia.

## **II. New Developments in Academic Programs**

### **American Studies**

In the Spring of 2000, the tenured members of the American Studies Department made a proposal that the American Studies major be deleted, the department be abolished and an interdisciplinary Concentration in American Studies be created. In the Fall, 2000 semester, the department developed a more complete proposal for deleting the major and department. That proposal was thoroughly discussed by the Humanities and Social Studies Divisions; it received unanimous approval from both the Curriculum Committee and the faculty. We will continue to offer courses to allow all declared majors to finish their American Studies majors. In the early spring I appointed a committee to consider developing a proposal for a new interdisciplinary concentration. I expect a proposal to come from this committee by the beginning of Spring 2002.

### **End-of-Course Evaluations**

After three semesters of testing an experimental end-of-course evaluation system, the Executive Council carefully considered its value as one element in assessing faculty teaching. The Executive Council eventually made a proposal to the faculty as a whole, which discussed the proposal at length and ultimately approved using the experimental form in all courses and using summaries of the data as one element of faculty reviews. I

think that the whole process was very thoughtful and well carried out by our office of Institutional Research and faculty leaders. We incorporate many other elements in evaluating teaching of Grinnell faculty members, and I continue to be impressed with the thoroughness of such evaluations as well as with the high quality of teaching at the college.

### **Transfer Credit**

The Committee on Academic Standing considered the College's policies on the number of transfer credits and residency requirements for students. After reviewing policies of peer institutions, they proposed a set of limits for transfer credit. The faculty approved this recommendation.

### **First-Year Tutorial**

The faculty approved a new version of "Guidelines and Objectives for the First-Year Tutorial." The new guidelines (visible at <http://www.grinnell.edu/Dean/Tutorial/Planning/ObjectivesGuidelines.pdf>) add information literacy to the skills already emphasized in the tutorial, make the assignment of a research project and a formal oral presentation optional, and clarify alternative fulfillment of the tutorial requirement for students who earn a grade of D or F in the tutorial.

### **Mentored Advanced Project (MAP) Program**

As we gain experience with student-faculty research across all academic fields, we now have the opportunity to broaden our vision of this research into a comprehensive structure including:

- Mentored Advanced Projects <http://www.grinnell.edu/dean/MAP/>
- Mentored introductory research for students early in their college years
- Stipended research assistantships designed primarily to support faculty research projects and therefore not bearing academic credit

From conversations with faculty members across the college, the Associate Deans and I are convinced that a successful student-faculty research program should encompass multiple models, perhaps distributed among the three categories described above.

In 2000-01 (a period that includes summer 2000, fall 2000, and spring 2001), a total of 138 MAPs reached completion, compared with 120 last year. Fifty-eight members of the Grinnell College faculty (compared with 49 last year), representing 23 academic departments and concentrations (15 last year), directed one or more MAPs. All three divisions are well represented, with 27 of the faculty members directing MAPs in the science division (29 last year), 17 in social studies (11), and 14 in the humanities (9). This rise in faculty participation suggests the viability of MAP as an ongoing element of the curriculum.

As we try to project the possible scope of an ongoing MAP program, we may note that Dean's Office records show 117 of the 379 members of the Class of 2001 (30% of the graduating class) successfully completed a MAP at some point in the junior or senior year. This class year represents the first group of students who had the option of registering for a MAP during their fifth through eighth semesters. Eighteen members of the Class of '01 completed more than one Mentored Advanced Project—for example, both a MAP seminar and independent research in a different field.

Dissemination of MAP research continues to be wide-ranging and impressive. This year students had their capstone work accepted for presentation at four national professional meetings and at least four different regional meetings, in addition to many on-campus presentations. While it often takes considerable time for research to appear in print, peer-reviewed publications in mathematics, anthropology, and physics have already resulted from MAPs. In some cases, the final paper for the MAP becomes a writing sample that helps the student gain admission to graduate or professional programs. MAP work may even become a basis for graduate research.

As the program grows, it is appropriate for in-depth assessment to move forward. The Dean's Office plans to work with the Executive Council, the Curriculum Committee, and the Office of Institutional Research to bring assessment results to the faculty by the end of the 2001-2002 academic year. This assessment will include a study of the perceived academic value of the program as well as the projected resources that would be needed to make it a regular part of the curriculum.

### **Prairie Studies**

The Center for Prairie Studies (see <http://www.grinnell.edu/cps/>) completed its second full year of operation. It is staffed by Jon Andelson, Professor of Anthropology, Director, Lauren Van Wyk, Program Assistant, and Larissa Mottl, CERA Manager and Outreach Coordinator. The Center has coordinated a number of curricular and extra-curricular activities. This year it sponsored several speakers and performances and hosted a mini-symposium focused upon Walter Burley Griffin and Prairie-Style Architecture, held in conjunction with Grinnell College's acquisition of the B.J. Ricker House in Grinnell.

### **Courses Taught by Visiting Scholars**

The Grinnell College Program of Visiting Artists and Writers, made possible by a three-year grant from the Cowles Foundation, sponsored one filmmaker (Isaac Julien), two writers (James Galvin, James Alan McPherson), and five artists (Shew-Hua Lee, Xu Bing, John Andrews, Signe Stuart, Joseph Mora). Artists' fields included calligraphy, sculpture, encaustic, paper, and street-painting. Two of the artists participated in the "Places and Processes" lecture series co-sponsored by Faulconer Gallery, which included an additional five artists.

The new Center for International Studies sponsored three residencies. Sthaneshvar Timalsina team-taught two courses in Religious Studies entitled "Yoga Traditions" and

“Art, Architecture & Music in their South Asian Contexts.” Sthaneshvar is an Assistant Professor of South Asian Traditions at Mahendra Sanskrit University in Kathmandu, Nepal. Graham Pitts, an internationally recognized authority in community cultural development, visiting from Australia, offered a senior seminar entitled “Creating Community-Based Theatre.” Denise Brahimi, Professor of Comparative Literature at the Universite de Paris-VII, taught a short course in French entitled “Francophone Cinema by Women.”

The Grinnell College Minority Scholars in Residence (MSIR) Program, created in 1986, sponsored three short courses last year. Craig Howe, nationally recognized scholar in architecture and anthropology, offered “Tribal Landscapes and Identities” in the Anthropology Department; Jerry Ward, Professor of English at Tougaloo College, taught “Experiments in Reading: Ellison, Faulkner, Wrights, and Oral History” in the Department of English; and Carolivia Herron, author of *Nappy Hair*, offered “Star Trek and the Epic Other” in American Studies. (See <http://www.grinnell.edu/dean/MSIR/MSIR.html>.)

Supported by a grant from the Fund for Excellence, Victoria Rovine, Curator, Arts of Africa, Oceania, and the Americas at the University of Iowa Museum of Art, offered a course on African Art. The College is preparing for its first Distinguished Visiting Professor in the Humanities, Peter Dews, Professor of Philosophy at the University of Essex, UK, who will be in residence in the fall.

Willard Talbert, distinguished physicist who is Senior Consultant to the Canadian National Accelerator, was Noyce Visiting Professor in the fall; he taught “Technology and Social Policy” and “The Role of Technology in Nuclear Research.” John D. Roberts, distinguished chemist who is Professor Emeritus at the California Institute of Technology, was Noyce Visiting Professor in the spring; he offered a course on “NMR Spectroscopy: Fundamentals and Applications to Organic Structure Determination.”

### **International Studies**

The new Center for International Studies completed its first year under the leadership of Doug Caulkins, Professor of Anthropology and Earl D. Strong Professor of Social Studies, and the International Studies Advisory Committee. Todd Armstrong, Associate Professor of Russian, has been appointed as Director of the Center for the next three years. Major events this year included an October Interdisciplinary Symposium on the contribution of geography to International Studies, featuring speakers from the Geography Department at the University of Iowa. Consultants from that department also advised CIS on strategies for searching for two geographers, one in physical geography and one in human geography, under Grinnell's Diversity Initiative. Though it did not result in an appointment, the search turned up a number of good human geography candidates, and it will be renewed this coming year under the Diversity Initiative. During spring semester CIS brought three international scholars to campus who taught in Religious Studies, French, and Theatre.

The new Center sponsored a faculty development seminar in London over spring break. "London: Window onto the World" was attended by twenty Grinnell College faculty members with representation from Humanities, Social Studies, and Science Divisions. One of the goals of the seminar, to encourage science faculty to develop innovative courses in London, has borne immediate fruit. Paul Tjossem, associate professor of physics and a participant in the travel seminar, was selected to teach a course titled "Underground London" in Spring 2003. A second goal for the seminar was to provide an intense, stimulating set of interdisciplinary policy seminars on topics as timely as the European response to the outbreak of Mad Cow Disease and consumer revolt against genetically modified food. Grinnell-in-London faculty members, Donna Vinter, director of our London program, and Lisa Bowers Isaacson '80, led lecture/field trips that exemplified successful styles of teaching in London.

CIS also worked with the Nanjing Committee in planning for the the faculty development seminar in China for the summer of 2002. CIS has established a web database of faculty interests and experiences in international research and teaching that will help target future development efforts. In addition to our own seminars, three faculty members participated in faculty development seminars abroad sponsored by CIEE and Global Partners: Eliza Willis, Bob Grey, and Vicki Bentley-Condit.

Grinnell was invited along with fifty other institutions to join a collaborative designed to capitalize on successes in creating national momentum and visibility for international education. The collaborative will serve as a national forum for institutions to share their practices and experiences and to encourage similar efforts at other institutions. Todd Armstrong, Associate Professor of Russian and new CIS Director, and Jan Gross, Professor of French, attended the first annual meeting of this group.

In the past, much of the literature sent to prospective students did not emphasize the strength of international studies at Grinnell. CIS oversaw the revision of much of this literature, emphasizing the importance of study abroad, international students, global studies in the curriculum, and international scholars and artists at the college.

### **Off-Campus Study**

The Off-Campus Study Board has continued to make progress toward reducing the number of programs available to our students in the interests of monitoring more closely the quality of these programs and of tying off-campus study work more closely to the on-campus curriculum. Apart from reducing the total number of program options, the overall number of programs in which students actually participate has been reduced through a new advising strategy designed to cluster students in fewer programs. During the 2000-2001 academic year, a total of 52 programs out of 70 options were actually used. The objective in advising has been to favor programs in which individual faculty members have a demonstrated interest. The Off-Campus Study Board surveyed all departments and concentrations this past academic year to determine their curricular goals in approving off-campus study programs.

In the interest of monitoring off-campus study program quality and familiarizing faculty members with programs in their areas of academic interest, the Director of Off-Campus Study has worked closely with the Director of our new Center for International Studies to set priorities for on-site evaluations. This past academic year, eight faculty members visited fourteen sites. The Director of Off-Campus Study visited an additional five sites.

During the 2000-2001 academic year, 187 students studied abroad in 32 countries. Thirty-four of these students studied in our Grinnell-in-London Program during the fall semester. On a trial basis, we have expanded the Grinnell-in-London Program to the spring semester. The fall and spring programs differ substantially, with the emphasis in the fall on utilizing London and Great Britain as a classroom, while the emphasis in the spring is on experiential learning through intense internship experiences. We have also begun an experimental fall internship program in Washington, D.C. with a focus on policy studies. In Fall 2001, Chris Hunter, Professor of Sociology, will accompany a small group of students to Washington. Another group of students will go to London with Kent McClelland in Spring 2002 to carry out internships tailored to their interests and take courses relating to the London site in humanities and social studies.

Close to 60% of our students spend a semester off campus during their time enrolled at Grinnell College. Previously we considered students in approved off campus programs to be "on leave" from Grinnell, and we charged them fees and calculated their financial aid packages in a complicated way. We have now changed to report students enrolled in approved off campus study programs as enrolled in Grinnell College courses and, beginning with students matriculated in August 2000, students will pay Grinnell tuition, receive standard financial aid packages, and Grinnell College will pay the program costs for these programs. This action should make it far easier for students to calculate the actual net and gross costs of their off campus experiences.

### **Internships and Independent Studies**

The Curriculum Committee expressed concern about allocation of faculty time to supervising summer student internships, the number of which has grown substantially in recent years. Students on the committee expressed the view that for students, the internship experience is often more important than earning academic credit. Previously summer internships were generally required to be credit-bearing. The Curriculum Committee has decided that summer internships will not automatically carry academic credit; a faculty sponsor and student will need to make an affirmative case for credit. The result is that while in the summer of 2000 we had 63 summer internships, 60 of which were for credit, in the summer of 2001 we offered 67 internships, only 12 of which were for credit. This change should result in a substantial saving of faculty time.

Likewise, the Curriculum Committee has been concerned about the allocation of faculty time to supervising a large number of Independent Study projects, particularly those that do not appear to be very well planned. To encourage our students to plan their academic programs more thoughtfully, we have moved the Independent Study deadline from the end of the second week of the semester to the end of the previous semester. The Fall of

2001 is the first semester that this policy has been in effect, but already we have seen results, in that there is more time to review the applications and work out difficulties, and the number of Independent Study proposals has been reduced substantially.

**Departmental Reviews**

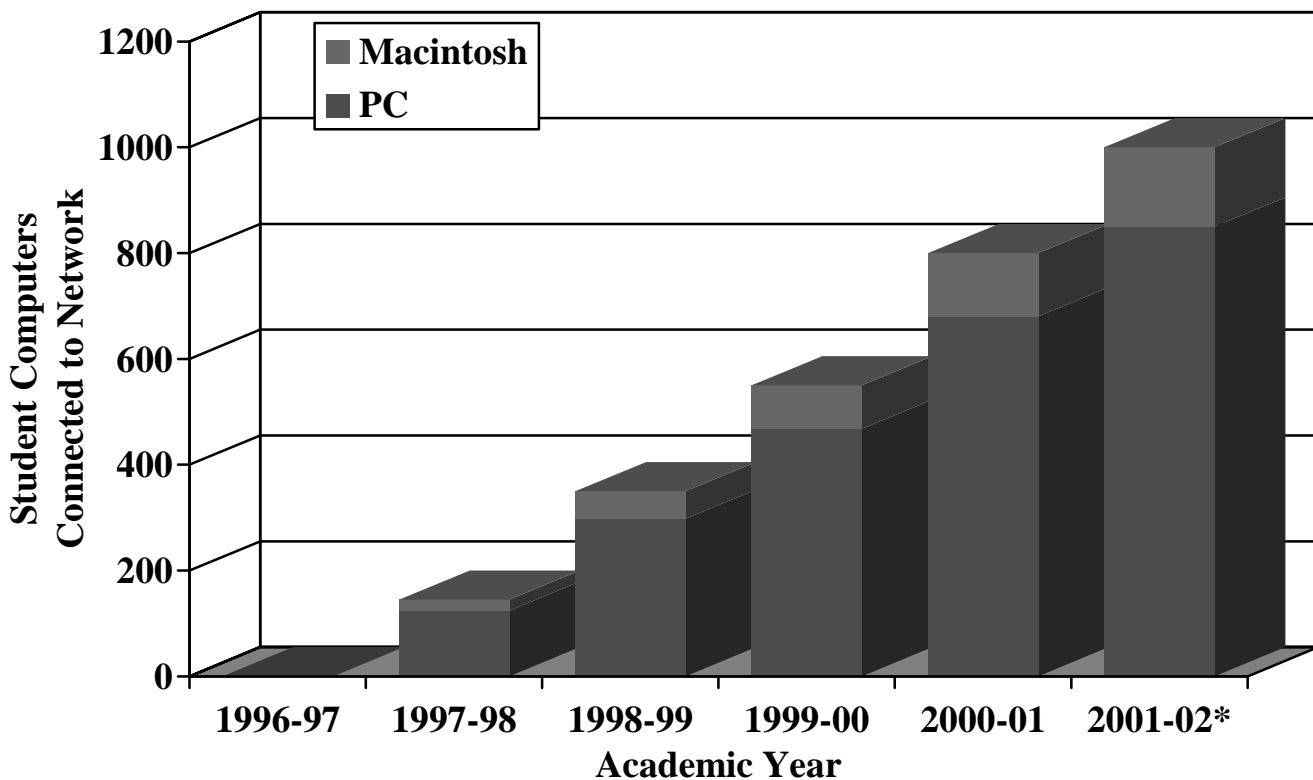
Each year we conduct a review of several departments as a part of an ongoing assessment process. Our goal is to have such a review of each department once in each ten year period. The department completes a self-study, gathering information and discussing issues facing the department, strengths and weaknesses. We conduct surveys and/or interviews of alumni, current students, and others related to the departmental mission. We then invite external reviewers to read the materials and to visit campus and to prepare a written report. This year we conducted reviews of the Music and Physics Departments. Both reviews indicated that we had strong programs and suggested that we consider a number of things as we work on improvement. The departments are currently engaged in such discussions and will prepare a response to the reviewers' reports. The reports and responses will be reviewed by the Executive Council.

**IV. Academic Program Support**

**Academic Computing**

Our infrastructure improvements of the past two years have served us very well. Our network has proved to be far more reliable and robust. Last summer we increased the

**Number of Residential Networked Computers**



connections of the campus to the outside world from one to three T1 lines, with redundant pathways, so that it is seldom that a line cut can disconnect us. We have moved to replace desktop computers on a three year cycle, which appears to be adequate. A quite substantial recent change has been the number of students who bring their own computers to the campus and attach them to our network. The graph below shows this change. We estimate that in 2001-02 85-90% of our students living on campus will have their own computer connected to the campus network.

We have moved to dramatically improve the technology infrastructure in our classrooms. We now have 19 out of 52 classroom equipped with computers and computer projectors. In addition we have several roving laptop computers and projectors so that a faculty member can take them to a classroom not equipped with fixed equipment. This year we have purchased two sets of laptop computers and carts equipped with a wireless networks so that faculty can take the cart into a classroom and allow students in the classroom to each do computing during the class time. This summer we are equipping several areas of the campus (including the library, Forum, and several academic buildings) with wireless networks to see if students will make effective use of that technology. These experiments will help to inform us of what types of technology best support student learning at Grinnell College and help us to make important strategic decisions about instructional technology for the future.

We have made very good progress in implementing the Microsoft Office Suite as the campus standard for productivity software. This year we implemented a server based screening for viruses (rather than leaving end users completely responsible). Since implementing this system, we have captured over 600 viruses per month at the server level. We also have installed Blackboard, a package to allow faculty to use the Internet effectively and easily in courses. We are gratified with two things, first the widespread and rapid adoption of parts of Blackboard by a broad range of faculty members, and second, the upgrade options that Blackboard appears to offer us for more widespread and effective use of technology on campus. More discussion of the use of Blackboard by faculty members is in the next section.

This year we engaged in some good discussions related to planning our technology infrastructure. Bill Francis and his staff put forth a number of planning and discussion documents. The most controversial element was a proposed laptop requirement for each student. The proposal elicited some intense discussions about our educational goals for using technology, and I hope that we can continue and focus those discussions next year.

### **Teaching with Technology**

We are coming to the end of three major grants from the Mellon and Culpepper Foundations to support the uses of technology to enhance student learning. I believe that those grants and the work of our faculty and staff have brought about major changes in

the way we teach and our students learn. I think that it is worthwhile to spend some space in this report illuminating those effects.

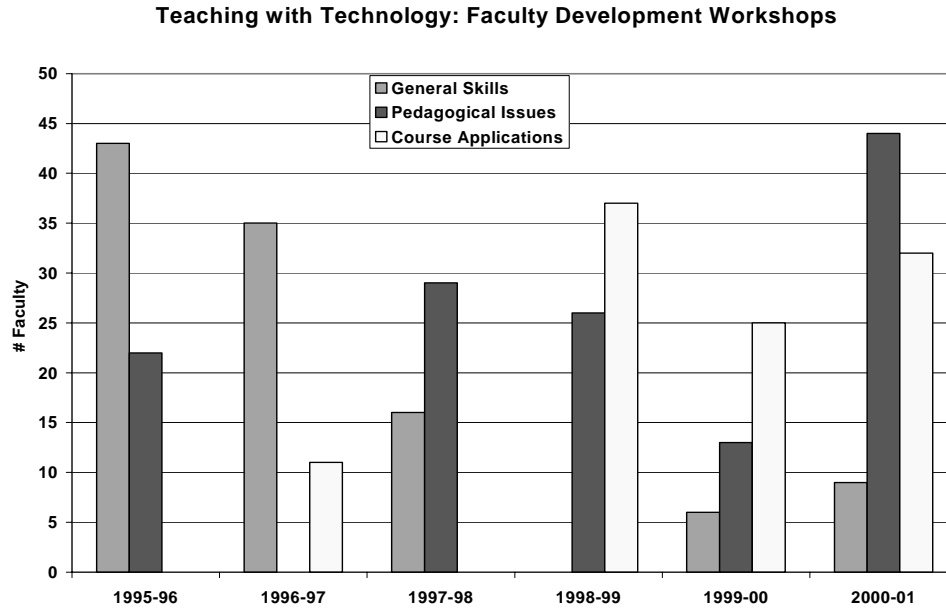
Over the course of our three grants, we have engaged most of our faculty in rich pedagogical discussions and course development using a variety of new technologies. The primary key to our success in engaging faculty has been the support provided by our four Instructional Multimedia Technology Specialists in science, social studies, humanities, and fine arts.

A recent example of changing culture in the use of technological tools to enhance teaching and learning is the rapid and widespread use of threaded discussion forums to improve classroom discussion both in and out of class. Before we adopted Blackboard in August, 2000, the use of this technique was limited to less than a handful of faculty members. The ease of use and transparency of use made possible by Blackboard along with the forums set up by our IMTS to help faculty define pedagogical goals and design appropriate assignments has led to widespread use of this technique. Faculty members across the divisions have used the discussion forum in a variety of ways depending upon their teaching style and the learning styles of their students. In addition to enhancing discussion, the Blackboard forums have been used by students for peer editing and for working electronically on group projects.

The following charts provide a picture of the evolution and growth of faculty involvement in our Mellon/Culpeper initiatives.

#### “Teaching With Technology”: Faculty Development Workshops

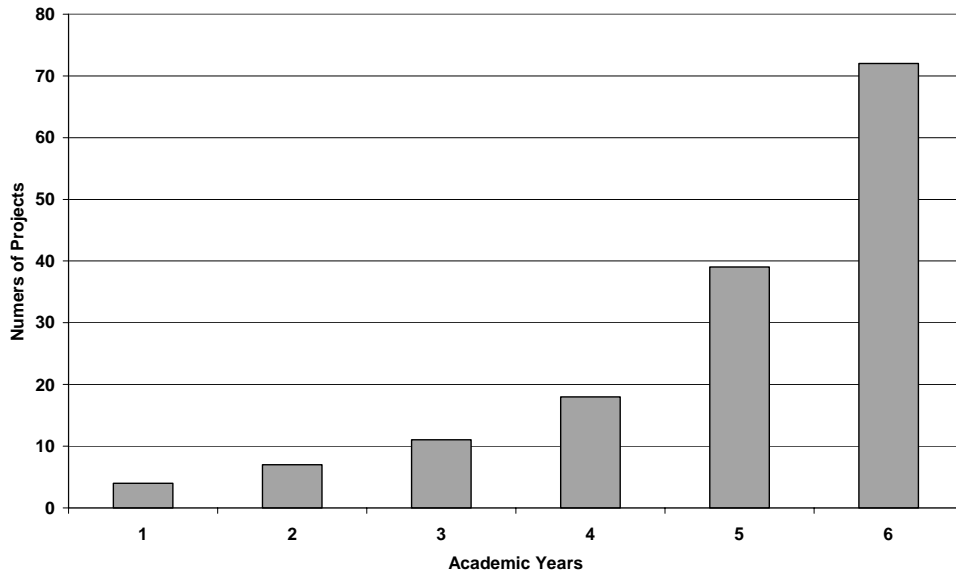
Almost all of our faculty members have participated in at least one workshop on technology. As the next chart illustrates, the focus of the workshops has shifted from predominantly skill based (1995/96) to workshops focused predominantly on the implementation of technology in specific courses (1998/99 and 1999/00).



### Faculty "Teaching with Technology" Curricular Projects

While the number of workshops has decreased (previous chart), this chart shows that the number of curricular development projects continues to dramatically increase indicating less need for workshops than at the beginning of our Mellon grant. This chart shows a total of 72 curricular development projects indicating 10% of our courses. Over one-half of our faculty members have worked on some aspect of at least one course funded by Mellon or Culpeper stipends. The number of projects reported here understates the actual projects as a substantial number of projects have been completed, but did not require funding from the grants.

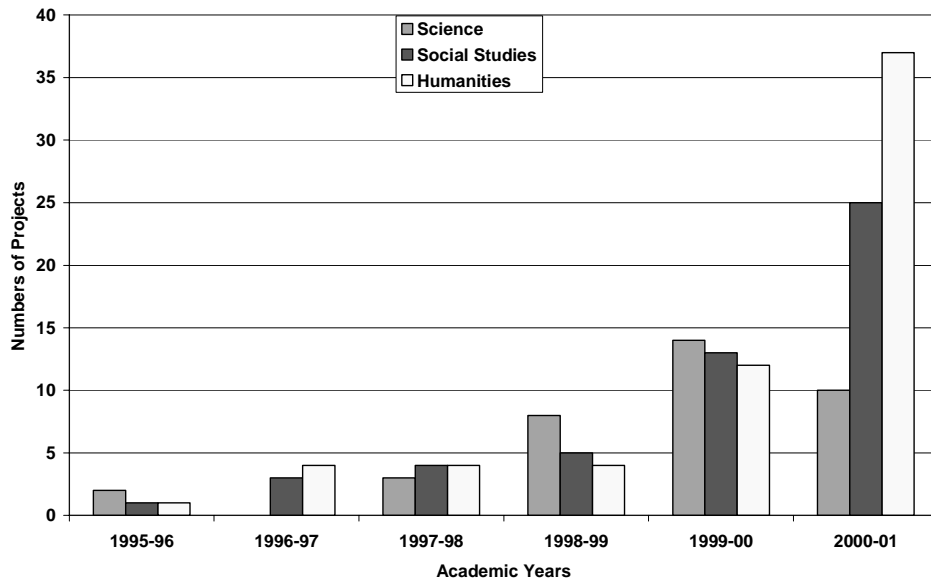
**Faculty Teaching with Technology Curricular Projects**



Faculty “Teaching with Technology” Curricular Projects by Division

This chart shows the funded curricular development projects by division, indicating that the growth has occurred across divisions in a fairly balanced way.

**Faculty Teaching with Technology Curricular Projects by Division**



A website of Mellon projects is located at <http://www.grinnell.edu/imts/mellon.html>.

The Mellon/Culpeper initiative has helped us change the culture surrounding teaching and curricular development to include the use of technologies. The success of our grant support activities has depended upon an active partnership amongst a large group of creative and energetic faculty members, our IMTS staff, our librarians, ITS teams, and our Academic Support Staff who are now doing things way beyond what traditional faculty secretaries used to do. It is clear that infrastructure support and the development part of integrating technology into teaching are very expensive in terms of time, and thought, and budget. We are looking for ways to collaborate with other liberal arts colleges in thinking about how we can share what we are in the process of developing.

Our IMTS staff have taken a leadership role in developing an excellent model for collaboration. This summer we offered a second rendition of a summer conference/workshop for faculty from colleges in the Associated Colleges of the Midwest (ACM). TTALA (Teaching with Technology Across the Liberal Arts) Conference support by Mellon Foundation funds brought faculty and instructional technology staff from ACM colleges together 1) to share some of what Grinnell College and in particular the IMTS staff have learned about integrating technology across the liberal arts curriculum, 2) to reinvigorate our thinking with challenging ideas from other liberal arts institutions, 3) to foster sharing of instructional uses of information technology among faculty at ACM colleges.

### **Academic Grants**

This year with the aid of the Office of Corporate, Foundation, and Government Relations individual faculty members and faculty groups developed proposals to procure academic equipment/materials to further their classroom teaching (1), and advance their scholarship (19). Eleven proposals were to develop new opportunities for faculty-student research and to establish important new funds for student scholarships. There were also six proposals which benefit the larger college community by raising important work being done by faculty members and the strength of our academic programs to national visibility. Of the proposals submitted this year, eleven grants have been received and seven are pending.

This year, proposals were submitted to four national government agencies, four state government institutions, two university-based research centers, ten private foundations, and two professional societies. These institutions include many of major national and international stature, including the National Science Foundation, the National Endowment for the Humanities, the William Randolph Hearst Foundation, the William Keck Foundations, the Henry Luce Foundation, the Andrew W. Mellon Foundation, the Woodrow Wilson Center, the Japan Foundation, the Freeman Foundation, the Christian A. Johnson Endeavor Foundation and the Lilly Endowment.

For example, David Lopatto, Professor of Psychology, in collaboration with Professor Elaine Seymour of the University of Colorado at Boulder, submitted a proposal to the National Science Foundation under a newly designed program entitled "Research on Learning and Education." This was the first year for national competition under this

program. On the strength of the research design, which is intended to clarify the nature and impact of effective undergraduate research experiences on learning, attitude, and career choice, the College was granted \$651,885. In addition to the research at Grinnell, similar work is being carried out at Wellesley, Hope, and Harvey Mudd Colleges. One goal of the project is to develop an instrument that can be adopted by colleges and universities across the country to examine the effectiveness of their undergraduate research programs.

The College received a planning grant from the Lilly Endowment to develop a large (up to \$2 million), multi-year proposal in the area of theological exploration of vocation. Planning for this proposal involves a committee with faculty, administrative, and student representation, chaired by George Drake Professor of History. The committee has already engaged groups of students, faculty, alumni, and staff in intense discussions. The finished proposal is likely to be rooted in the Social Gospel traditions of the college, with recognition of our current socio-cultural pluralism.

The College (in collaboration with Oberlin College) also received a planning grant from the Mellon Foundation in the Faculty Career Enhancement program. This grant allows planning for a more substantial proposal to be submitted in the fall of 2001. These efforts are described in more detail in a later section of this report.

### **Library**

The college retained the architectural firm of Shepley Bulfinch Richardson and Abbott and appointed an all-campus ad hoc committee to work with SBRA to begin planning a new library building for Grinnell. The library planning committee specified four objectives to be addressed by the SBRA team during the 2000-01 year: (1) identify the functions to be included in a new library building; (2) determine the number of square feet necessary to house those functions; (3) estimate the cost of building such a structure; and (4) choose a potential site for a new library building. Throughout this planning it was a fundamental assumption that Information Technology Services would be integrated in a new library building. In the course of the year it became clear that the completion of tasks (1) and (2) would be facilitated by a detailed program statement outlining the requirements to be met in a new library building. Accordingly, an ad hoc group from the staff of the libraries set to work and drafted such a statement. The results of the year's work are embodied in two documents: "Library/ITS Outline Program," created by Shepley Bulfinch, which identifies square-footage requirements for a new library building and "A New Library for Grinnell College: The Program Statement," which presents the work of the ad hoc staff committee.

Until there is a new library building, the present structure must continue to adapt to meet changing needs. This summer a significant renovation of the Listening Room is under way to provide better facilities for the use of the libraries' burgeoning collection of videos which support the academic program. This renovation serves as an experiment to help us design audiovisual facilities for a new library.

Over the past several years the libraries have pursued the acquisition of the Fleming Fraker collection of books related to the history of Iowa, a major addition to the libraries' special collections. During the present year work has commenced on physically adding the Fraker collection to the libraries' shelves. Some 380 volumes (approximately one-third of the collection) have now been fully cataloged. During 2000-01 the libraries also received the balance of the personal library of Professor Yu-shih Chen of the University of Minnesota. Professor Chen's collection focuses on Chinese literature in the vernacular and in English translation and nearly doubles the libraries' holdings of Chinese-language materials in the East Asian Library. Cataloging of the Chen collection for the libraries' shelves is under way; over 1300 volumes have been fully processed.

Upgrade of the libraries' automated system to Innovative Interfaces' new Millennium system proceeded at a slower pace in 2000-01 because so much staff time was redirected toward planning a new library building. Millennium Circulation was brought up successfully; the transition was sufficiently seamless that few library users were aware that checkout and reserve procedures were being handled by new software. Toward the end of the academic year a new CPU to support Millennium was installed. This upgrade enables the libraries to regain momentum on the installation of additional Millennium modules in 2001-02. Among the modules due to come up soon are Millennium Acquisitions and Advanced Keyword Searching, the latter offering a more sophisticated ability to conduct subject searches of the libraries' collections.

As the academic year came to an end, the Grinnell College Libraries accessed their first major collection of e-books. These are some 4,600 titles from the e-book aggregator NetLibrary, which are made accessible to all Iowa private college libraries as part of a project jointly sponsored by the Iowa College Foundation and the Iowa Private Academic Libraries (IPAL). A catalog record for each such e-book is included in Innopac, the Grinnell College Libraries online catalog, and a hot link takes the potential reader directly to the book's e-text.

### **Facilities**

The Bucksbaum Center for the Arts and Noyce Science Center continue to be exemplary academic facilities, not only serving our academic program in splendid style, but also serving as exemplars to other institutions who regularly visit Grinnell to tour them and hear about the planning processes.

In the past year we undertook several substantial facilities planning projects, in addition to the library planning discussed above. The faculty committee, Holabird and Root, and Research Facilities Design have essentially finished a conceptual planning process for Stage II of our science facilities upgrade. That project will involve all five science departments as well as a substantial science library. Once fund raising and other funding issues are resolved, we will be ready to move ahead with schematic design.

This year the Academic Support Committee and others have looked at issues of classroom utilization and quality. A special committee chaired by Marci Sortor,

Associate Professor of History, has worked to develop some short-term improvements in classroom and office space as well as some long-range vision for spaces that support our social studies and humanities programs. This work has been very helpful in our planning efforts. We have a long way to go to develop the academic planning far enough that we can start more specific planning for improved academic facilities here, but we have made an excellent start.

For the first time we have a complete inventory of classrooms and facilities which is publicly available. It is located at: <http://www.avct.grinnell.edu/av/classr.html>.

With respect to short-term issues, we have made the following improvements for the 2001-02 academic year:

- Converted Steiner 107 from a tiered, fixed seating classroom (seldom used) to a seminar type room with movable tables and chairs and equipped with computer projection equipment.
- Renovated Carnegie 313 and 314 (neither used much) to improve ventilation noise, improve visual display boards, install more flexible furnishings, and computer projection equipment.
- We have remodeled the Carnegie academic support office and combined that office with the one previously located on the first floor of ARH. The former ARH office has been converted to two faculty offices.
- We have combined the two academic support offices in the Noyce Science Center and converted the former Math/CS/Psychology office to two faculty offices.

We have made some substantial progress in athletic facilities. As I write this, we are constructing new athletic fields on the NE corner of the campus. Those fields will replace those that will become the site of the new dormitories as well as providing some additional field space. Various individuals and groups have been meeting with consultants to develop a program and conceptual design for a field house and wellness facilities.

### **Athletics**

This year our 20 varsity teams collectively enjoyed one of the best, if not the best, campaigns in college history. Two men's programs, the cross country and basketball squads, won Midwest Conference titles, while the women's swimming and diving team also claimed a league crown. The cross countrymen won their 14th title in the last 15 years, and en route to the title the basketball team led the nation in scoring and three-point shooting for the 8th consecutive season. With their third-straight title, the women's swimmers may be creating a dynasty.

The women's soccer, men's swim, and men's tennis teams team finished runner-up in the Midwest Conference. In all, 17 of the 20 athletic teams finished in the top half of the conference. Both cross country and swim units earned team Academic All-America honors and a host of individuals earned academic All-Region or All-America honors in their sports. Five individual Pioneer athletes competed in competition at the NCAA Division III national meets. One of them won her first National Title in the women's 1500m at this years NCAA Div. III outdoor track championships.

Perhaps the greatest test of balance is seen in the Midwest Conference all-sports race. Points are awarded in every sport based on the order of finish, and at the end of the year the champion is determined based on the highest score. With a 10 point (79.5-69.5) advantage over Ripon, our men's programs won their third all-sports trophy in the last four years. By scoring 62 points our women's programs finished second, which represents the best finish in school history.

As a final note, physical education classes had record levels of participation, with over 900 enrollments for physical education credits this year.

## **IV. Support for Faculty Professional Goals**

### **Support for Faculty Scholarship**

The Committee on Support of Faculty Scholarship awarded 47 grants to 45 faculty members during the academic year and 73 grants to 69 faculty members for summer projects. Funding for these grants totaled \$141,528.65 from the base budget plus \$10,835.00 from the Shepard foreign travel fund and \$40,250.00 from a Howard Hughes Medical Institute grant. The Committee also awarded Fund for Excellence support for summer Mentored Advanced Projects carried out by students and faculty.

Year-long Harris Fellowships for the 2001-02 academic year were awarded to Marc Chamberland: "Jacobian Conjectures: Global Invertibility and Global Asymptotic Stability", and Kathy Jacobson: "Structuring of Macro-fungal Communities by Hydrologic Regimes in Endangered Dryland Riparian Ecosystems." In addition, nine faculty members received approval to take year-long sabbatical leaves and 12 to take semester long leaves in 2001-02.

In 2000-01, the first four faculty members took our newly inaugurated Study Leaves for Associate Professors and Professors. Research Leaves for the 2001-02 academic year were awarded to:

- Bob Cadmus (Physics): Study of the behavior of semi regular variable stars.
- Tony Crowley (Art): A folio of imagery emphasizing dynamic contrast and visual imaging of literary works in the syncretistic tradition.
- Jan Gross (French): A book-length project examining the works of Algerian playwright Farina Galliard.

- Andrew Hsieh (History): A book-length project examining the effects of political upheaval upon a leading Chinese entrepreneurial family, the Luis of Shanghai.
- Chuck Sullivan (Biology): Study of the mechanisms of regulation and expression of genes and the effects of tissue interactions in cellular specialization.
- Henry Walker (Mathematics/Computer Science): Revision of a book originally written in 1994, "The Limits of Computing". Professor Walker has opted to delay until the 2002-03 academic year taking this leave due to departmental needs).

I believe that this new competitive leave program provides substantial assistance in supporting the scholarly work of faculty members.

In addition, five assistant professors will take our recently instituted Research Leave for assistant professors, a one-semester leave to be taken in the fourth or fifth year. This new program has been very attractive to candidates, and I think it has been a factor in the success of our recent faculty searches.

The Committee on Support of Faculty Scholarship also allocated \$150,000 to faculty members to support travel to professional meetings.

### **Support for Teaching and Curricular Development**

The Instructional Support Committee (ISC), charged with encouraging teaching initiatives and ensuring the auxiliary support necessary for the successful completion of pedagogical objectives, discussed and made recommendations concerning the use of classroom space, plans for the new library building, and technology proposals from ITS.

ISC provided oversight for the allocation of funds granted to faculty for curricular development. The Committee endorsed continuing funding for individual or collaborative curricular development projects that add diversity to the curriculum, promote interdisciplinary connections, or use new pedagogy to enhance student learning. Curricular development stipends were granted for 28 curricular development projects, allocating a total of \$25,964 from the base budget. Additional stipends were awarded to 14 faculty for the integration of technology into teaching from the Mellon and Culpeper grants. One of the challenges ISC will face in the coming academic year will be how to reallocate available funds to include technology projects, since both of these external grants are coming to a close.

In addition to working on individual or collaborative curricular development projects, faculty engaged in a number of other faculty development activities:

- Five Teaching Colloquia on the following topics: The Writing Lab Reveals its Secrets; Using Web-Based Forums to Encourage and Guide Discussion; The Art of Lecturing; Using the WWW in Assignments and Research; Preparing for Class: How Much is Enough?

- Three Teaching and Learning Discussion groups involving science, social studies and humanities faculty members
- Eight faculty members participated in Faculty to Faculty Tutorials
- Three faculty reading groups: Political Economy, Race and Ethnicity, and Post-Structuralist Reading Groups
- Two Faculty Weekend Seminars, one each semester: the fall semester group discussed Jorge Luis Borges's *Collected Fictions*; the spring semester group discussed Stephen Ambrose's *Nothing like it in the world: The men who built the transcontinental railroad 1863-1869*.
- Nine Mellon/Culpeper funded Academic Year workshops: Course Web Site in Three Days (2); Technology for Tutorials; Structuring Classroom Presentations Using Powerpoint (2); Discussion Forum Workshop (2); Blackboard Workshop; Art Department Workshop; Spanish Department Workshop
- Five Summer Workshops: Teaching with Technology Across the Liberal Arts (TTALA); Case Studies/Course Innovation Writing Workshop; Portfolio Workshop; Africana Studies Jazz Seminar; Dr. Syntax Faculty Writing Workshop
- Faculty Development seminars abroad: London, CIEE, Global Partners

### **Programs for New Faculty**

For a second year, the Office of the Associate Deans organized a welcoming program for new faculty shortly before the beginning of the semester. During a daylong orientation, new faculty members had the opportunity to discuss teaching and other faculty responsibilities with colleagues who already know the college and its students. The orientation was followed by a series of lunches organized throughout the year to provide information and discussion on topics of interest to new faculty. (See <http://www.grinnell.edu/dean/NewFac.html>.) New full-time faculty members also had the opportunity to consult informally with an assigned mentor outside their own departments, as part of a low-key mentoring program that the Dean's Office began three years ago.

The Dean's Office held a lunch meeting with the faculty mentors of all pre- and postdoctoral fellows early in the year, for discussion of how to provide effective mentoring. With support from the Mellon Foundation, some of Grinnell's postdoctoral Fellows and their mentors (not only those in the Mellon program, but also some in the NSF-AIRE and CSMP programs) traveled to Macalester College for a two-day meeting of several dozen Fellows and mentors from Carleton, Grinnell, Oberlin, and Macalester Colleges. Since each college appoints only a small number of Fellows, this gathering worked to counteract isolation and enabled a broader discussion of the postdoctoral experience at a national liberal arts college.

### **Oberlin-Grinnell Mellon Initiative on Enhancing Faculty Careers**

In April 2000, the Mellon Foundation invited Grinnell College and Oberlin College to work together on a planning grant that would focus on the enhancement of faculty careers. During this past year, the deans and ad-hoc faculty groups at both colleges have

held separate and joint meetings in an effort to develop a major grant proposal to the Mellon Foundation. This project has the goal of enhancing professional support to faculty members across the entire span of a career. On the Grinnell side, we are trying to use this funding prospect as an occasion to address the intense climate of faculty time shortage and over-commitment experienced by so many faculty members and identified in the 1998 NCA Report (in conjunction with the college's most recent renewal of accreditation) as a salient characteristic of Grinnell's environment. As the groups from Grinnell and Oberlin continue to work on this proposal, I hope that we can identify some ways to change our practices and provide better support to the faculty as they carry out responsibilities that are central to the life and health of the college.