

Report to the President on Academic Year 2001-2002

August 20, 2002

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Vice President for Academic Affairs and Dean of the College

A member of the Executive Council described a conversation this spring with a candidate for a faculty position:

Among the questions [the candidate] asked was one about how we perceived the relations between untenured faculty and their older colleagues. My own reply had two parts: on the one hand, as a student of demographic history, I thought that these transitions are inevitable, cyclical, and generally beneficial. In the context of a college administration that is itself somewhat aggressively courting "change," there has arisen recently perhaps more of a disjuncture than might otherwise have been the case, but that such transitions come and go with regularity. At the same time, I volunteered, trying to emphasize that this was my own, personal view, I found myself wondering whether in a distinctly post-modern age we might ever return to what our colleagues once described--perhaps "invented" or "imagined" is a more appropriate verb--as 'community.'

I requested permission to cite this brief account because I believe that it brings into sharp focus a nebula of questions, concerns, and hopes that hovered around both formal and informal faculty conversations this year. At Faculty House, in Council and committee, on the floor of the faculty, and in many other settings, we undoubtedly contend with 21st-century challenges to traditional models of community. Add the arrival of a new faculty generation that differs in many ways from its predecessors and fold in a long-held Grinnell custom (noted by external reviewers both institutional and departmental) of avoiding dissent in the interest of preserving civility. Such tensions might well buffet an institution, especially when the institution opens itself to change.

I will readily identify myself as one of those willing to court change, and not only because it is inevitable. I am continually seeking opportunities to strengthen our academic programs, support our faculty in better ways, streamline cumbersome procedures, and enhance outside perceptions of the College. I welcome the contributions of those who question, "push back," and warn of pitfalls, since these forms of resistance are crucial to achieving beneficial change. Exactly a year ago, I wrote that despite the "energy and promise" of our new academic centers, opportunities for study leaves, curricular experiments such as MAP and MIP, and our new programs in London and Washington, D.C.,

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. (Dean's Annual Report to the President, August 2001)

Without question, the campus saw heightened tensions surrounding governance and communication throughout this academic year. Though optimistic by nature, I acknowledge that at times I wondered whether an administrative position of "courting change" might exact an unacceptable toll on our academic community in the areas of collegiality and mutual respect. I was especially disturbed to hear intimations of the view that faculty members and administrators are adversaries rather than working together toward common goals. Perhaps it is not surprising that the Executive Council's attempt to draft a long-range academic plan for the College did not see fruition this year. As I stated in last year's report, it remains my priority to offer my support and guidance (as well as the administrative time and faculty experience of the Associate Deans) to the Executive Council in this important venture.

At year's end, however, reviewing all that *was* accomplished by our faculty—from a new institutional mission statement to a significant addition to the College curriculum—I am convinced that despite the anxieties attending debate and argument, we are moving in the right direction. By drawing on a shared commitment to excellence in liberal arts education, diversity of community, and social responsibility, Grinnell College can preserve (even in times of change) the spirit of a community.

Summary of Changes and Developments in 2001-02

I. FACULTY:

- Twelve contract renewals, five successful cases of promotion and tenure, one promotion without tenure, and one promotion to the rank of Professor;
- Four tenure-track appointments, one regular non-tenure-track appointment, one regular continuing appointment, twelve term appointments, one postdoctoral appointment, and one appointment of a Fellow through the Consortium for a Stronger Minority Presence (CSMP) program;
- Faculty diversity: In five searches for tenure track or regular positions, all appointments were women and three were persons of color. In the past five years the number of faculty of color has increased by over 50%;
- Four spouses or partners of Grinnell College faculty members have contacted the Dual Career Network at the University of Iowa, whose mission is to assist partners and spouses of new faculty members in finding opportunities for employment;
- Resignation of four tenure-track or regular faculty members, transition of one faculty member to Senior Faculty Status, and two faculty retirements;
- Individual grants or fellowships awarded at the state or national level to five members of the faculty.

II. NEW DEVELOPMENTS IN ACADEMIC PROGRAMS:

- Faculty approval of Mentored Advanced Projects as part of curriculum (4/29/02);
- Visiting artists, scholars, and writers enhance Grinnell's curriculum by teaching special topics not otherwise offered;
- Center for Prairie Studies completes third year of curricular contributions, co-curricular events, and a visible presence on campus;
- Center for the Humanities launches its first year by creating awareness (The topic, "Modernity and the Problem of Evil" was of particular relevance) of the humanities through various small- and large-scale activities;
- Significant accomplishments by the Center for International Studies in its second year, including planning a faculty seminar in China, establishing the International Visitors Program, and creating "Intersections," a new student mentoring program;
- The Rosenfield Program sponsors 16 summer internships in addition to a wide variety of public events.
- 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;
- Five departments review their programs in accordance with the NCA Assessment Plan; and
- Successful completion of new programs launched in the fall (Grinnell-in-Washington) and spring (Grinnell-in-London).

III. ACADEMIC PROGRAM SUPPORT:

- Three classrooms transformed into more effective teaching and learning spaces;
- Nine classrooms received upgraded projection or monitor systems. Twenty-nine classrooms now have computer projection systems available;
- Wireless Access Points (WAPs) in nine locations;
- Three carts with laptop computers available for classroom use;
- Pilot program of replacing faculty desktop computers with laptops;
- Geographical Information Systems (GIS) installed for use in Burling Library and Goodnow Hall;
- The John Chrystal Center, dedicated May 10, will house Admission, Financial Aid, and the Cashier's Office, making Mears Cottage available for faculty and program offices;
- Lilly Endowment, Inc. has given \$1,425,486 over a five-year period to support theological exploration of vocation;
- The Freeman Foundation awarded Grinnell College \$657,380 over a four-year period to strengthen Asian studies;

- The Mellon Foundation has awarded Grinnell College \$500,000 to support postdoctoral positions in the humanities; and
- Burling Library successfully incorporated Innovative Interfaces' Millennium System and acquired access to J-STOR, dramatically increasing access to electronic journals and the efficiency of electronic reserves.

IV. SUPPORT FOR FACULTY PROFESSIONAL GOALS:

- Committee on Support of Faculty Scholarship (CSFS) recommended faculty leaves to be taken in 2002-2003: two Harris Fellowships, three one-semester research leaves for assistant professors, 22 sabbatical leaves (six year-long sabbaticals and 16 sabbaticals of one semester), and five "study leaves" for associate professors (two of which were postponed from 2001-02);
- As well as issuing recommendations on classroom space, JSTOR, library and bookstore issues, and campus technology proposals, Instructional Support Committee (ISC) awarded stipends for 27 curricular development projects and five final Culpeper stipends for teaching with technology; and
- Grinnell has received two new grants from the Mellon Foundation for enhancing faculty careers; the first grant is shared with Oberlin (\$600,000 over five years) and the second is shared with seven other colleges (\$2.5 million).

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 Transitions

This past year, we made a smaller number of new faculty appointments and completed a fairly typical number of faculty reviews in comparison with recent years. The Personnel Committee conducted reviews of 27 faculty members. Departments carried out searches that resulted in 19 appointments to the faculty.

Tenure, Promotion, and Recontracting

The Faculty Personnel Committee considered five faculty members for tenure and promotion to Associate Professor and one for promotion to Professor. In addition, we conducted nine complete reviews, one of which resulted in promotion to Associate Professor without tenure, and 12 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. Our revised guidelines are working well. I know of no other institution that conducts so thorough an evaluation of teaching as does Grinnell College.

The faculty members tenured and promoted to Associate Professor were:

- Scott Cook, Chinese and Japanese
- Vincent Eckhart, Biology
- Samuel Rebelsky, Mathematics and Computer Science
- Tyler Roberts, Religious Studies
- Michael Rosenthal, Philosophy

Promoted to Associate Professor, without tenure:

- Tim Hollibaugh, Physical Education

Promoted to Professor:

- Chuck Sullivan, Biology

New Faculty Appointments

This year we conducted a smaller number of searches than last year. We successfully filled four tenure-track positions and one regular non-tenure-track position. As has been the situation in the past, nearly all of our appointments are our first choice candidates.

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

Miliann Kang, Assistant Professor of Sociology, 2002-. B.A., Harvard and Radcliffe Colleges; M.A., Ph.D. (2001) New York University.

Shuchi Kapila, Assistant Professor of English, 2002-. B.A., M.A., M.Phil. University of Delhi (India); Ph.D. (1996) Cornell University.
Heather Lobban-Viravong, Assistant Professor of English, 2002-. B.A., John Fisher College; M.A., Ph.D. (2001) SUNY Buffalo.
Vida Praitis, Assistant Professor of Biology, 2001-. B.A., Swarthmore College; Ph.D. (1995) Massachusetts Institute of Technology.

One tenure-track search, in Music, did not result in an appointment. An individual accepted orally, but several weeks later changed his mind and accepted another position.

One new faculty member was appointed into a regular, continuing position:
Jennifer Ann Green, Reference/Instruction Librarian (faculty rank of Assistant Professor), 2001-. B.A., Trinity University; M.L.S. (1995) The University of Texas-Austin.

We successfully conducted a search for one Mellon Postdoctoral Fellow:
Kas Saghafi, Mellon Post-Doctoral Fellow and Lecturer in Philosophy, 2002-. B.S. Duquesne University; M.A., Ph.D. (2001), DePaul University.

A second search for a Postdoctoral Fellow, in biology, did not result in an appointment. Additionally, we made an appointment of:

Ivette Vargas, Lecturer in Religious Studies, through the Consortium for a Stronger Minority Presence (CSMP) program.

Finally, we successfully filled 12 term positions. Below is a list of faculty members who accepted term positions:

- Claudia Aman, Instructor in Education, 2002-; B.S., Western Carolina University; M.A., Ph.D. (in progress), The Pennsylvania State University. Two-year term appointment.
- Mary A. Burke, Assistant Professor of Economics, 2002-; B.A., Brown University; M.A., Ph.D. (1998) The Johns Hopkins University. One-year term appointment.
- John D. Cotts, Assistant Professor of History, 2002-. B.A. Oberlin College; M.A., Ph.D., (2000) University of California-Berkeley. Two-year term appointment.
- John Fennell, Assistant Professor of Philosophy, 2002-. B.A., M.A., University of Melbourne (Australia); Ph.D. (2000) Northwestern University. One-year term appointment.
- Akiko Fillingier, Assistant Professor of Chemistry, 2002-. B.S., Portland State University; Ph.D. (2000) Colorado State University. One-year term appointment.
- James G. Lindberg, Visiting Professor of Chemistry, 2002-. B.A. Kalamazoo College; Ph.D. (1969) Baylor University. Two-year term appointment.
- Susan K. Mooney, Assistant Professor of Spanish, 2002-. B.A., Queen's University (Canada); M.A., McGill University; Ph.D. (2001) University of Toronto. One-year term appointment.
- Sujay Rao, Instructor in History, 2002-. B.A., Cornell University; M.A., Ph.D. (in progress), Harvard University. One-year term appointment.
- Gary Schmidt, Assistant Professor of German, 2002-. B.A., Knox College; M.S.Ed., Northern Illinois University; M.A., University of California-Santa Barbara; Ph.D.(2000), Washington University (St. Louis). One-year term appointment.
- Bonu Sengupta, Instructor in Economics, 2002-. B.A., St. Stephen's College (Delhi, India); Ph.D. (in progress) North Carolina State University. One-year term appointment.
- Richard Witmer, Assistant Professor of Political Science, 2002-. B.A., Dickinson College; M.A., Ph.D. (1999) University of Arizona. One-year term appointment.
- Seiko Yoshinaga, Assistant Professor of Chinese and Japanese, 2002-. B.A., M.A., Sophia University (Japan); M.A., M.Ed., Asahi Culture Center (Japan); Ph.D. (2001) University of Pennsylvania. Two-year term appointment.

We anticipate a similar number of searches in 2002-03, including tenure-track positions in the following departments: Mathematics/Computer Science, History, Psychology, and Music.

Since one of the most challenging issues for prospective new faculty members is the potential of finding employment for their spouses and partners, we have looked for solutions to this recruitment problem. Last summer the college signed a contract with the Dual Career Network at the University of Iowa for an experimental period. The staff of the Dual Career Network assists individuals in job search strategies and functions as a placement office. This year, four spouses or partners of Grinnell faculty members made

inquiries with the DCN office and two of these are currently making use of the services of the DCN.

Enhancing Faculty Diversity

The limited ethnic diversity of the Grinnell College faculty has been a concern for at least two decades. During that period of time we have made some progress, but progress has, until recently, been slow and frustrating.

Grinnell College was a founding member of the Consortium for a Stronger Minority Presence (CSMP). One program CSMP organized (now CSMP's only program) offers pre- and postdoctoral fellowships to Americans of color. During the past decade, one of our most successful recruiting strategies has been the conversion of CSMP fellowship holders to tenure-track positions at Grinnell college. Other attempts to add ethnic diversity to the Grinnell College faculty have generally made very slow progress. Early in her presidency, Pamela Ferguson and the Executive Council told the faculty that they would seriously consider proposals from academic departments to make faculty appointments without searches if departments could identify and bring forward strong candidates who could enhance the diversity of our faculty. Few such proposals (other than CSMP conversions) were brought forward.

In the summer of 2000, President Osgood, Jonathan Brand, Chair-Elect of the Faculty Bob Grey, and Katya Gibel Azoulay met to consider and propose new initiatives to achieve more diversity in the tenure-track faculty at Grinnell College. They submitted a report to the Executive Council, who then created their own report to the faculty. This report created two search strategies:

- To use new, aggressive methods to create more diverse pools in regular tenure-track searches.
- To conduct searches for selected faculty positions for which there is no pre-approved position, but where departments have a demonstrated curricular need and where a successful appointment would contribute to diversity in that the appointee would add diversity to the faculty, the appointee would contribute curricular diversity, and/or the appointee would contribute to diversity in a pedagogical way.

In 2001-02, using these strategies, we appointed three additional faculty of color. So, of 19 tenure-track faculty positions filled in the past two years, seven appointments, or 37%, have been faculty members of color. I believe that we have finally turned a corner and are making real progress. In 2002-03 we will have 20 persons of color on our faculty, an increase of over 50% in the past five years. Of course, our goal is to continue increasing the diversity of the faculty. It is important to recognize, though, that some of our recent progress derives from adding new faculty positions at a rate faster than we will be able to sustain in the near future. Therefore, our strategies must increasingly focus on attracting a more diverse applicant pool to regular searches.

Resignations, Senior Faculty Status, and Retirements

Three faculty members in tenure-track appointments submitted resignations that took effect at the end of academic year 2001-02. Mary Lynn Broe, Louise R. Noun Professor of Women's Studies and English since 1986 and Director of the Noun Program in Women's Studies, resigned to take a position at the Rochester Institute of Technology. Jeanne Janson, Instructor in Education since 1998, and Katherine Van Uum, Instructor in Philosophy since 2000, also resigned from the faculty. A fourth regular faculty member, Nobuko Amemiya, who held a part-time faculty position in the Department of Music, resigned to pursue a career as a piano performer.

One faculty member moved to Senior Faculty Status at the end of the 2001-02 academic year. George Drake, who joined the Department of History in 1979 and who served as President of the College from 1979 through 1991, projects a two-year SFS term. Moving from Senior Faculty to Emeritus status are Roberta Atwell, a member of the Department of Education since 1973 and Professor of Education since 1986; and Victor Verrette, a member of the Department of French since 1961 and Professor of French since 1972.

Faculty Grants and Awards

Brian Borovsky, Assistant Professor of Physics, received a grant in the amount of \$41,400 from the Research Corporation to support his research on the molecular origins of friction in the high-speed regime. The grant will support the purchase of a quartz crystal microbalance and sample chamber and research stipends for himself and two research students over each of two summers.

D. Douglas Caulkins, Professor of Anthropology, and Carol Trosset, Director of Institutional Research and cultural anthropologist, have been awarded a \$66,074 grant from the National Science Foundation to carry out a multinational field research project on cultural construction and retention in two separate diaspora populations. The research, to be carried out over the next two years, will extend previous research on the Welsh populations of Australia and Iowa by examining Welsh diaspora populations in Ohio and Patagonia, Argentina.

Rebecca Stuhr, Associate Professor and Collection Development and Preservation Librarian, received a grant from the Iowa Arts Council to support her scholarship in Baroque period instrument performance. The grant will assist in CD production and distribution of a recording of six sonatas for flute and continuo by Benedetto Marcello.

Assistant Professor of Physics Brian Borovsky and Associate Professor of Physics Charles Cunningham were both recommended by the National Science Foundation for Major Research Instrumentation awards. As always, because research is blended with teaching at Grinnell the instrumentation made possible by these awards will be used by professor and student in collaborative research.

Professor Borovsky's \$82,994 award will bring state-of-the-art nanoindentation instrumentation-a Hysitron TriboScope nanoindenter-to Grinnell and will allow him to conduct research on the fundamental mechanisms of friction at the molecular level. The self-assembled monolayer systems to be studied show promise as lubricants for a new generation of microdynamic devices. They are also well-controlled experimental and theoretical model systems for investigating the energy dissipation mechanisms underlying friction.

Professor Cunningham will receive \$135,885 for the acquisition of a powder x-ray diffractometer-the XRD-for use in his research on materials characterization. The XRD enables lattice plane distance measurements which makes possible the identification of unknown crystalline compounds. The XRD will enhance a vigorous research program in novel materials.

Dean's Office Staff

After four years of wonderful service Paula Smith has departed her position as Associate Dean to teach in the Fall 2002 Grinnell-in-London program and then take a year long-long sabbatical leave. Major projects that Paula has worked on include: the MAP program, Mellon postdoctoral and faculty career enhancement programs, Cowles visiting artists and Rosenbloom projects, the reaccreditation self study, re-writing the Faculty Handbook, supporting the process of faculty reviews, numerous writing projects. For many of us Paula has provided wonderful stimulating conversations and support for faculty and academic ideas that have led to improvements in our thinking and proposals. I am, and hope that all at the College are, grateful to her for her contributions. We wish her the best in London and look forward to welcoming her back to Grinnell in a year's time.

Marci Sortor, Associate Professor of History, has joined the Dean's Office as Associate Dean. Marci has served as the chair to the History Department and as an elected faculty representative to the Personnel Committee. Her responsibilities will be similar to Paula's. We are all looking forward to working with Marci.

II. New Developments in Academic Programs

Mentored Advanced Project (MAP) Program

<http://web.grinnell.edu/dean/MAP/>

One of this year's most significant developments at Grinnell College was the formal adoption of Mentored Advanced Projects as a part of our curriculum. This affirmative step by the faculty represents the most significant all-College curricular change since the establishment of the First-Year Tutorial in 1970.

At the request of the Executive Council, and with help from Director of Institutional Research Carol Trosset and Associate Dean Paula Smith, the Curriculum Committee

spent most of the academic year gathering data from students, faculty, and alumni regarding the academic value of MAPs. The committee heard from a broad group of current students and faculty, as well as 90 members of the Class of 2001. They also analyzed and discussed information on the 400 Mentored Advanced Projects that took place during the three-year curricular "trial period" between summer 1999 and fall 2001. At the end of this assessment process, the committee reached the conclusion that Mentored Advanced Projects should become a regular part of the Grinnell College curriculum.

The Executive Council reviewed the Curriculum Committee's report on MAP assessment and unanimously endorsed the recommendation. On April 29, the faculty approved the recommendation from the Curriculum Committee, endorsing both regularization of MAPs in the curriculum and a revised definition of the projects. On May 13, the faculty approved a further motion by the Chair of the Faculty to recommend that direction of MAPs should either count within the regular teaching load or (for non-continuing faculty members) be otherwise compensated, and requesting the Curriculum Committee to engage next year in a comprehensive review of all forms of Independent Study directed by Grinnell College faculty members.

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 photographer (Sandy Skoglund), one artist (Erik Levine), two writers (Samantha Chang, Mark Levine), two Russian theatre specialists (Veniamin Smekhov, Galina Aksenova), and three residencies in music (Fradreck and Samuel Mujuru; Baroque Orchestra; Paul Hillier's *Theatre of Voices*).

The Center for International Studies sponsored the following residencies through the Heath Program and the International Visitors Program (IVP): Tissa Jayatilaka, appointed in English, Religious Studies, and Political Science, taught a course entitled "Literature of Ethnic Conflict and Political Violence in South Asia." Professor Jayatilika is the Fulbright Officer, Public Intellectual, in Sri Lanka. Qian Chengdan, Visiting Heath Professor in History, offered two courses, "The Industrial Revolution in Europe" and "The French, Russian, and Chinese Revolutions: A Comparative Study." Professor Chengdan is Professor of History at Nanjing University. Haiping Liu, Visiting Heath Professor in Chinese and Theatre, taught two courses entitled "Modern China in Chinese and American Perspectives" and "Contemporary China Through Drama and Film." Professor Liu teaches in the Department of Theatre at Nanjing University. Joachim Walther, German Writer-in-Residence, taught a course entitled "Recent Trends in German Literature."

Several other programs sponsored visiting faculty members this year. The Grinnell College Minority Scholars in Residence (MSIR) Program, created in 1986, sponsored one short course: Diane White, composer, vocalist, pianist, conductor, and recording artist offered "Contemporary Trends in Gospel Music" in the Music Department. (See <http://www.grinnell.edu/offices/dean/msir/>) Rachele S. Heller, Professor in the

Computer Science Department at George Washington University and Interim Associate Dean for Academic Affairs, was the Noyce Visiting Professor for 2001-02; she taught a course entitled "Team Approach to E-Commerce." And Peter Dews, Professor of Philosophy at the University of Essex, served as the College's first Distinguished Visiting Professor in the Humanities, offering a seminar on "Modernity and the Problem of Evil."

Center for the Humanities

<http://www.grinnell.edu/academic/CentHumanities/>

The Grinnell College Center for the Humanities launched its inaugural year with Alan Schrift, Professor of Philosophy, as its director. The objectives of the Center are to draw attention to ongoing work in the humanities at Grinnell; to provide a site for coordinating and encouraging new work among humanities faculty and students on campus; to encourage collaborative work and the exchange of ideas across disciplinary and divisional boundaries; to provide a venue in which Grinnell faculty and students could engage in sustained dialogue with developments in the humanities nationally and internationally.

In its first year, the Center made progress toward these objectives by organizing activities that have begun and will continue to encourage, support, and draw attention to work in the humanities at Grinnell. These activities include the Distinguished Visiting Professorship, Mellon Postdoctoral Fellowship, Post-Baccalaureate Fellowship, faculty and student seminars, lunch-time seminars and research presentations, several public lectures, and a major symposium in April on the Center's first annual theme of "Modernity and the Problem of Evil."

Center for Prairie Studies

<http://www.grinnell.edu/academic/cps/>

Director Jon Andelson, Professor of Anthropology, reports that in its third year of operation the Grinnell College Center for Prairie Studies stimulated curricular development and sponsored a number of programs and publications. Faculty members in eight departments taught Prairie Studies courses, and four First-Year Tutorials taught in fall 2001 had a Prairie Studies focus. The Center for Prairie Studies is dedicated to increasing the awareness, appreciation, and understanding of all aspects of the North American Prairie. Other activities of the Center included sponsoring student internships, organizing public lectures and presentations (often in cooperation with other programs), sponsoring an art exhibit, leading prairie and farm tours, promoting a local food system in Grinnell, and publishing reference works and anthologies with a local bioregional focus.

Center for International Studies

<http://www.grinnell.edu/academic/cis/>

The Center for International Studies completed its second year of operation under the directorship of Todd Armstrong, Associate Professor of Russian. Of the three new centers on campus, the Center for International Studies has the unique mission of

bringing together many activities that are already in place on campus, finding appropriate connections among them, and fostering synergetic relationships. In 2001-02, CIS enjoyed considerable success in fulfilling its mission—"to coordinate, enhance and expand in an intentional and coherent way the many opportunities for developing international understanding, knowledge, and experiences for students, faculty and alumni"—both in already established activities, and a number of new responsibilities and areas. By pursuing internationalization of the faculty, students, and broader community, CIS is increasingly seen as the central hub for international activities on campus.

In addition to hosting the Heath Professors and other international faculty members (described in the section on visiting faculty), CIS co-sponsored major campus events, supported numerous program evaluation visits to Off-Campus Study sites, assisted in preparation of external grant proposals with a global emphasis, and worked to plan intensive faculty seminars in China (summer 2002), Japan (summer 2003) and southern African (summer 2004). CIS also sponsored a lecture series in collaboration with the Grinnell Regional Medical Center, and hosted a Concentrations Fair. An example of CIS's work with students is a new initiative currently entitled "Intersections," in which CIS will work with the International Students' Office and the Off-Campus Study offices to create mentoring relationships between students returning from Off-Campus Study and first-year international students.

We are continuing to explore ways in which we might collaborate with a Japanese university to enrich our experimental program in Japanese and to bring more diversity to the campus through the new Freeman Grant described below in the section on academic grants.

As a member of the American Council on Education's "Internationalization Collaborative," Grinnell College was invited to feature our international programs on a new ACE Web Page: "Strategies for Internationalizing the Curriculum."

<http://www.acenet.edu/programs/international/collaborative/members.cfm>

Rosenfield Program

<http://www.grinnell.edu/rosenfield/>

The academic year 2001-2002 marked the twenty-first year of the Rosenfield Program in Public Affairs, International Relations and Human Rights. It was a successful year for generating campus discussion of important and sometimes controversial issues. Visitors addressed a wide range of topics, including the Palestinian/Israeli conflict; culture, politics and change in contemporary Cuba; recent immigration to Iowa; women, politics and leadership for the 21st Century; and the world's fresh water crisis. A special faculty panel was assembled on September 13 to discuss the ramifications of the attacks two days previously on New York and Washington, D.C. An audience of several hundred gathered in Herrick Chapel for brief presentations on the historical background and discussion of current questions, in a shared effort by the College community to understand what had taken place and look ahead to the future.

In planning these and other events, Program Director Wayne Moyer worked closely with other offices, departments and organizations, including the Woodrow Wilson National Fellowship Foundation, the German Marshall Fund, the Grinnell Regional Medical Center, Scholars' Convocations, the Center for International Studies, the Center for Prairie Studies, the Center for the Humanities, the Environmental Studies Program, Latin American Studies, Russian and East European Studies, the Grinnell-University of Iowa Bridging Project, the Faulconer Gallery, the Grinnell Writers' Conference, and the Departments of Anthropology, History, Political Science and Sociology. This coordination helps to ensure that the calendar is not overloaded, that events reach the largest audiences, that financial resources are efficiently used, and that events reach diverse constituencies and achieve common objectives. In addition to public events, the Rosenfield Program funded 16 summer internships in 2001.

Off-Campus Study

During the 2001-2002 academic year, 176 students studied abroad in 29 countries. Thirty-three of them studied in the Grinnell-in-London Program during the fall semester with Marci Sortor, Associate Professor of History, and Jonathan Chenette, Professor of Music. Ten students participated in our new spring internship program in London with Kent McClelland, Professor of Sociology. We also launched an experimental fall internship program in Washington, D.C. with a focus on policy studies. Chris Hunter, Professor of Sociology, accompanied our first students on this new program.

Close to 60% of our students spend a semester off campus during their time enrolled at Grinnell College. OCS Director Richard Bright works closely with faculty program advisers to highlight for students the approved programs that enjoy strong faculty support and curricular connections. This careful attention to advising tends to concentrate students in a smaller number of programs with better assurance of quality. The Off-Campus Study Board continues to evaluate with care the academic records and four-year plans of all students who apply for study abroad. This past year the board reviewed and tightened its standards for approving off-campus study applications: Students must now declare a major before submitting their applications to the OCS office; stricter divisional distribution is required before a student may study off campus; clearer guidelines have been set for students who wish to petition the board for study off campus despite a cumulative GPA below 2.75; and there is now a clear procedure for appeals from students denied approval by the board.

In the interest of monitoring the quality of off-campus study programs and familiarizing faculty members with programs in their areas of academic interest, the Director of Off-Campus Study continues to work closely with the Center for International Studies to set priorities for on-site evaluations. This past academic year, members of our faculty visited programs in Havana, Florence, and Beijing. As a consequence of these visits, the Spanish department endorsed a new program in Havana, the art department dropped one program in studio art and added another in Florence, and the Department of Chinese and Japanese confirmed its endorsement of several programs in Beijing. Following a visit to Milan by the OCS Director, the music department endorsed featuring IES Milan as an

excellent option for music students. The French department dropped one program and added another based upon on-site evaluations by the OCS Director. The OCS Director also worked this past year with the political science, French, anthropology, and biology departments to explore the possibility of collaborating with Dickinson College on a new program in Cameroon. This program would provide off-campus study and research opportunities in sub-Saharan Africa for a wide range of students and faculty.

Departmental Reviews

In accord with the NCA Assessment Plan, the College has constructed a schedule of program evaluation in which each department conducts a self-study and undergoes external review at least once every ten years. The Executive Council discusses the results of these reviews and uses them to become more informed about individual departments. A large number of departments carried out reviews in 2001-02: anthropology, art, chemistry, classics, and Spanish. Preliminary work has already begun on reviews to take place next year in the departments of education and biology. Other departments to be reviewed in 2002-03 include French, German, philosophy, and Russian.

III. Academic Program Support

Academic Grants

The Office of Corporate, Foundation, and Government Relations provides a full range of support services to individual faculty members and faculty groups developing proposals to strengthen teaching (2 this year), advance scholarship (18), increase opportunities for faculty-student research (13), and procure academic equipment/materials to improve classroom teaching and laboratory-based research (5). This year there were also proposals which benefit the larger college community by raising important work being done by our faculty and the strength of our academic programs to a national level of visibility (8). Of the proposals submitted this year, eight grants have been received and nine are pending.

This year, proposals were submitted to four national government agencies, one state government institution, six private foundations, and two professional societies. Many of these are of national or international stature, including the National Science Foundation, the National Endowment for the Humanities, the National Institute of Standards and Technology, the American Philosophical Society, the National Institutes of Health, the Nakamichi Foundation, the Henry Luce Foundation, the Andrew W. Mellon Foundation, the Woodrow Wilson Center, Research Corporation, and the Lilly Endowment. (The new Mellon grants are described in the final section of this report.)

One grant that culminates a year-long process of planning by faculty, students, administration, staff and alumni is from the Lilly Endowment, Inc. under their "Programs in the Theological Exploration of Vocation" initiative. This grant supports a comprehensive program on our campus to promote greater conversation on the multiple ways our pluralistic community of students can be supported in reflecting upon

vocational choices within the context of their liberal arts education, their beliefs, social commitments, and religious practices. For this purpose, Lilly has given Grinnell College \$1,425,486 over a period of five years. The College also received a major grant from the Freeman Foundation to strengthen the area of Asian studies. This grant of \$657,380 over a four-year period provides resources to make a second appointment in Japanese language and literature, to launch an exchange program with a university in Japan, and to encourage faculty and curriculum development.

Institutional Grants

The Lilly Endowment	\$1,425,486	Institutional	Theological Exploration of Vocation
The Freeman Foundation	\$657,380	Institutional	Asian Studies
The Mellon Foundation	\$600,000	Institutional	Faculty Career Enhancement w/Oberlin
The Mellon Foundation	\$500,000	Institutional	Postdoctoral Fellows
The Mellon Foundation	\$2,500,000	Institutional, with Smith College the coordinating institution.	Faculty Career Enhancement with 8 Liberal Arts Colleges

Individual Grants

The Iowa Arts Council	\$1,500	Rebecca Stuhr	Baroque Sonatas
The Research Corporation	\$41,400	Brian Borovsky	Quartz Crystal Microbalance
The National Institute of Standards and Technology	\$11,000	Andy Mobley	Student Summer Research in Residence
The National Science Foundation	\$66,074	Doug Caulkins and Carol Trosset	Cultural Construction and Retention

Institutional Research

Our Office of Institutional Research (IR), staffed by Carol Trosset and Scott Baumler, provides support for overall institutional assessment with emphasis on the academic program and on generating both comparative and internal data for our admission and financial aid operations. Tremendous effort goes into collecting information that is sufficiently up-to-date and accurate to form a basis for operational and strategic decisions in the areas of admission and financial aid.

IR completes all external surveys received by the College and regularly responds to internal and external queries. This year the IR Office published our first-ever Grinnell College Fact Book, in addition to compiling data for many specific projects. The Fact Book is available in hard copy as well as at:

<http://www.grinnell.edu/offices/institutionalresearch/factbook/W>.

This year, the IR office provided information for academic program reviews and supported assessment of the MAP program. Both of our institutional researchers also take an active role in professional organizations that focus on academic accreditation and

data-gathering and -sharing. These activities contribute to the institutional researchers' professional development while providing visibility for the college.

Library

This year the Grinnell College Library succeeded in bringing up the electronic reserves module of Innovative Interfaces' Millennium System. During the fall semester, 87 items were placed on e-reserve and were used 608 times by students. In the spring semester, the corresponding numbers were 330 items on e-reserve, used 2701 times. The system's burgeoning popularity prompted the libraries to review their reserve-reading policies to ensure compliance with United States copyright law, as articulated in best practices recommended by the American Library Association. The library staff has drafted a new "Reserves Policies" and the Instructional Support Committee has reviewed it. It is currently being examined by an external consultant in libraries and copyright law. Meanwhile, the libraries are operating reserve services under the proposed policies on a provisional basis.

Following a recommendation from the Instructional Support Committee, the libraries were able to acquire, late in the academic year, access to JSTOR, a database service which offers full-text, electronic access to the complete backfiles of more than 300 flagship journals in the humanities, the social sciences, and certain of the sciences. It will now be possible for the libraries to provide an electronic link from an instructor's library reserve list or electronic syllabus to the text of an article that is assigned reading in a course. With acquisitions such as these, added to the provision (already in place) of electronic access to many current issues of scholarly journals through Project Muse and other sources, the Grinnell College Library now offers electronic access to a large segment of the scholarly literature published in professional and literary journals.

This year also marked the arrival at Grinnell College of Geographic Information Systems (GIS), a group of powerful computer-based mapping tools that can be used to manage, analyze, and display information related to specific physical locales. A full year of hopes and plans came to fruition as a gift of GIS software was negotiated by the librarians and Burling's facilities were augmented and reconfigured to accommodate the system's hardware and service needs. By the end of spring semester, an impressive array of GIS-produced projects by students appeared in the halls of the Noyce Science Center, with more posters and products to follow. The placement of GIS in Burling Library makes clear the complex interactions and necessary integration traditional library functions, audiovisual activities, and uses of technology to access, process, and visualize information.

The libraries' longstanding efforts to ensure the preservation of their collections in paper for future generations of users received some welcome publicity this year when the spring 2002 issue of *Archival Products News* featured an article, "Integrating Library Preservation into the Daily Operations of a Small College Library," by Rebecca Stuhr, Jean Reavis, and Sheryl Bissen. Compared with the highly visible acquisition of new

technologies, preservation occurs more quietly, daily, and behind-the-scenes at the College Libraries. It is good to see this effort receive professional recognition.

Athletics

Our athletic program enhances the overall liberal arts academic curriculum. It also strives for success in each of our 20 varsity sports, and it usually comes close to meeting this ambitious goal. In 2001-02, 15 of the 20 athletic teams finished in the top half of the Midwest Conference. Three men's programs (cross-country, swimming and tennis) won Midwest Conference titles, and the women's swimming and diving team claimed a league crown for the fourth straight year. Four individual Pioneer athletes competed at the NCAA Division III national meets. Our men's basketball team took home national scoring honors for the ninth year in a row; their average of 124.9 points per game is the top scoring mark in college basketball for all three divisions. 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.

Perhaps the best indicator of the program's overall strength and balance is the Midwest Conference all-sports race, in which 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 5 1/2 point advantage over Monmouth, our men's programs won their fourth all-sports trophy in the last five years. By scoring 55 points our women's programs were just 2.5 points out of fourth place. More important, if men's and women's totals were combined, Grinnell College would have claimed the award for best overall score.

Over 150 of our student-athletes received academic all-conference recognition, which is given for having a cumulative 3.2 GPA and participating at the varsity level. This number exceeds the next best school by nearly 50 student-athletes. At many colleges and universities the term "student-athlete" is thrown around loosely, but it has real meaning when applied to students at Grinnell College.

Facilities and Technology in Support of Instruction

As the John Chrystal Center becomes available, the Office of Admission and Financial Aid, and the Cashier will move out of Mears Cottage. We are taking this opportunity to investigate the relocation of many of the history and English faculty offices to Mears and to create two new seminar rooms there. The ground floor will best house academic programs like the offices of International Studies (including the Center for International Studies, and Off-Campus Study offices, and the Rosenfield and Prairie Studies Programs). These units form a coherent group and should make Mears Cottage a vibrant academic center for students and faculty. This move will allow some reorganization of other faculty offices and provide generally better academic spaces. We also hope to create some student work spaces in Carnegie by renovating rooms that until now have served as fairly undesirable faculty offices.

Meanwhile, last summer we transformed three classrooms into more effective spaces for teaching and learning. In Steiner 107, we filled in a tiered floor and replaced a fixed seating, lecture-style room with a set-up of tables and chairs better suited to discussion. Carnegie 313 and 314 seemed too dark and contained outdated furnishings. Moreover, the HVAC systems in these rooms were in need of renovation. We repaired the systems and replaced the furnishings; now all three classrooms are used substantially more than they were previously. This fall we hope to replace furniture in several more classrooms to take into account students' use of notebook computers during class. What we are learning about effective classroom design will shape the upcoming design of new classrooms in the science building.

On the technology front, we installed computer projection systems in Carnegie 314 and replaced outdated projection or monitor systems in eight classrooms. Now 29 (about 60%) of our classrooms have computer projection systems available in them. In addition, we have nine portable projection units that we deliver to classrooms on an ad hoc basis, and eight other public spaces on campus have computer projection units as well. Over the past year and a half we have acquired three carts with laptop computers and wireless access points (WAPs). Faculty members may check out these carts and provide network connected laptop computers for students to use in classes. We are still monitoring use and assessing whether this is an effective means of delivering classroom computing. (The carts are also used for faculty/staff computer training sessions.) We have installed WAPs in nine locations around campus for student and faculty use. Though our system does not permit direct monitoring of use, we have started to see a substantial number of students using wireless connected computers in various locations. This year on an experimental basis we also offered faculty members the option of a laptop computer as an alternative to their desktop machine. If the evidence shows that laptops increase flexibility without compromising reliability or incurring substantial additional costs, I plan to extend this option to faculty members on a continuing basis.

After years of consideration, planning, and discussion, we have installed two computer labs with Geographical Information Systems (GIS) capability, one located in Goodnow Hall and the other more fully described in the section above on the College Libraries. These systems include hardware capable of running GIS software as well as special input and output devices. With the assistance of a Mellon Postdoctoral Fellow trained in these systems, members of the anthropology department offered a course for the first time focusing upon GIS.

We have learned that effective use of technology in teaching is complicated and expensive, both in time and dollars. I believe that the critical elements include good training, support, and collaboration both on and off-campus. I have been on the planning committee (and now the steering committee) of the Midwest Instructional Technology Center (MITC), which this year received a multi-million dollar grant from the Mellon Foundation. MITC represents a collaboration between the Associated Colleges of the Midwest and the Great Lakes Colleges. The first MITC-organized faculty development workshop was held on the Grinnell College campus in June. We look forward to further mutual support and collaboration with our peers through this center. I am also on the

steering committee of an Iowa College Foundation project that received a \$600,000 grant from the Carver Foundation to enable it to offer support and workshops for faculty to use technology to enhance their teaching. Helen Scott, Jon Chenette and I have recently published an article, "The Integration of Technology into Learning and Teaching in the Liberal Arts", in Liberal Education (AAC&U), 2002, 88, 2, 30-35.

One of our most successful recent strategies for using technology to enhance teaching has been the creation of four Instructional Multimedia Technology Specialist (IMTS) positions. Over the past four years we have had those positions filled by four very able persons. During the past year, three of them have decided to leave their positions. Wayne Twitchell, who specialized in science, accepted a new position on campus to enhance our use of web-based technology. Alex Wirth-Cauchon, specializing in social studies, has accepted the position of Assistant Director of MITC. David Berk, specializing in the arts, has accepted a position as Director of Instructional Technology at Lawrence University in Appleton, Wisconsin. While it is gratifying to see the professional skills of these very able individuals recognized by others, clearly their loss will be a challenge to us. We have taken this opportunity to consult with faculty on what has been most successful in the evolution of support in this area to assure that our current searches build on our past experiences. We have re-titled the IMTS as Curricular Technology Specialists (a title more in line with other institutions), and are conducting a combined search for all three positions. We also seek to maximize productive collaboration of our IMTS (now CTS) with Information Technology Services, the College Library, and Academic Support Staff in working with faculty undertaking curricular development efforts.

IV. Support for Faculty Professional Goals

Support for Faculty Scholarship

The Committee on Support of Faculty Scholarship awarded 41 grants to 40 faculty members during the academic year and 81 grants to 72 faculty members for summer projects. Funding for these grants totaled \$124,114 from the base budget plus \$10,836 from the Shepard foreign travel fund. The Committee also made recommendations on grants for summer research with students, for a total of 85 Mentored Advanced Projects (MAPs) and Mentored Introductory Projects (MIPs) to be conducted by students and faculty in the summer of 2002. Total funds supporting student-faculty research amounted to \$431,000. The Committee on Support of Faculty Scholarship also allocated \$167,000 to faculty members to support their travel to professional meetings.

Faculty Research Leaves

Year-long Harris Fellowships for the 2002-03 academic year were awarded to Mark Levandoski (Chemistry): "Single Channel Analysis of the Effects of Levamisole on Human Nicotinic Acetylcholine Receptors", and Pablo Silva (History): "White-Collar Revolutionaries: Middle-Class Unions and the Rise of the Chilean Left." In addition, six

faculty members received approval to take year-long sabbatical leaves and 16 to take semester-long leaves in 2002-03.

In 2001-02, four faculty members took Study Leaves for Associate Professors and Professors. Two additional leaves had been awarded but were postponed for a year to accommodate departmental needs. One of these will be taken by Andrew Hsieh (History) for work on a book-length study on the effects of political upheaval upon a leading Chinese entrepreneurial family. The other, awarded to Henry Walker (Math and Computer Science) for preparation of a revised edition of his textbook "The Limits of Computing," additionally recognizes the recipient's scholarly accomplishment by naming him the Frank and Roberta Furbush Scholar for 2002-03.

In addition to these two postponed leaves, Study Leaves for the 2002-03 academic year were newly awarded to:

- Michael Cavanagh (English): A scholarly/critical study of the works of Seamus Heaney. This work in progress will be continued with the writing of a number of essays, ultimately to be collected in one volume.
- Kathy Kamp and John Whittaker (Anthropology): A joint project with contributions in related but separate areas, working toward completion of a book discussing the reasons for abandonment by the Northern Sinagua in approximately 1300 A.D. of the area just east of modern Flagstaff, Arizona.
- Tom Hietala (History): Completion of a book manuscript about Muhammad Ali and "the Sixties," examining conflicts between culture and politics during that decade.

This new, competitive leave program provides substantial assistance in supporting the scholarly work of faculty members.

In addition, three assistant professors will take advantage of the recently instituted Research Leave, a one-semester leave for which assistant professors are normally eligible in either the fourth or fifth year. We believe this program continues to serve as an influential factor in the success of recent faculty searches.

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 faculty office space, possible Bookstore relocation, J-STOR, and course material distribution.

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, integrate technology or use new pedagogy to

enhance student learning. Curricular development stipends were granted for 27 curricular development projects, allocating a total of \$37,352 from the base budget. Stipends were also awarded to five faculty members from the Culpeper grant for the integration of technology into teaching in the fine arts. We have now exhausted our Mellon and Culpeper grant support for the integration of technology into teaching and learning. However, the continuation of our four Curricular Technology Specialist positions, which began with grant support, will provide ongoing curricular development support for our faculty.

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

- Three Teaching Colloquia on the following topics: Internationalizing the Curriculum: Multiple Opportunities for Curricular Development; Integrating Information Literacy into the Curriculum; Incorporating a Geographic Perspective into the Classroom Using Grinnell's New Geographical Information System Laboratory
- Three Teaching and Learning Discussion groups involving science, social studies and humanities faculty members
- Two 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 Jared Diamond's *Guns, germs, and steel*; the spring semester group discussed Edward Said's *Orientalism*.
- Five Summer Workshops: Teaching with Technology in the Social Sciences (funded by MITC and hosted by Grinnell); Case Studies/Course Innovation Writing Workshop; Africana Studies Seminar; Dr. Syntax Faculty Writing Workshop; Freedom & Authority Workshop
- Faculty Development seminars abroad: China (Grinnell College), Spain (CIEE), Russia and Kenya (Global Partners)

Programs for New Faculty

For a third year, the Office of the Associate Deans organized a welcoming program for new faculty shortly before the beginning of the semester. A day and a half-long orientation gave new faculty members 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/offices/dean/newfac/>)

With support from the Mellon Foundation, a group of Grinnell's Postdoctoral Fellows and their mentors (not only Mellon Postdoctoral Fellows, but also some in the NSF-AIRE and CSMP programs) traveled to Carleton College in late September 2001 for a two-day meeting of 21 Fellows and mentors from Carleton, Grinnell, Oberlin, and Macalester Colleges. Sessions covered the job search, aspects of mentoring, and faculty life at

liberal arts colleges. Since each college appoints a small number of Fellows, this gathering worked to counteract isolation and made possible a broader discussion of many aspects of the postdoctoral experience at national liberal arts colleges.

Enhancing Faculty Careers

As part of a national initiative to enhance faculty careers at highly selective liberal arts colleges, the Andrew W. Mellon Foundation recently made two new grants to Grinnell College. One of these grants is shared with Oberlin College under a Foundation program that encourages collaboration by national liberal arts colleges in groups of two or three.

The premier goal of the Grinnell participants was to avoid imposing new burdens on faculty time; rather, they sought creative ways to boost efficiency and support. In final form, the Grinnell-Oberlin grant of \$600,000 over five years includes these elements:

- Department Chairs' Council: an event gathering new and experienced department chairs from both colleges. Held in a retreat-like setting, it will focus on training participants to handle efficiently the responsibilities of chair, including use of administrative support to ease the workload.
- Student Research Assistants: To enhance their recently expanded systems of faculty research leaves, both colleges will invite faculty members to include a request for a Mellon-funded research assistant in their leave proposals.
- Evolving Collaborations: Funding for as-yet-unidentified areas in which faculty members at Grinnell and Oberlin could benefit from collaborative efforts, whether curricular, programmatic, or focused on faculty research.
- The eFAR: Reporting Faculty Accomplishments: Grinnell College will enlist technical help to design a database into which faculty activities (e.g., courses taught and number of advisees) are downloaded directly from institutional records, thus saving time for faculty members filling out their annual reports.
- Intellectual Exchange Across Faculty Generations and Academic Disciplines: Faculty members at Oberlin College will organize symposia and faculty development workshops; Grinnell faculty will be eligible to participate.
- The Final Stage of a Career: A study of how faculty members' concluding years of active service can be as productive and rewarding as possible.

In addition to the Grinnell/Oberlin grant, the Mellon Foundation also awarded a collective grant of \$2.5 million to the eight institutions that constitute all four pairs in this round of Faculty Career Enhancement grants (Grinnell/Oberlin, Pomona/Reed, Smith/Wesleyan, Amherst/Williams). The "umbrella" grant will fund:

- individual faculty leaves for scholarly projects;
- collaborative workshops on topics of shared scholarly or curricular interest;
- co-mentoring/collaborative pairs of faculty members across two institutions;
- faculty exchanges.

Most of the \$2.5 million will be awarded in the first category (additional research leaves for faculty). We anticipate that two semester-long leaves could be awarded to Grinnell College faculty members in each year of the five-year grant.

Another new five-year grant made to Grinnell College by the Andrew W. Mellon Foundation extends our existing grant to support postdoctoral fellows. The Mellon Postdoctoral Fellows teach two courses that replace offerings by regular faculty members. With this released time, the regular faculty members can develop and offer Mentored Advanced Projects, and serve as mentors to the fellows. In this second round of the grant, an alternative plan will allow courses taught by postdoctoral fellows to replace courses that are lost when the college awards a study leave to an associate or full professor. In these cases, affiliated research interests of the postdoctoral fellow and the mentor can permit both to consult each other for help on their scholarly projects.

Faculty Time

Contact with deans at other colleges has shown me that the emphasis of the Mellon Faculty Career enhancement grants is far from identical for each college that has received them. On behalf of Grinnell College, I have tried to focus our proposals on assisting faculty members as they contend with many competing and overwhelming professional demands on their time. This endemic problem was noted by our NCA reviewers more than three years ago. As a faculty, we have by now acknowledged the issue's importance, and we are addressing it. For example, we consolidated a number of smaller committees into the Instructional Support Committee. More recently, we dramatically reduced the faculty role in directing student internships. We are offering larger numbers of student internships, but very few of them now are credit-bearing and require the time of a faculty director. This change has clearly resulted in a substantial saving of faculty time. Similarly, a simple deadline change (requiring students to plan ahead) has reduced by about a third the total number of Independent Study projects that faculty members are asked to supervise. Not least, by voting to count MAP supervision as part of the five-course annual teaching load, the faculty as a whole acknowledged that this intensive work with upper-level students deserves to be allocated some of the time in a faculty teaching schedule.

I look forward to learning the results of several new studies that will begin or continue next year. The Executive Council plans to pursue revision of our time-consuming process for setting faculty salaries. The Instructional Support Committee began this year to re-assess the use of curricular development stipends as faculty incentives, while the Curriculum Committee was recently charged by the faculty to take a comprehensive look at faculty supervision of all forms of Independent Study. Out of such efforts, perhaps we can develop fresh solutions to the problem of scarce faculty time apportioned among too many competing professional demands.