

Report to the President July 2004

This has been an exciting year for Grinnell College and the Dean's Office. Progress made in the strategic planning process brought to the College community a renewed sense of our priorities and evoked a refreshing discussion of how we might most effectively achieve our goal of providing the best educational experience to our students while ensuring a beneficial environment for faculty, staff, and the community at large. Most importantly, the Strategic Planning process affirmed a deep commitment to the liberal arts and their continued emphasis at Grinnell College. A Strategic Planning subcommittee of faculty members has recommended developing venues to celebrate faculty and student research; taking steps to build more interdisciplinarity into our curricular offerings, faculty appointments, and majors; exploring models for team-teaching, faculty collaboration across classes, and mentoring new faculty; and lessening our reliance on temporary faculty. While much work remains to be done on determining how the goal of re-emphasizing the liberal arts will be realized, it already informs the Dean's Office and its long-standing priorities of facilitating and strengthening the academic program of Grinnell College.

Perhaps most directly, the Dean's Office's commitment to the goal of re-emphasizing the liberal arts is embodied in initiatives to engage students and faculty members in a series of discussions on advising and mentoring and on the meanings of a liberal arts education. Discussions, workshops and presentations, supported by a grant focusing upon vocation by the Lilly Endowment and by a Mellon Foundation supported effort of the Associated Colleges of the Midwest's "Engaging Students in the Liberal Arts," have invited members of our faculty to re-examine the ways in which they assist students in devising a liberal arts education that speaks to their needs and aspirations. These discussions also remind us of the fact that the success of a Grinnell College education has long rested on the close advising and mentoring relationships between faculty members and students. The goal of providing the best possible liberal arts education to our students also informs our efforts to revise our program for assessing learning outcomes. Drawing on the College's new mission statement, which the faculty as a whole endorsed in the Spring of 2002, we developed and have begun to institute a new assessment program that expresses and supports the reaffirmation of the liberal arts.

Our academic spaces, of course, shape the ways we teach, learn, and interact. For this reason, the Dean's Office continues to participate in the planning of new buildings and to pursue efforts to improve existing academic spaces. Most importantly, the Dean's Office led the planning of the Noyce Science Center Phase II and CERA, and participated in the planning of the Rosenfield Campus Center. We also worked closely with an ad hoc faculty committee (the ARH & Carnegie Classroom Committee) and Facilities Management on the renovation of Carnegie Hall and two ARH classrooms. All of these efforts express the Dean's Office's commitment to provide academic spaces that foster the intellectual exploration, close faculty-student interaction, and mentoring communities that animate the academic enterprise at Grinnell College.

Another new academic space, the Technology Discovery Center (TDC), represents a number of exciting technological initiatives that we have pursued this past year. Intended to invite faculty

members and students to explore new technologies and applications in their teaching, learning, and research and designed to support them in that exploration, the TDC is off to a promising start. Another important technology initiative that we have pursued this past year has been the subscription to ARTStor, which will provide access to several hundred thousand digital images

While the Strategic Planning process has affirmed our commitment to the liberal arts, it has also reminded us of issues of concern among faculty and students. Some are certainly not new concerns: time pressures on faculty, the tension between devoting resources to one-on-one and small group educational experiences and the desire to keep class sizes low and to ensure a good selection of course offerings, and the tension between the disciplinary demands of our various majors and the interdisciplinarity that is a particularly rich part of a liberal arts education. While not new, they are perhaps more acutely felt than ever, and call for renewed efforts at resolution. In a liberal arts institution as vital and ambitious as ours, these tensions are likely to re-emerge in new ways as the academic community pursues new initiatives and develops new goals. This past year, the Dean's Office has devoted a good deal of effort in particular to seeking ways to address some of the pressures on faculty members.

Faculty members play an enormously important part in the success and reputation of Grinnell College, bringing together the roles of teacher, researcher, and participant in the life and governance of the academic community. While filling these roles should be fulfilling and exciting, it can also be overwhelming. To this purpose and with the generous financial support of three different Faculty Career Enhancement grants from the Mellon Foundation, the Dean's Office has been able to provide opportunities for faculty partnerships and workshops, departmental chairs' retreats, faculty study leaves, and summer research stipends this past year. Additionally, we have explored career issues for two segments of the faculty: those in the last third or so of their time at the College, and women faculty members. We have also worked to recognize and celebrate faculty members' academic successes in a new publication, *Faculty Accomplishments*, and have worked with the Executive Council to put forth a proposal to lower the qualifying age for Senior Faculty Status.

Furthermore, thanks to the hard work of the Executive Council, the faculty salary review process has been revised. Not only should the annual burden of reviews be lessened by the new process, but the possibilities for reflection on one's career and discussion of further development should also be facilitated. The Executive Council also gained support from the faculty as a whole for targeted salary increases for our newest colleagues. Responding to the faculty's charge to consider the advisability of assigning teaching credit to independent studies courses, the Dean's Office has worked with the Curriculum Committee to understand the issues and trade-offs involved.

The continuing on-campus activities of the Dean's Office support the liberal arts mission of Grinnell College both directly and indirectly. Below, we will discuss how we continue to work to integrate our new faculty into the academic and advising environment; support faculty-student research with the MAP program; encourage faculty scholarship with a robust program of pre- and post-tenure academic leaves and research and travel grants; provide students and faculty with leading-edge computer technology and specialized instructional support; and support the role of the Centers for Prairie Studies, International Studies, and the Humanities in bringing

students and faculty members together in intellectual communities. In these and many other programs and initiatives, the Dean's Office embodies a continually-renewed commitment to the liberal arts experience at Grinnell College. In addition to our work on campus, we are committed to making the case on the broader stage for the excellent education that Grinnell College provides and to providing leadership on a regional and national scale for the liberal arts college sector of higher education.

FACULTY PERSONNEL CHANGES

SEARCHES/APPOINTMENTS:

A list of faculty searches conducted during the 2003/04 academic year for regular-continuing and leave replacement positions starting in 2004-05 is below. This year we have been very successful in many of our searches, but several were troublesome, and two (a tenure-track position in Philosophy and a term position in Religious Studies – South Asian Religions) were not filled. The Philosophy Department has extended a current term appointment for an additional year, and that search will be renewed during the 2004/05 academic year.

One of our seven tenure-track appointments is a person of color, and four are women. We continue to experience difficulty in attracting applications of qualified diversity candidates, particularly for our tenure-track openings. Over the past several years we have made some progress in appointing more faculty members of color; however, we fall short of our aspirations in this area. In 2003/04 we had fifteen tenured or tenure-track faculty members who are US faculty of color, which is four more than in 2000-01. No single strategy has been overwhelmingly successful, and we need to keep working hard on this goal. The Executive Council engaged in significant discussions and has concluded that we need to make greater efforts in our regular searches to recruit more diverse pools of applicants so that we are not just relying on special recruitment strategies. In 2004/05 we will engage in a renewed diversity initiative, similar to a series of special searches conducted several years ago. I am hopeful that this strategy will once again prove successful.

New Regular, Continuing Positions:

Art: Matthew Kluber; Assistant Professor of Art (Tenure-Track). B.A., Iowa State University; B.F.A., Rhode Island School of Design; M.A., M.F.A., University of Iowa (1991). (From term to Tenure-Track position).

Education: Nancy Hayes; Assistant Professor of Education (Tenure-Track). B.A., University of Illinois; M.A., Pennsylvania State University; Ph.D., University of Iowa (2004).

History: Elizabeth E. Prevost; Instructor in History (Tenure-Track). B.A., Trinity College; M.A., Ph.D. (in progress), Northwestern University.

Library (Reader Services): Phillip Jones; Assistant Professor, Library (Renewable Non-Tenure-Track). B.A., Purdue University; Adams State College; M.A., University of Kentucky; M.L.S., University of Arizona (1996).

Mathematics/Computer Science: Keri A. Kornelson; Assistant Professor of Mathematics and Computer Science. (Tenure-Track). B.A., University of Maryland; B.A., M.S., Ph.D., University of Colorado at Boulder (2001).

Mathematics/Computer Science: David Romano; Assistant Professor of Mathematics and Computer Science (Tenure-Track). B.A., Oberlin College; Ph.D., University of California-Berkeley (2000).

Philosophy (Analytic): John Fennell; Assistant Professor of Philosophy (Tenure-Track). B.A., M.A., University of Melbourne (Australia); Ph.D. Northwestern University (2000). (From term to Tenure-Track position.)

Physical Education (Men's Soccer/Track): Brian Jaworski; Assistant Professor of Physical Education (Renewable Non-Tenure-Track). B.A., DePauw University; M.Ed., Indiana State University (2000).

Physical Education (Women's Tennis/Softball/Wellness): Barbara T. Waite; Assistant Professor of Physical Education (Renewable Non-Tenure-Track). B.A., University of Arizona; M.Ed., Ph.D., University of Virginia (1988). Barbara was formerly in an administrative staff position in the Department of Physical Education)

Sociology: Karla A. Erickson; Assistant Professor of Sociology. (Tenure-Track). B.A., Illinois Wesleyan University; M.A., Hamline University; Ph.D., University of Minnesota – Minneapolis (2004).

New Term Positions:

Anthropology: Kimberly M. Jones; Assistant Professor of Anthropology. (1 Yr. term contract). B.A., Adelphi University; Ph.D., University of Pittsburgh (2003).

Biology (Ecology): Richard F. Preziosi; Assistant Professor of Biology. (1 Yr. term contract). B.S., M.S., Concordia University (Canada); Ph.D., McGill University (Canada) (1997).

Biology (Molecular/Cell): Rebecca Sparks-Thissen; Assistant Professor of Biology. (1 Yr. term contract). B.S., Massachusetts Institute of Technology; Ph.D., Princeton University (2000).

Chemistry: John M. Stubbs; Instructor in Chemistry. (1 Yr. term contract). B.A., University of Minnesota-Morris; Ph.D. (in progress), University of Minnesota – Minneapolis.

Chinese/Japanese: Marnie K. Jorenby.; Assistant Professor of Chinese and Japanese. (2 Yr. term contract). B.A., Carleton College; M.A., University of Minnesota; Ph.D., University of Wisconsin-Madison (2003).

English (20th Cent. American Literature): Ada M. Norris; Assistant Professor of English. (1 Yr. term contract). B.A., University of Chicago; Ph.D., Duke University (2003).

History (Medieval): Jesse Spohnholz; Instructor in History. (2 Yr. term contract). B.A., Reed College; M. Litt., The University of St. Andrews (Scotland) Ph.D. (in progress), University of Iowa.

Mathematics/Computer Science: Nikolay Silkin; Assistant Professor of Mathematics and Computer Science. (1 Yr. term contract). B.S., Ural State University (Russia); M.S., University of Nebraska-Lincoln; M.S., Ph.D., Vanderbilt University (2003).

Music (Musicology): Dennis C. Hutchison; Assistant Professor of Music. (1 Yr. term contract). B.A., University of Chicago; M.M., M.A., Ph.D., Florida State University (2003).

Physics: Damon T. Spayde; Assistant Professor of Physics. (1 Yr. term contract). B.A., Grinnell College; M.S., Ph.D., University of Maryland (2001).

Political Science: Carl Klarner; Assistant Professor of Political Science. (1 Yr. term contract). B.A., University of Nebraska-Lincoln; M.A., University of California-Davis; Ph.D., Texas A&M University (2001).

Religious Studies (Modern Christian Traditions): Darryl V. Caterine; Assistant Professor of Religious Studies. (1 Yr. term contract). B.A., Harvard University; M.T.S., Harvard Divinity School; Ph.D., University of California-Santa Barbara (1997).

Extensions of Term Contracts:

Chinese and Japanese: Kenji Takahashi; Assistant Professor of Chinese and Japanese, 2001-; B.A. Aoyama Gakuin University (Japan); M.A., Ohio State University; Ph.D. University of Texas-Austin (1-Yr. extension of term appointment.)

Economics: Matthew T. Gregg; Assistant Professor of Economics. B.A., Roanoke College; Ph.D., University of Georgia. (1-Yr. extension of term appointment).

Philosophy: Joseph Neisser; Assistant Professor of Philosophy. B.A., Macalester College; Ph.D., Duke University. (1-Yr. extension of term appointment)

PROMOTION REVIEWS:

This year we reviewed five faculty members for promotion to associate professor with tenure. All of these reviews resulted in positive recommendations for promotion.

Valerie Benoist, Department of Spanish
Kelly Herold, Department of Russian
Philippe Moisan, Department of French
Dan Reynolds, Department of German
Kathleen Skerrett, Department of Religious Studies

Two faculty members were reviewed for promotion to the rank of full professor, resulting in positive recommendations for promotion for both:

Victoria Brown, Department of History
Paula Smith, Department of English

MOVES TO SENIOR FACULTY AND EMERITUS STATUS:

Moving to Senior Faculty Status in the 2004/05 academic year are Charlie Duke, S.S. Williston Professor in Physics, who joined the Grinnell College Physics Department in 1969 and who served as Dean of the College for ten years from 1987 to 1997; and, at mid-year, Charles H. Jepsen, Professor of Mathematics and Computer Science, who joined the Grinnell College faculty in 1969. Two faculty members moved at the end of the 2003/04 academic year from Senior Faculty Status to Emeritus status: George A. Drake, Professor of History since 1979 and former President of Grinnell College from 1979-1991, and Merle Zirkle, Professor of Art since 1989, who first joined the Grinnell College faculty in 1961-64, and after a 7-year hiatus rejoined the faculty in 1971.

RESIGNATIONS:

We regretfully accepted the resignation of three faculty members effective at the end of the 2003/04 academic year:

Whitney Kelting – Assistant Professor of Religious Studies; accepted a position at Northeastern University.

George Torres – Assistant Professor of Music; accepted a position at Lafayette College

Nina Treadwell – Assistant Professor of Music; accepted a position at University of California – Santa Cruz.

DEATHS:

The college community mourned the death in April, 2004 of Pamela A. Ferguson, Breid-McFarland Professor of Science, Professor of Mathematics and former President of the College. We also noted the passing of several emeriti, including Wayne Denny, Professor Emeritus of Physics; Anne Kintner, Associate Librarian and Archivist Emerita; Glenn Leggett, President Emeritus of the College; and Ilse Leitinger, Assistant Professor Emerita of Sociology.

VISITING FACULTY

During the 2003/04 academic year, the following visiting faculty members enriched our curriculum:

INTERNATIONAL STUDIES:

- Alexander Piatigorsky, Heath Visiting Professor, University of London, Department of Religious Studies: Short Course “An Introduction to Buddhist Philosophy,” and “An Introduction to the Study of Ancient Indian Traditions”; Fall semester 2003
- Neil Cummings, (Center for International Studies), Independent Artist from London, Department of Art mini-course, “Reading Things”; April 5-25
- Vitalij Pivovarov, (IVP Program), Department of Russian, Senior Seminar in Russian; March 26-May 14
- M. K. Seely, Executive Director, Desert Research Foundation of Namibia, Department of Biology, 2-week short course “NGO’s, Development and the Environment”; April 14 – May 3
- Milena Slavicka, Department of Art, Spring semester 2004, March 26-April 26
- Mario Giordano, German Writer-in-Residence, Spring semester 2004, March 29-May 17.
- Xianqian Xiu, Nanjing Visiting Scholar in Physics; Spring semester

GRINNELL WRITERS’ CONFERENCE:

- Edward Carey, writer of fiction and adaptations for the stage, as well as original playwright and illustrator; and Elizabeth McCracken, novelist (both faculty members of the Iowa Writers’ Workshop); Fall semester 2003
- Edward Hass, Poet Laureate of the United States (1995) and Professor of English, UC-Berkeley, and Brenda Hillman, poet and editor of collections of poetic works, and faculty member at St. Mary’s College in Moraga, California; Advanced Special Topic Poetry Writing Seminar, Fridays, January 30 –March 5

MINORITY SCHOLARS IN RESIDENCE:

- Craig Howe, “Native American Sovereignty and Activism,” Short Course in Anthropology; February 16 – March 5
- Stanford Carpenter, “Imagining Identity in Comic Art,” Short Course in Anthropology; April 5-23

OTHER:

- Jeffrey Nealon, Center for Humanities Distinguished Visiting Professor in the Humanities, Professor of English, The Pennsylvania State University: special topic seminar in Humanities “Language and Cultural Studies”; Faculty Seminar “Post-PostModern: Globalization, Symbolic Capital, and Resistance”; Fall semester 2003
- Professor David Fegan, Noyce Visiting Professor for 2003/04, Department of Experimental Physics, University College Dublin, Ireland: Short Course “Astrophysics”; Fall semester 2003
- Guy McPherson, Center for Prairie Studies, Department of Biology and Evolutionary Ecology and School of Natural Resources, University of Arizona: Short Course “Environmental Protection and the Human Economy”; Fall semester 2003
- Kristen Tretbar, Wilson Program in Enterprise and Leadership, “Making Documentary Films,” Short Course in Anthropology/Theatre; January 26-February 11
- Herbert Hausmaninger, Visiting Professor in Political Science, “Transnational Legal Institutions” (with President Osgood); February 7-29, 2003

CSMP FELLOW PROGRAM:

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

Grinnell College continues to serve as the administrative coordinator for the Consortium for a Strong Minority Presence (CSMP) in Liberal Arts Colleges. Formed in the late 1980’s with the goal of promoting minority faculty recruitment, the CSMP offers a combination of pre-doctoral and post-doctoral fellowships funded by the participating schools, the goals of which are to:

- Encourage minority graduate students to complete their dissertations;
- Give minority graduate students (and those recently completing their terminal degrees) teaching experience in the liberal arts college environment;
- Strengthen the minority presence of faculty members at liberal arts college campuses; and
- Encourage young minority scholars to consider careers in liberal arts colleges.

Last year, stimulated by a two-year grant from the Andrew W. Mellon Foundation in the amount of \$40,000, the Consortium saw an increase in the number of participating institutions from 28 to 35. The grant and increased membership funds have enabled us to begin bringing the fellows together each year; the CSMP Fellows Conference has been very successful and was hosted this past fall by Grinnell College. Mellon support and increased memberships have also made possible the creation of a modest administrative infrastructure. This year’s record number of applications was 217. I am thrilled that Grinnell College is in a position of national leadership in this important faculty diversity program.

In 2003/04 Grinnell College hosted a CSMP Fellow, Wendy Sutherland, in our Department of German. The success of the program is reflected in Wendy’s appointment to a tenure-track position starting next year at the New College of Florida in Sarasota. Regretfully, we were not able to make an appointment of an appropriate CSMP Fellow at Grinnell for the 2004/05 academic year, despite several departments having brought forth proposals in support of specific individuals and conducting interviews of potential candidates.

FACULTY SCHOLARLY LEAVES

Grinnell College offers several leave programs to be used for scholarly projects for regular, full-time faculty members. Assistant Professors in full-time, regular (i.e., not temporary or replacement) faculty positions may apply for a year-long Harris Fellowship (awarded on a competitive basis), or for a one-semester (3-course) Research Leave, contingent upon a successful complete review, at full salary. Assistant Professors may receive either a Research Leave or a Harris Fellowship, not both. Under normal circumstances faculty members may apply for these leaves during their third and/or fourth years at Grinnell College and take a leave during the following year.

Associate Professors and Professors in regular, full-time appointments are eligible for sabbatical leaves (providing full salary for one semester (3 course) or half salary for two semesters) each seventh year, and to apply for one-semester (2 course) paid Study Leaves, which are awarded on a competitive basis. These Study Leaves may either be coupled with a sabbatical leave to extend it to one year at full pay, or may provide a leave between regular sabbatical leaves.

Faculty members also seek support for scholarly leaves from external foundations and agencies.

2003/04 LEAVES:

Research and Sabbatical Leaves: In 2003/04, six assistant professors took advantage of semester-long Research Leaves. The latter program continues to serve to enhance the success of recent faculty searches. In addition, ten faculty members took full-year, and twelve faculty members took one-semester sabbatical leaves.

Study Leaves: Six faculty members took one-semester Study Leaves for Associate Professors and Professors. As described in last year's report, those included Brad Bateman, Scott Cook, Jonathan Chenette, Charles Cunningham, David Campbell, and Tom Moore.

Harris Leaves: Year-long Harris Fellowship Leaves were taken by Steve Andrews, Assistant Professor of English, working on his project "Looking for Samoset: Emerson, Yosemite and the Persistence of Memory", and Andy Mobley, Assistant Professor of Chemistry, working on his project "Synthesis of Transition Metal Organostannylene Complexes".

2003/04 Leaves funded by external agencies:

A Mellon Faculty Career Enhancement Semester Leave awarded to Scott Cook, Associate Professor of Chinese, for his proposal "Reinterpreting the Confucian Tradition in the Light of Newly Excavated Manuscripts", complemented his Grinnell College Study Leave, allowing him a full year of leave in Taiwan.

2004/05 LEAVES:

Research and Sabbatical Leaves: For the 2004/05 academic year, nine Assistant Professors were approved to take one-semester Research Leaves. Four Associate Professors and Professors were approved to take year-long sabbatical leaves, and twelve to take semester-long sabbatical leaves.

Study Leaves: Three faculty members were awarded study leaves for 2004/05. All will use these leaves in conjunction with one semester sabbaticals for a full-year leave. They are: Tyler

Roberts, Associate Professor of Religious Studies, “Religious Studies and Critical Humanism”; Mark Montgomery, Professor of Economics, a proposal to study whether mature workers in industries facing severe competition from imports are more likely to seek and pursue re-education and training than workers in other industries; and Elaine Marzluff, Associate Professor of Chemistry, “Structural Determination of Biological Molecules in the Gas Phase.”

Harris Leaves: Year-long Harris Fellowship Leaves were awarded to Brian Borovsky, Assistant Professor of Physics, for his proposal "The Molecular Origins of Friction: Alkanethiol Monolayers Studied with Combined Nanoindentation and Quartz Crystal Microbalance," and Ralph Savarese, Assistant Professor of English, for his proposal "More: A Memoir of Autism, Adoption, and the End of the Welfare State.”

2004/05 Leaves funded by external agencies:

A Mellon Faculty Career Enhancement Semester Leave (one of 10 selected from applicants representing the 8-institution group participating in this grant program; see below) was awarded to Marc Chamberland, Associate Professor of Mathematics. He will combine this leave with a sabbatical semester for a year-long research project, to be conducted in collaboration with Professor J. Borwein at Dalhousie University of Halifax, Canada. He will seek to answer questions in three distinct categories concerning resolving number theory problems using discrete dynamics, understanding the structure of Jacobian maps, and characterizing rotation-invariant differential operators.

A Fulbright Fellowship was awarded to Saadi Simawe, Associate Professor of English, and will fund a year-long study project in Senegal, Africa.

SUPPORT FOR PROFESSIONAL DEVELOPMENT

INSTITUTIONAL COLLABORATIONS AND EXTERNAL GRANTS

Andrew Mellon Faculty Career Enhancement Grants

At present, Grinnell College participates in three separate Mellon Faculty Career Enhancement grants: one of these is shared with seven other liberal arts institutions (Amherst, Oberlin, Pomona, Reed, Smith, Wesleyan, Williams), one supports collaborative activities between Grinnell and Oberlin Colleges, and a newly-awarded grant facilitates collaborative efforts among the Associated Colleges of the Midwest. These grants support a range of initiatives aimed at supporting faculty members in their professional lives as researchers, teachers, and leaders of the academic community. The following grants have been awarded to Grinnell faculty.

Faculty Leaves

See Faculty Scholarly Leave section, above.

Faculty Summer Stipends and Research Assistants.

- Summer 2003: Jin Feng, Assistant Professor of Chinese, received a summer stipend to support her study of Chinese women’s educational experience in nineteenth and twentieth-century America.
- Summer 2003: Charles Cunningham, Associate Professor of Physics, received a summer stipend and funds for student research assistants to design and characterize an ideal metallic spin glass. This work was pursued in collaboration with research students at Grinnell and physicists at Ames Laboratory, Iowa State University.

- Summer 2004: Funds for student research assistants to support faculty members on research leave or for the summer or semester preceding or following the leave, and for those receiving summer stipends were provided to Vince Eckhart (Biology), Barbara Trish (Political Science), Charles Jepsen (Mathematics), Doug Caulkins (Anthropology), and Elaine Marzluff (Chemistry).
- Summer 2004 stipend recipients are Vince Eckhart (Biology) “The Evolutionary Ecology of Flower Color: The Molecular Basis of Adaptation” and Alan Schrift (Philosophy) “The Influence of the *Agrégation de Philosophie* on Twentieth-Century French Philosophy.”

Faculty Partnerships and Workshops

The Mellon Faculty Career Enhancement grants provide funds to allow faculty members to meet to discuss their research or teaching interests. These meetings can be relatively small-scale and informal (partnerships) or large, formal gatherings (workshops). This past year Grinnell College faculty members participated in two partnerships and were instrumental in developing two workshop proposals that received funding.

Partnerships:

- Bill Wootters, Professor of Physics at Williams College, visited Grinnell College January 24-25, 2004. The main purpose of this visit was to build connections among Williams and Grinnell faculty interested in quantum entanglement theory and to stimulate further research in this area.
- Eugene Gaub, Associate Professor of Music at Grinnell College, and Genevieve Lee, Associate Professor of Music at Pomona College, visited each other’s campuses in March and April, 2004. At both colleges, the two pianists visited music classes and rehearsals, taught a master class, and performed a two-piano concert. Thanks to the Mellon partnership, they are already planning future two-piano recitals.

Workshops:

- Marc Chamberland, Assistant Professor of Mathematics, and Ami Radunskaya of Pomona College have proposed to organize a mathematical modeling curricular development workshop that will be hosted by Pomona College.
- Roger Vetter collaborated with faculty members of several institutions to submit a proposal for an ethnomusicology workshop, also to be hosted at Pomona College.

Focus Groups and Individual Interviews.

Grinnell and Oberlin Colleges requested funds from the Mellon Foundation to collaboratively explore the issues of faculty vitality among faculty nearing retirement. As the two colleges mutually explored the issues for the faculty on their campuses, it became clear that the needs on the two campuses differed somewhat. Grinnell College has come increasingly to focus on the last third of faculty members’ professional lives, when many individuals are reconsidering their teaching and research programs, and when they can be most influential in their service to the College. A second faculty career issue has emerged at Grinnell this past year and a half: that of women faculty members and whether there are particular obstacles in their career paths.

Grinnell and Oberlin Colleges asked Beth McKinsey, Professor of English and former Dean at Carleton, to conduct a series of focus groups and one-on-one interviews regarding these issues.

Beth visited Grinnell March 8-9, 2004, and met with 26 faculty members. She writes: “Universally, faculty expressed pride and pleasure in working at Grinnell. They love their teaching, they appreciate colleagues, they believe that the College is strong and they believe it will continue to have a very strong future. I was very impressed by the obvious dedication, professionalism, diversity, and quality of mind and thoughtfulness of all the faculty I interviewed.” She then went on to identify a number of concerns voiced by these individuals, and to make some recommendations in response to them.

In regard to the concerns of faculty members in the culminating third of their careers, Beth identified the following: (1) work load, particularly committee work and advising; (2) governance, both in terms of questioning how much say they really had in governance and in terms of colleagues undercutting the work of faculty committees when it was presented for approval at faculty meetings; (3) the reward system for faculty accomplishments; (4) a desire to see a more articulated faculty development program. Women faculty members’ concerns were quite similar to those of the senior-level faculty members of both genders, but there were specific issues that they identified as distinctive. These included (1) a sense that women may be carrying a heavier load in terms of teaching, advising, and service to the college, and that this was exacerbated by domestic duties; (2) the proportion of eligible women faculty who apply for and who receive competitive faculty leave awards; (3) women faculty seem less likely than men with comparable years of service to be full professors; (4) the high proportion of men in important faculty committees such as the Executive Council and the Committee for Support of Faculty Scholarship.

Beth recommended that the College consider (1) a personnel statement in the tenure and promotion file as a way to encourage faculty members to reflect back and project forward in holistic ways at moments in the career that ideally will be turning points/revitalizing moments of reward and recognition; (2) exploring renewal and development opportunities provided by team-teaching and off-campus teaching; (3) establishing a formal Learning and Teaching Center, developed with faculty planning and faculty implementation; (4) discussions among particular groups of faculty at turning points in their careers: newly tenured faculty, those planning to apply for promotion to full professor or those just promoted; (5) exploring the possibility of promoting research productivity among those who have not recently been productive as well as among those who have, and developing mechanisms to help faculty “jump-start” some scholarship or “retool” in a new area (this could be particularly useful at particular career turning points); (6) diversifying the criteria for rewards and advancement; and (7) reviewing the ways that advisees are assigned. She also recommended that the faculty consider ways to communicate and coordinate policy deliberation in ways that seem more efficient in the use of faculty time and more respectful of the time and care that committee members have put into proposals that are brought to the faculty, and that deans and faculty leaders should consider ways to improve communication without markedly increasing everyone’s work load.

While noting that many of the above recommendations also addressed concerns of women faculty, Beth made specific suggestions regarding these: (1) make efforts to promote and reward women’s leadership; (2) take into account women’s situations and records of achievement in addressing the criteria for faculty rewards (salary, promotion, and research, leaves); (3) set aside

research leave money for promising projects without the requirement of recent research productivity; and (4) enhance communication about opportunities and needs for spousal hiring.

ACM Faculty Career Enhancement Grant

This new grant will provide funds for the following collaborative initiatives among the ACM colleges:

- Visiting scholars;
- Common interest workshops connecting faculty with similar interests;
- New faculty integration;
- Leadership workshops on faculty governance in the context of the liberal arts college;
- Mentoring/job shadowing program;
- Enhancing faculty scholarship by exploring new avenues; and
- Supplemental sabbatical support to help faculty plan their sabbaticals.

Collaboration on the various initiatives will be facilitated by a faculty Project Coordinator working in conjunction with the Dean's Offices of each of the ACM campuses.

Other External Sources

Margarita Pillado, Associate Professor of Spanish

Spanish Ministry of Education: \$3,000 to support her travel to Spain during the 2003/04 academic year for research on race and ethnicity in Spanish cinema

Tom Moore, Professor of Mathematics

The American Statistics Association: \$7,600 to support the annual meeting of Statistics at the Liberal Arts Workshop to be hosted by Grinnell College in July 2004.

Todd Armstrong, Associate Professor of Russian (Center for International Studies)

The Fulbright-CIES program: \$25,000 to support the 2004/05 year-long residency in Grinnell of Hein Willems, South African professor of English and Afrikaans literature and Southern African culture. His expertise will also be made available by Grinnell College to the University of Iowa during the period of residency.

Mark Levandoski, Assistant Professor of Chemistry

The Ohio State University: \$39,000 to support his research on development of nicotinic receptors in zebrafish.

Clark Lindgren, Associate Professor of Biology

The Howard Hughes Medical Institute: \$1,400,000 institutional grant (to be used over a 4-year period) to support student-faculty mentored research, interdisciplinary faculty development, acquisition of new laboratory instrumentation, curricular and pedagogical development in the local school district, and assessment of research-like experiences of students in science.

Christopher McKee, Librarian

Vice Admiral Edwin B. Hooper Research Grant from the Naval Historical Center of the Department of the Navy: \$2,500 to support research and writing of his book in progress, "Ungentle Good Nights: Life in a Home for Elderly Naval Sailors, 1831-1895."

Andy Mobley, Assistant Professor of Chemistry

The National Science Foundation: \$14,729 to support his ongoing research on new metal halides in collaboration with faculty at the University of Iowa.

The National Science Foundation: \$209,869 to purchase a significant upgrade to the nuclear magnetic resonance instrument (originally purchased with a Fund for Excellence grant) in the Chemistry Department.

Scott Cook, Associate Professor of Chinese

The American Council of Learned Societies: \$75,000 to support his research on Guodian texts while in residence at the National Humanities Center during the 2005/06 academic year.

INTERNAL SUPPORT OF PROFESSIONAL DEVELOPMENT

Faculty Scholarship

The Committee for Support of Faculty Scholarship awarded 32 grants to 31 faculty members during the academic year and 74 grants to 66 faculty members for summer projects. Funding for these grants totaled \$105,600 from the base budget plus \$10,206 from the Shephard foreign travel fund. The Committee also made recommendations on grants for summer research students, for a total of 87 Mentored Advanced Projects (MAPs), Directed Summer Research, and Mentored Introductory Projects (MIPs) to be conducted by students and faculty in the summer of 2004. Total funds supporting student-faculty research amounted to \$332,360. The Committee for Support of Faculty Scholarship also allocated \$142,480 to faculty members to support their travel to professional meetings. In addition we budgeted a total of \$85,819 for faculty travel and other scholarship support for named chairs.

Desirous of recognizing the scholarly achievements of Grinnell College faculty members, the Dean's Office worked with the Office of Public Relations to produce *Faculty Accomplishments*. We intend to publish this booklet on a biennial basis.

Teaching and Curricular Development

The Instructional Support Committee modified the Curricular Development Proposal Guidelines in order to broaden eligibility for teaching innovation and to encourage one-time or experimental course-related field trip proposals. The committee also added requirements to the guidelines for summer workshop proposals to assure outcomes that relate directly to the curriculum. ISC will continue to discuss alternative funding models for curricular and pedagogical development.

In addition to seven course development awards, faculty members across divisions were supported in the following:

- Six summer workshops: writing workshop, oral communication workshop, Africana Studies/American Studies workshop, Prairie Studies workshop, Liberal Arts workshop, Advising and Mentoring workshop
- Two faculty-to-faculty tutorials
- Five course-related field trips
- Three 'Teaching and Learning' discussion groups: sciences, Humanities 140, and statistics
- One reading group: Political Economy
- One faculty weekend seminar organized to discuss readings in preparation for the symposium on "Diversity, Democracy, DuBois"

- Six discussion lunches for foreign language faculty members of the Committee to Foster Foreign Language Study (CFFLS)

For a sixth year, the Office of the Associate Deans organized a welcoming program for new faculty shortly before the beginning of the academic year. 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.

THE DEAN'S OFFICE

Naturally, the Dean's Office has always been committed to the liberal arts mission of Grinnell College and continues to engage in the broader educational community to learn from that community and to communicate our successes to liberal arts colleges and to the world of higher education. Some of these interactions are listed below.

PRESENTATIONS:

Jim Swartz, Dave Lopatto and Anne-Barre Hunter, CUR

“Faculty Perceptions of the Benefits of Undergraduate Research”

Helen Scott, Brad Bateman, Joyce Stern, AAC&U

“Advising and Mentoring in the Liberal Arts: Focusing on Who Students Are, Not What They Do”

Jim Swartz, Leslie Gregg-Jolly, Alumni Events Denver and San Francisco

“Changing Paradigms of Teaching Science and the Interactions with Facilities”

Jim Swartz and David Lopatto, PKal/AIRE-ROLE (Oberlin College)

“Motivating Students to Pursue S.T.E.M. Careers”

PARTICIPATION IN THE LARGER COMMUNITY:

Jim Swartz

Board, American Council of Academic Deans

Advisory Council of the Iowa Energy Center

Chair, Associated Colleges of the Midwest Board of Deans

Councilor, Chemistry Council of Undergraduate Research

Advisory Committee Iowa Independent Colleges Technology in Teaching Project

Advisory Committee, Midwest Instructional Technology Center (MITC)

Board, State Science and Technology Fair of Iowa

North Central Association, Higher Learning Commission – Team Chair, Consultant-Evaluator

PFF Panels at Iowa State University

Helen Scott

Global Partners Coordinating Committee and Central Europe/Russia Task Force

Marci Sortor

PFF Panels at Iowa State University

Facilitating discussions and organizing ACM Associate Deans

NEW ASSOCIATE DEAN:

As of mid-summer 2004, Helen Scott will have completed twelve years of exceptional service to the College as Associate Dean. It was with keen regret that I accepted her decision to step down from this role, but I applaud and encourage her decision to move to a period of Senior Faculty Status following a well-deserved and hard-earned year-long sabbatical leave during the 2004/05 academic year. Helen's extensive knowledge of programs for which she has borne primary responsibility and her energetic leadership will be greatly missed. To complement my work as Dean and that of Associate Dean Marci Sortor, Jonathan Chenette, Blanche Johnson Professor of Music, commences a three-year term of office as Associate Dean. We look forward to realizing the benefits of applying Jon's considerable talents to the work of the Dean's Office. We have been working collaboratively to reallocate areas of responsibility among the three of us to take advantage of our respective strengths and interests, while seeking to provide optimal support and leadership to the faculty and academic program of Grinnell College. We intend to communicate this reallocation to the faculty and to the larger College community later in the summer, to enhance communication and minimize confusion caused by this transition. The excellent support provided by the continuing staff in the Dean's Office contributes continuity and operational stability, and we embark on this new phase with optimism and enthusiasm.

FACULTY GOVERNANCE

EXECUTIVE COUNCIL:

In addition to usual issues of governance addressed by Executive Council, major issues on which the Council invested substantial time and effort in 2003/04 included:

- **Changes in student learning assessment (discussed in later in this report).**
- **Process for setting faculty salaries.** A proposal for extensive revision of this process was devised by the Executive Council, with substantial leadership from Chair of the Faculty Mark Montgomery. That proposal, after several years of discussion and consideration, was presented to and approved by the faculty in April 2004, and will be implemented beginning with the coming academic year.

Previously each faculty member submitted an extensive annual Faculty Activity Report (FAR) and updated curriculum vitae during the summer. In the fall department chairs prepared salary recommendations for each continuing faculty member which were submitted to the faculty Budget Committee, which then made a recommendation to the Dean and President for the salary of each faculty member for the subsequent academic year. Salary increases have typically been constituted of two or three components: an across-the-board increase, a merit component, and on some occasions an adjustment to correct for inconsistencies among salary ranks. This whole process has been very time-consuming for the individual faculty members being evaluated, for department chairs, and for the faculty Budget Committee. The process has included virtually no

developmental aspect, and has not been used to encourage faculty members to be more deliberate about thinking about their career direction or for department chairs or others to give helpful feedback or support to individual faculty members. In addition, the Personnel Committee, which regularly evaluates untenured faculty members, has had no formal role in the salary system; occasionally, the salary recommendations have not been consistent with the performance reflected in the Personnel Committee reviews.

In the newly-approved system, faculty members will submit annually a much shorter (less than 25% as long) FAR. This change should save time for all faculty members. Merit scores for assistant professors will be set as part of the contract review process. Since departments are already submitting extensive review documents in that process for more than a third of the faculty, no further information will need to be submitted. This change should save a substantial amount of time for department chairs. Merit scores (which are then translated into merit raises) for lecturers with long-term contracts, associate and full professors will be set on a less frequent basis. These faculty will submit, on a triennial basis, a statement which puts into context their activities and accomplishments and goals for the future. Department chairs or designated representatives will sit in on classes, review materials and engage in a discussion with faculty members having such a review. Department chairs will then submit to the Faculty Budget Committee a recommendation for a merit score for faculty members under merit review. The Budget Committee will then recommend a merit score, tenable for three years. Subsequent to this recommendation, the Dean will meet with each faculty member who has had a triennial review to discuss the review. We estimate that the Budget Committee will be reviewing about 20% of the faculty each year under this new system. We believe that the new system offers a substantial time savings for department chairs and the faculty Budget Committee, and provides a much improved developmental component for individual faculty members than has our system in the past. Each year the faculty Budget Committee will use those merit scores to make a recommendation for the salary for each individual faculty member, just as it has done in the past. The Faculty Budget Committee will consider the relative salary levels of each rank, the salary pool, and any other appropriate information in establishing the allocation of salary funds among the three categories (across the board, merit, and adjustment).

- **Enhancement of assistant professor salary levels.**

Because a disparity has developed over time between the levels of assistant professors' salaries at Grinnell College compared with those of our peer institutions, the Faculty Budget Committee worked this year to devise a system of faculty salary allocation that would help ameliorate the situation. For this year's salary increments, the model developed by the faculty Budget Committee awarded salary increases in three components: an across-the-board cost of living percentage increase, a merit-based increment, and an adjustment weighted to correct for differences in the relatively low (with respect to our peers) level of our salaries at the assistant professor rank. The cost of living adjustment was 1.3%. Merit increments ranged from zero to \$1900. The adjustment to correct for comparative differences in ranks decreased substantially with the number of years of service at the college. The average of this third adjustment for assistant professors was \$4100; for associate professors was \$1000; and for professors

was \$300. I appreciate the leadership of the faculty Budget Committee, the thoughtful consideration and support of the faculty as a whole, and the commitment of additional salary funds through the budget process to help resolve this salary discrepancy. We believe that, with this adjustment, we have raised the salary level of our assistant professors to a level competitive in 2004/05 with our peers, but we will have to await the comparative salary data which will be available early in 2005 to know for sure.

- **Revision of Senior Faculty Status eligibility and allowable term.** The age of eligibility for consideration to move to Senior Faculty Status was revised from 64 to 61, the maximum age for consideration (previously it had been capped at age 70) was removed, and the allowable maximum SFS term was limited to five, rather than seven years. This Executive Council proposal was approved by the Faculty in April and endorsed by the Board of Trustees in May, 2004.
- **Improvement of faculty diversity.** The Council considered ways in which we might improve the diversity of the faculty and the barriers to doing so. A decision to renew the “Diversity Initiative Searches” initiated in earlier years has been adopted; Council also recognizes that substantial faculty leadership and commitment in this area are needed, and will work in the coming year on developing strengths in that area. We will commence a number of searches in 2004-05 the goal of which will be to enhance the diversity of the faculty and of the curriculum.
- **Strategic Planning process.** The Executive Council represented the faculty in the institutional strategic planning process, and led discussions among the faculty in groups focusing on different aspects of that planning. Substantial progress was made, with Council being instrumental in providing effective leadership to the process, under the able guidance of Faculty Chair Mark Montgomery, through his work with the planning team, steering committee, focus groups, and campus community as a whole.

COMMITTEE ON ACADEMIC STANDING:

- **Review of Student Leave, Course Withdrawal, and Course Incomplete Policies.** During the 2003/04 year the Academic Affairs and Student Affairs Offices engaged in a thorough review of our policies with respect to students withdrawing from the college or from courses, taking personal and medical leaves, and being granted incompletes in courses. The Committee on Academic Standing reviewed these policy changes and recommended a modest change in grading policy for students withdrawing from courses, which the faculty adopted on April 19, 2004. The result of these efforts is a substantial number of clarified policies which are more consistent and which will encourage students to plan and to make important decisions in a timely fashion. I particularly thank Helen Scott, Joyce Stern and Gerry Adams for their hard work on this important matter.
- **Review of Policy for Awarding Honors.** In the spring of 2004, the faculty approved the CAS recommendation that a college-wide standard for honors should be adopted in cases where students have been found guilty of academic dishonesty. Next fall, CAS will bring a second recommendation to the full faculty describing what the college-wide standard for eligibility should be.

CURRICULUM COMMITTEE:

- **Recommendation on Compensation for Independent Study.**

The Curriculum Committee spent much of the 2002/03 and 2003/04 academic years discussing models for giving teaching credit for supervision of independent study. The Committee was particularly interested in compensation schemes that put limits on the number of independent study courses which could accrue teaching credit and in consummation of that teaching credit with additional leaves. The Committee explored the substantial costs (in terms of additional term faculty positions and dollar costs). Ultimately the Committee made recommendation to the Executive Council that it consider giving teaching credit for some 4-credit independent study much in the way that Mentored Advanced Project teaching credit is given. The Executive Council has not yet had time to thoughtfully consider that proposal, but it has expressed concerns about it.

THE ACADEMIC PROGRAM

Effective institutions must evolve, and there is much evidence that such thoughtful evolution is occurring at Grinnell College. Faculty members and academic administrators are discussing the elements of liberal education with new intensity, stimulated by the strategic planning process, an external grant from the Lilly Endowment, and our desire to articulate the distinctive elements of our educational approach more clearly. Such discussions connect naturally with our attempts to better assess student learning and to support and extend the strong advising and mentoring relationships on which the success of our students depends. Our strategic planning process has also led us to examine more closely the meanings of interdisciplinarity and ways in which our interdisciplinary offerings might adapt to best serve our institutional goals. We continue to offer faculty development workshops based on a peer-to-peer model of improving teaching and learning. Our new Technology Discovery Center is helping us develop a vision for a more comprehensive facility to support effective use of technology in our curriculum. These initiatives reflect our ongoing pursuit of focus and excellence in the educational environment for our students.

ENGAGING IN DISCUSSIONS ABOUT THE LIBERAL ARTS

During the 2003/04 academic year, faculty members, in a variety of forums, engaged in discussions about the liberal arts. The Strategic Planning Group on “Re-emphasizing the Liberal Arts” discussed and made specific recommendations about enhancing our academic program; the Tutorial Committee discussed the various goals of the tutorial, with a special emphasis on the tutorial’s role in engaging our students in the liberal arts both through classroom discussion and through advising; the topic of the first tutorial orientation session for faculty this past spring was “The Tutorial and the Liberal Arts: Choosing a Topic.” Our New Faculty Orientation last August included a panel of continuing faculty who talked about teaching in the liberal arts.

Barb Trish, Economics, and Elaine Marzluff, Chemistry, facilitated, along with Joyce Stern, Director of Academic Advising, the second iteration of a Lilly-sponsored summer workshop on advising and mentoring for ten other faculty members. Workshop participants explored ways of

engaging students in the liberal arts through advising and mentoring that help students reflect on “big questions” (Who am I? Where am I going? What is my mission?) as they plan their academic programs. The workshop participants also discussed the importance of helping students reflect on the value of a liberal arts education as they plan for their futures beyond Grinnell College. Steve Langerud, Associate Dean for Experiential Education, shared with the group programs that his office has in place for helping students plan for their futures. Workshop participants appreciated having a forum to share advising and mentoring experiences, best practices, and ideas for enhanced support for faculty members in their complex roles as advisors and mentors. They enthusiastically recommended the continuation of these valuable summer advising workshops for faculty.

Brad Bateman, Economics, and Dan Reynolds, German, facilitated a summer workshop for ten other faculty members on “Articulating the Meanings of Liberal Education.” This workshop evolved out of last summer’s Lilly workshop on advising and mentoring and supports our ACM Mellon-funded initiative on “Engaging Today’s Students in the Liberal Arts.” The goal of the workshop was to begin the process of collectively articulating the value in what our faculty do as liberal educators so that we can effectively communicate that among ourselves and to others. The group discussed issues that lie at the heart of contemporary debates over the meaning of liberal education and focused especially on issues relevant to teaching at Grinnell College within the context of these debates. What do we mean by interdisciplinary teaching/learning and what are the structural barriers to providing more opportunities for such? What role does character formation play in our advising and teaching? Are we striving to help our students be people who engage the world in a different way because they are liberally educated? Do our faculty, with a wide variety of pedagogical styles, nevertheless have a common way of teaching that distinguishes liberal education at Grinnell College, i.e., is our teaching informed by a common understanding that every student in the class should succeed? These and other questions raised during the week-long discussions led the participants to enthusiastically recommend the continuation of such discussions in a variety of faculty forums.

ASSESSMENT OF LEARNING OUTCOMES

Re-emphasis of the liberal arts involves gaining a clear sense of how well we are realizing our goal of providing an excellent liberal arts education. In anticipation of the College’s next accreditation review in 2008, we reviewed our previous assessment activities. The North Central Association will expect to find that Grinnell is not only collecting information on student learning outcomes, but also that it has used its findings to improve its academic program and to further refine its assessment procedures. Working closely with the Writing Advisory Committee and the Office of Institutional Research, we launched a new approach to writing assessment this past fall. Then, in February 2004 we presented a tentative plan for a new assessment program to the Executive Council.

Writing Assessment

The new writing assessment program builds upon the previous writing assessment efforts in important ways, and uses a checklist of ten writing skills that the majority of Grinnell College faculty endorsed in 2001. It asks faculty members to evaluate student writing at two points: early in their first semester and toward the end of their fourth semester, at which point they should have acquired the writing skills that we expect of all students as they begin their majors.

This past fall, we asked Tutorial instructors to provide us with an assessment of their students' abilities as writers. This strategy was quite successful. We now have a "baseline" measurement of 86% of the incoming class (considered by survey researchers to be an extremely high rate of return). Furthermore, the students whom we have evaluated are highly representative of the entire entering class in terms of gender, ethnicity, test scores, type of high schools attended, and academic interests. The writing evaluations agree well with other measures of academic performance (e.g. SAT scores, high school GPA and class rank), but provide a far more detailed assessment of a student's strengths and weaknesses than does the SAT verbal score alone.

Summarizing this first set of findings, Director of Institutional Research Carol Trosset writes:

- With minor exceptions, our entering students are pretty good at openings, grammar, use of information, and engagement.
- For all levels of writing skill, students tend to be weakest at maintaining a unified focus (measured by three items: maintains unity, stays focused, and connected sequence), and at closings.
- The abilities to make central claims and to deal with complexity drop with overall writing skill level. These are among the stronger skills of "excellent" writers, and among the weaker skills of "poor" writers.

What we have learned about our incoming students as writers is valuable only to the extent that we use that information to inform our teaching of writing. To that purpose, the Writing Advisory Committee reported on the assessment findings to the faculty both at a faculty meeting and through the Writing Lab's newsletter, the *Writing Forum*. Also in response to the preliminary writing assessment findings, the Writing Advisory Committee rewrote the section of the *Resources for Tutorial Faculty Handbook* that pertained to writing, and two of its members will serve as facilitators of a summer faculty writing seminar.

Next Steps in Self-assessment of Student Learning at Grinnell College

In February 2004, the Dean's Office presented to the Executive Council a plan for the revision of the College's assessment program. The purpose of the revision is to respond to and act on previous assessment efforts, to ensure that assessment reflects the values and goals expressed in our new Mission Statement, to provide reliable collection of data, and to develop an efficacious feedback mechanism. The Dean's Office proposed to concentrate on (a) writing, (b) student research experiences, (c) information literacy, (d) critical reading and thinking, (e) international experience, and (f) curricular choices and advising. The Executive Council supported this revision.

This Spring semester, thanks to help of several faculty members, we developed and tested a pilot version of our assessment of research, critical reading/thinking, and information literacy skills. The work of David Lopatto in assessing the learning of students (both at Grinnell and at other colleges and universities) who engage in student-faculty research is gaining much national attention. We are in the process of developing an assessment program to evaluate our students' international (or global) experiences while enrolled at Grinnell College, which we hope to test as a pilot next Fall semester. Last, the Office of Institutional Research is working on transcript analysis as part of an assessment of our students' curricular choices.

DEPARTMENTAL REVIEW

In accord with our normal process of regular reviews of academic departments, in mid-April 2004 the Department of Biology was visited by a team of external reviewers. In preparation for the visit, the department conducted an extensive self-study, culminating in a series of questions which were posed to the reviewers for their advice and to serve as stimulus for internal development. We are awaiting the team's final report on its visit, but the oral report was very positive.

AMERICAN STUDIES CONCENTRATION

A group of faculty members worked effectively to develop a proposal for the institution of an interdisciplinary concentration in American Studies. That proposal was approved by the divisions, Curriculum Committee, and faculty as a whole. The proposal centers on the courses forming the core of the former American Studies major and makes use of a long list of appropriate courses already taught in academic departments. The goal of the American Studies committee is to develop a different structure of this program over the next several years. This is an important development in the College's interdisciplinary programs.

MENTORED ADVANCED PROJECTS (MAPS)

<http://www.grinnell.edu/offices/dean/map>

The Mentored Advanced Project program continues to be highly successful. During the 2003/04 academic year, students completed 166 MAPs. This past year, 13 students and alumni have published (or co-published with their former mentors) their research findings in scholarly journals. Forty-nine have presented their findings at regional conferences, 12 at national conferences, and 3 at international conferences. Many other MAP students presented their findings at College poster sessions during Family Weekend and at other scholarly gatherings on campus.

Long days of research in the summer, particularly for MAP students pursuing projects in the Humanities and Social Studies, can be difficult and isolating. The Dean's Office has worked to provide this summer's MAP students in the Humanities and Social Studies with collaborative working environments. To this end, we secured three computer-equipped and networked spaces for the exclusive use of groups of MAP students. In most cases, these work spaces are close to the students' faculty mentors, so that the social environment for their academic work includes professors as well as fellow student researchers.

Drawing on the example of the science teas, we have also worked with librarians to sponsor weekly summer teas in Burling Library. The library teas are hosted by the reference librarians, who schedule research-related sessions and demonstrations immediately afterward. The first library tea was an unquestioned success, with about 30 people attending. A Reference Works demonstration, which immediately followed the tea, was also well attended.

OFF-CAMPUS STUDY

Applications approved this spring for 2004/05 off-campus study were up substantially from applications approved last year, which were abnormally low, most likely due to the international situation, especially the impending war in Iraq. Last year we approved a total of 201

applications, and, after attrition, 169 of those students studied off campus in 2003/04. This year, we approved a total of 224 applications, and we project that, after attrition, 191 students will study off campus in 2004/05.

Unlike last year, when the SARS epidemic resulted in four students returning early, no students had their studies cut short this year because of Travel Warnings issued by the U.S. Department of State. However, the international situation, especially with regard to potential terrorist activity, continues to be unstable and a State Department World-Wide Caution remains in effect. All students planning to study off campus next year have been kept informed and advised to take appropriate precautions.

Normally, over half of our students spend a semester off campus while they are enrolled at Grinnell College. In order to allow all qualified students to study abroad, we are managing our OCS enrollments to achieve the appropriate balance between students off campus in the fall and in the spring. This year we asked 31 students to shift their plans for off-campus study from spring 2005 to fall 2004. In order to better facilitate this process, next year students will be required, for the first time, to submit applications for a first-choice and second-choice program, one in the fall and one in the spring.

Richard Bright, Director of Off-Campus Study, continues to work closely with faculty program advisers, program representatives from individual programs, and OCS student returnees to organize and schedule program information sessions throughout the academic year. These sessions emphasize the importance of long-term course planning in preparation for off-campus study and highlight for students the program options having strong faculty support and curricular connections. This results in concentrating students in a smaller number of programs than in the past.

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 and to monitor the quality of programs on our list of approved OCS programs with the help of site visits by faculty members and the Director of Off-Campus Study. The Director of Off-Campus Study works closely with OCS Board and the Center for International Studies to set priorities for on-site evaluations. This past academic year, members of our faculty from all three divisions visited or directed programs in Ecuador, Costa Rica, Tanzania, and South Africa. All faculty conducting site visits produce full reports submitted to the Center for International Studies. These evaluations, along with those done by the Director of Off-Campus Study for programs at the Universities of Adelaide and Melbourne in Australia, resulted in recommendations to retain some programs on the approved list and to delete others. These recommendations were reviewed and approved by the OCS Board.

Grinnell-in-London Program

169 students studied abroad in 23 countries during the 2003/04 academic year. Nineteen of them studied in the Grinnell-in-London Program during the fall semester with Ellen Mease, Associate Professor of Theatre, and George Barlow, Associate Professor of English. Twelve students participated in the third year of our new spring internship program in London with Bob Grey, Professor of Political Science.

During the spring semester, due to very low enrollments for the fall 2004 Grinnell-in-London Program, the Dean's Office worked with the GIL Board and with Donna Vinter, London Director, to merge our Spring Semester internship program into our traditional fall semester program. In the fall of 2004 and 2005, we will run a dual-track program providing students a choice of participating full time in an internship or in an intensive course during Phase II of the fall program. This will allow us maximum flexibility in attracting students to both types of program. Our students will be studying next fall with Elizabeth Dobbs, Professor of English, Kathy Kamp, Professor of Anthropology, John Whittaker, Professor of Anthropology, and George Drake, Professor Emeritus of History in addition to our London adjunct faculty members.

Grinnell-in-Washington Program

Twelve students participated in the third year of our new Washington D.C. fall internship program with a focus on policy studies. Doug Caulkins, Professor of Anthropology, directed this program. In Fall 2004, Eugene Gaub, Associate Professor of Music, will direct this program and eight students will participate.

ATHLETICS

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

At Grinnell, intercollegiate athletics programs hold academics as the guiding principle in balancing the philosophy of participation with competition. We value excellence and recognize success in its many forms. We celebrate the accomplishments of our All-Conference and Academic All-Conference players. We are proud of our All-Region and Academic All-Region student athletes. And we delight in the fact that we have All-Americans and Academic All-Americans among our athletes and teams.

This year, over 35 Pioneer athletes received All-Conference honors, four earned All-Region distinction, one finished with Honorable Mention All-American Honors, and two finished with All-American Honors. Outstanding efforts in academics contributed to over 140 individual Pioneers attaining Academic All-Conference honors. As well, several teams achieved national academic distinction from their coaches' associations.

Conference Champion status was attained by five Grinnell sports teams: women's soccer, men's cross-country, women's swimming and diving, men's swimming and diving, and men's tennis. The Midwest Conference measures the strength of each school's men's and women's programs by assigning points, by sport, for a team's league finish. Our men's programs combined to finish second and our women's squads finished third; the combined men's and women's scores led to Grinnell finishing second.

This year the department rethought and recommended a significant reorganization of assignments. The reorganization took the opportunity of a faculty departure and a view to the future of opening a substantial wellness facility to create a more effective structure. This reorganization resulted in the appointment of two faculty/coach positions and moves the trainer position from a full-time faculty position to a full time position which is part-time faculty and part-time staff. Now all varsity sports will be coached by full-time faculty members. A number

of duties were reassigned to provide supervision of the wellness faculty and better coverage of key duties in the department.

I would be remiss if I failed to mention the positive national attention that has been attracted by the high-flying men's basketball team, with its record-breaking scoring strategies.

CENTER FOR THE HUMANITIES:

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

The Center for Humanities, established in 2001, organized activities toward the goal of drawing attention to and enhancing work in the humanities at Grinnell, encouraging work among humanities faculty and students, and encouraging collaborative work and exchange of ideas across disciplinary and divisional boundaries.

Jeffrey Nealon, Professor and Director of Graduate Studies of English at the Pennsylvania State University, was our 2003/04 Distinguished Visiting Professor in the Humanities, spending the Fall semester in residence. He taught an undergraduate seminar on language and cultural studies, and also directed a faculty seminar on "Post-Postmodern: Globalization, Symbolic Capital, and Resistance" in which eleven faculty and five students participated. The Center also supported the work of a Post-Baccalaureate Fellow, Jeff Bergman, during the Fall semester.

Spring semester Center activities focused upon a symposium which addressed the theme of the fall seminar. Four scholars, including Professor Nealon; Drucilla Cornell of Rutgers University; Doug Henwood, Editor and Publisher of *Left Business Observer*, and Evan Watkins of the University of California-Davis, presented papers to the public and participated in a round table discussion.

A series of faculty Humanities Luncheons were held in which faculty members shared presentations on their research projects, often discovering overlapping interests and opportunities for future research and teaching collaboration. In a new venture, the Center also supported the visits of three guest speakers to engage in classroom discussions with upper-level classes and seminars. These proved to be extremely valuable.

CENTER FOR INTERNATIONAL STUDIES:

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

Having completed its fourth year of operation, the CIS continued to fulfill its mission of coordination, enhancement and expansion of opportunities for developing international understanding, knowledge, and experiences for students, faculty and alumni, and is a central hub of international activities on campus.

Residencies: See under Visiting Faculty above.

Faculty Development Seminar in Southern Africa: A major focus this year was the faculty development seminar in Southern Africa (Summer 04). During the Fall and Spring semesters, the ten-member faculty group met on a regular basis to discuss aspects of African studies, with each participant presenting their proposed project and any African expertise they either had or recently acquired. Nadia Manning '02, a Namibia Grinnell Corps Fellow, was hired to work as

our local facilitator. She traveled to all sites, arranged for many of the details involved in travel and accommodations, and worked on aspects of the academic program. Visits over the course of the Spring semester by the following helped to inform the work of this group: *Dr. Mary Seely*, Executive Director, Desert Research Foundation of Namibia (the DRFN is part of the group's itinerary); *Dr. Elizabeth Perrill '99*, Associate Professor of African Art History at Indiana University; and *Dr. Priscilla Kariuki*, Director of the International Learning Center, Global Partners Project, GLCA Center for East African and International Studies located at the University of Nairobi. A crucial aspect of the CIS seminar involves integration of the seminar experience upon return to campus in the fall. Significant effort has been invested in building CIS curricular and co-curricular programming around the study of Southern Africa in the coming academic year, including the expertise of Fulbright Fellow-in-Residence Hein Willemse.

Student Activities: The CIS primary goal and focus in terms of student activities is to prepare students for their experience abroad, and to assist returning off-campus study students with "re-entry" issues. Events for students who participated in off-campus study programs were organized; feedback indicates that these efforts are reaping good results. The Director also took part in student interviews for the Nanjing Fellowship (Grinnell Corps) Program.

Administrative Activities: The Director has participated in local committees including OCS Board, GIL Board, GIW Board, Nanjing Exchange Committee, Freeman Foundation Committee, and the Heath Selection Committee, and has visited Macau University and Nanjing University. The CIS has also supported the involvement of various faculty members and departments in reviews of international programs, development of grant-funded activities, and collaborations with various off-campus groups.

CENTER FOR PRAIRIE STUDIES:

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

The Center was established in 1999 as an interdisciplinary program dedicated to increasing the awareness, appreciation, and understanding of all aspects of the North American Prairie. Of special note in the Center's successful year of course offerings, symposia, lectures and collaborations was the large symposium co-sponsored with the Rosenfield program on the topic "What We Eat: Today's Industrial Food System – Problems and Solutions". The focus of this symposium was to better inform the campus community about issues associated with food production and distribution including industrialization, concentration, globalization, and food safety. Also discussed were biotechnology, agrarianism and organic food production, involving reactions from representatives of the local farm and agri-business community.

The Center also participated in the release of several new or updated publications, including "Our Trees" (an extensive revision of Henry Conard's 1927 publication), new editions of "Guide to Prairie Sites Near Grinnell, Iowa" and "Directory of Local Food Producers who Market Locally," plus a striking photodocumentary book coauthored with two students, *Picturing Grinnell: A Look at an Iowa Town in its 150th Year*. In June 2004 the Center conducted a faculty development workshop, "The Pedagogy of Place", which was stimulated by attendance of the Director and two other members of the CPS faculty group at a September ACM faculty symposium at Ripon College. Extensive contact with individuals and organizations in the community, including activities at CERA, round out the Center's outreach portion of its mission.

ROSENFELD PROGRAM:

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

The Rosenfield Program sponsored a wide-ranging and stimulating variety of lectures, symposia, campus visits and summer internships. Symposia included:

- *Mini-Symposium on Infectious Disease*, designed to give the campus community an up-to-date view of infectious disease in an age of globalization, along with the status of research and development of vaccines.
- *Coastal Waters and the Environment*, jointly sponsored by the Rosenfield Program and Environmental Studies to discuss some of the problems created by over-fishing, climate change, pollution carried to the sea from rivers, and coastal erosion.
- *Japan's Changing Face: The Heisei Era (1980-Present)*: An effort to create greater student interest in Japan, this symposium was facilitated by funding from the Freeman Foundation Undergraduate Asian Studies Initiative. The speakers imparted a good sense of the legacy of Japan's past and of the problems and dilemmas faced by that country today.
- *What We Eat: Today's Industrial Food System – Problems and Solutions*: A joint effort by the Rosenfield Program and the Center for Prairie Studies (see above)
- *Martin Luther King Jr. Celebration*: Commemorative services and campus events focused on a comparison of civil rights issues in the 1960s and those current today.
- *Alina Mungiu-Pippidi, German Marshall Fund Campus Fellow*, Romanian social scientist, shared her knowledge of democratization in Central and Eastern Europe and expansion of the European Union.

Nearly twenty other visitors of national and local stature presented talks and participated in shorter symposia addressing a wide range of different topics.

In addition to public events, the Program presented ten colloquia of students who had undertaken summer internships in 2003 and has sponsored 18 summer internships in 2004.

PEACE STUDIES PROGRAM:

During the 2003/04 year the Iowa Peace Institute (IPI) concluded its operation and gifted its assets of about \$650,000 to Grinnell College to endow a peace studies program. George Drake chaired a committee of faculty, staff, and students to begin planning for activities beginning in the 2004/05 year. The most important activity was hiring Valerie Vetter, a former IPI employee, to work in a part-time position at the College to coordinate our efforts.

SUPPORT FOR OUR ACADEMIC PROGRAMS

LIBRARY

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

A July 2003 ACM-sponsored and Andrew W. Mellon Foundation-funded Information Literacy Immersion Institute at Coe College attended by a number of Grinnell College librarians spurred the development at Grinnell of a set of nine modules, each of which addresses an important literacy concept, which can be selected by faculty, primarily for use with the Tutorial. Each has

an exercise that also serves as an assessment vehicle. Available on the web at <http://www.lib.grinnell.edu/infolit/modules.html>, the modules have been used in upper-division course as well as in the Tutorials.

New acquisitions initiatives characterized the year in that facet of its library services in which Grinnell College seeks to present a unique resource to the scholarly world. The purchase of the Fleming C. Fraker Collection of Iowa history materials in 1999 opened the door for the Grinnell College Libraries to develop a unique collecting strength. Included with the Fraker Collection were over 7000 twentieth-century Iowa postcards. Grinnell is the only Iowa institution actively collecting postcards and the libraries have, this year and using gift funds, embarked on an aggressive program of acquiring additional postcards. If the libraries are able to sustain this postcard acquisitions program for several years, Grinnell College will have an unrivaled resource of twentieth-century prairie-life images.

Virtual journals: To an extent far greater than the typical user probably realizes the Grinnell College community has, through its libraries, access to a surprisingly large array of scholarly and popular periodicals in full-text electronic format:

- Lexis Nexus Academic: over 5,000 magazines, newspapers, newsletters, and a few scholarly journals
- Academic Search Premier (EBSCO): more than 4,600 scholarly and popular-press journals and magazines
- Global NewsBank: 1000-plus translated broadcasts, news agency transmissions, wire services, newspapers, magazines, and government documents
- JSTOR: Complete backfiles of 466 scholarly periodicals, most of them flagship titles in their fields
- Ethnic NewsWatch: 291 magazines and newspapers
- Literature Resource Center: 265 scholarly journals
- Project Muse: current and recent issues of some 245 scholarly journals, dovetailing with the back files in JSTOR
- GenderWatch: 200 magazines and journals
- PsycARTICLES: 41 scholarly titles published by the American Psychological Association
- American Chemical Society: 29 journals

We estimate that the Grinnell College Libraries provide electronic access to approximately 8,100 unique full-text journals, magazines and newspapers. The dark side to this abundance is the ever-increasing cost of renewal subscriptions. In 2003/04, mostly because of subscription-cost inflation, the Grinnell College Libraries spent 48 percent more for electronic services than we had budgeted. This overage was compensated by spending less for other forms of library service—notably for books. Anticipated restructuring of costs from a major electronic provider will continue this trend in 2004/05. And surveys of the Grinnell College faculty reveal that the need for long-term assured access to archival copies of the literature - available only if electronic subscriptions are renewed annually - is a high priority and a source of uneasiness as the libraries move to more access and less ownership.

Three physical facility issues have involved much thought in the past year: First, planning is swiftly reaching completion for a new science library in Phase II of the Science Center project. Second, because Burling Library will run out of space to shelve additional books sometime in the spring or summer of 2005, possible locations for an off-site storage facility for segments of the libraries' collections are being explored. Third, the role of computing in academic libraries in the past quarter-century since Burling Library was built has changed greatly, but Burling's reference desk and adjacent facilities have evolved little with those changes. One obvious deficiency is that there is no place at which a reference librarian and a student can sit down and work comfortably at a computer for an extended period. Lisa Janicke Hinchliffe of the University of Illinois, a national leader in information-literacy instruction, was invited to spend two days at Burling Library in early April, observing our reference librarians at work. Ms Hinchliffe prepared a written report and made suggestions for reorganizing their physical environment. A proposal for reorganizing the reference space is tabled until the more urgent matter of planning a library storage facility is resolved.

TECHNOLOGY/INFORMATION TECHNOLOGY SERVICES

Much of the attention of our technology staff was focused this year upon security issues. Internet-connected computers around the world were bombarded with an unprecedented array of viruses and worms. For instance, the number of viruses isolated by Grinnell College servers has increased at an alarming rate.

Year	Viruses quarantined
2001/02	22,000
2002/03	41,000
2003/04	1,880,000

Colleges and universities have tended to value having rather open system architecture to promote free and open exchange of information. This value, however, tends to make systems more vulnerable to attacks from both outside and inside. For instance, a student might take a laptop computer home during a break, bring it back infected and connect it to the college network, and that infection could spread rapidly around the campus. ITS has developed protocols for updating virus definitions on our mail servers every 60 minutes and automatically downloading and installing virus protection updates on users' systems on a weekly basis. For PCs, critical patches to Windows XP are downloaded and installed within one day after they become available from Microsoft. Bandwidth was upgraded and a variety of servers were upgraded to more secure and reliable servers. A number of policies were revised and internal controls were put in place to establish a more reliable system. Finally, we are currently working with an external consultant on system reliability, security, and business continuity issues.

Technology continues to evolve. For instance, two years ago we began a small-scale experiment of providing a few faculty members (at their request) with a laptop computer rather than a desktop unit. That experiment has been very successful, and today roughly one-third of the regular faculty members have opted for notebook computers. Student computing has also changed markedly. In 2003/04 90% of the students in our college-owned housing connected their computers to our network. Of those computers, 73% were notebook computers. Of the

first-year class, 90% connected computers to our network, and of those computers, well over 80% were wireless-capable notebook computers. Clearly, mobile computing is becoming more and more attractive to users, and the College is responding (see classrooms and facilities section of this report).

ITS has relocated from Darby Gymnasium to temporary facilities. Our network hub, phone switch and critical servers are located in Lazier Hall. The rest of the ITS staff and storage are spread around four houses south of the campus. This situation appears to be functional, but we look forward to a facility which can house our key ITS functions and staff on the central campus.

We have agreed to become an inaugural member of ARTStor, a Mellon Foundation initiative which will provide us with access to roughly half a million art and related images. We have also been selected as one of fifteen institutions to be a test site for ARTStor hosting of our local digital image collections. This gives us access to ARTStor's classroom presentation tool and a voice in its further development. We are also exploring other technologies to serve as a database and classroom presentation tool for digital media.

The Technology Discovery Center:

The new, experimental Technology Discovery Center (TDC) got off to a good start mid-February. This pilot project represents a first step towards advancing our strategic vision for a future Technology Resource Center on central campus. The tools provided through digital technology are extremely important to the intellectual life of the College, and their importance continues to grow rapidly. The new center has begun providing us with a laboratory for experimenting with a forward-looking approach to digital technology that recognizes the importance of collaborative support from CTS, librarians, ITS, and academic support staff in integrating technology into teaching and learning across divisions. What about this facility works and what does not will be very informative in the planning for a more permanent technology facility.

During the center's first semester, seven faculty members presented their projects involving digital technologies in courses in all three academic divisions:

Interdisciplinary Digital Projects in Studio Art Courses, Will Pergl, Art

Creating Virtual Exhibits, Catherine Rod, Library

Using GIS in Introductory and Advanced Courses, Kathy Kamp, Anthropology

Teaching Students the Rhetoric of Hypertext, Sam Rebelsky, Computer Science

Working with Streaming Video, Rebecca Stuhr and Beth Cox, Library

Getting your Class Involved using a Personal Response System (PRS), Brian Borovsky, Physics

Teaching and Learning about Musical Instruments with Technology: The Grinnell

College Music Instrument Collection Database, Roger Vetter, Music

Two faculty technology discussion lunches were facilitated; one by Kathy Kamp on Geographical Information Systems (GIS) and one by Brian Borovsky on PRS, and each Friday, the librarians hosted a Technology@Burling discussion session for faculty members.

In addition to faculty and students, the Technology Discovery Center was visited during its inaugural semester by trustees, alumni, academic support staff, Human Resources staff, and a

high school art class; ITS has begun working with Admission to give prospective students who wish to experience this facility an opportunity to do so.

This summer the TDC is being used by a group of students working on a MAP project with Erik Simpson, English. The TDC provides an excellent work space for his students who are learning to use digital technology to collaborate on developing a web-based body of scholarly resources with a searchable annotated bibliography that will be used for their own analytical projects, for Simpson's research and by the students in Simpson's seminar on The Romantics in the fall. Todd Armstrong, Russian, is working from Czechoslovakia with a collaborative team of ITS, CTS, and a librarian at the TDC to test the technology that will be used for a course connecting students from Grinnell College with students at Palacky University in Olomouc, Czechoslovakia.

Curricular Technology Specialists:

We remain committed to preserving the primary responsibility of our curricular technology specialists, that of supporting faculty members in the integration of technology into their teaching. The TDC is providing a space where our CTS can spend some time together each week strengthening our collaborative approach to supporting faculty members across divisions. This spring, Munindra Khaund, CTS in the humanities, resigned to take a position as Multimedia Education Coordinator at the University of Illinois at Springfield. We are currently searching for someone who will complement the strengths of our other two curricular technology specialists.

Classrooms and Equipment:

We continue to upgrade our facilities in support of technology. We now have 60% of our classrooms equipped with digital projectors. Wireless access to our computer network is provided by over 30 access points. Right now our goals in wireless are two-fold, a) to extend computer access to favorite student study spaces such as the library and residence hall lounges, and b) to allow traditional classrooms and labs to be "upgraded" with laptops and wireless access when faculty have instructional needs that are best satisfied in the regularly assigned classroom space. This latter function is provided by mobile carts with laptops and wireless access points. We hope to engage the faculty in a discussion of our next steps in the extension of wireless access on campus through ISC discussions this coming year. Student input about wireless was gathered via a student survey on wireless and laptops completed in early May. We have installed a videoconferencing facility in the John Chrystal Center and hope that it will be utilized effectively for both academic and administrative functions.

Policies:

Last year we became aware of a handful of problems, including abuse of members of the college community through use of our computing system. We have worked to propose revisions to policies to avoid such inappropriate or abusive use of college computing resources. After much campus discussion, the Instructional Support Committee (ISC) recommended a revised Academic Computing Use Policy (ACUP), and I accepted their recommendation. The Instructional Support Committee decided that policies on virtual communities are largely outside its purview which focuses on instruction, and asked only that any policies put in place not be so onerous as to impede the timely construction/programming of communities by students completing their assignments or coursework. The ISC declined to make any further

recommendation on such policies. Bill Francis recommended a policy which was endorsed by the President's Staff.

CORPORATE, GOVERNMENT AND FOUNDATION RELATIONS

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 (5 this year), advance scholarship (15), increase opportunities for faculty-student research (7), and procure academic equipment/materials to improve classroom teaching and laboratory-based research (3). The 20 proposals submitted to external institutions for funding this year requested more than \$3,360,000. Of these, nine grants have been received (\$1,814,198) and five are pending (\$938,474).

This year, proposals were submitted to three national government agencies and one foreign government agency, one research university, three private foundations, and three professional societies. These institutions include many of major stature, nationally and internationally, including the National Science Foundation, the National Endowment for the Humanities, the American Council of Learned Societies, the National Institutes of Health, the Ford Foundation, the Spanish Ministry of Education, the Booth Ferris Foundation, the Fulbright Scholars Program, and American Chemical Society, and the Howard Hughes Medical Institute.

One such grant from the U. S. Council for International Exchange of Scholars is providing support for a visiting South African scholar in English and Afrikaans literature during 2004/05. It is hoped that grants for which proposals have been submitted will assist in providing funding for construction of the new CERA facility and the new campus center. Funding from the ACLS will allow one professor a full year of research in residence at the National Humanities Center during 2005/06.

In the spring of 2004 I was thrilled to receive notice that our proposal to the Howard Hughes Medical Institute was one of the 42 grants funded in this highly competitive process. The grant will provide funding for faculty and curricular development to better connect our curricula in the biological and physical sciences, primarily through developing projects and units in existing courses to help students to see the connections between mathematics and physical sciences and the biological sciences (including psychology). In addition the grant will support student-faculty research, work on further developments in a neuroscience curriculum, a collaborative assessment project with Harvey Mudd, Hope, and Wellesley Colleges to assess student learning in discovery and research based projects in courses, and some outreach activities in the local school system.

FACILITIES

ACADEMIC SPACE IMPROVEMENTS

Noyce Science Center Phase 2 and CERA Project

Throughout the 2003/04 academic year, the Science Building Committee, of which I serve as Chair, has continued to meet with Holabird & Root architects to refine the design development phase of the Noyce Science Center Phase II project. The second phase of the Noyce Science Center project (or Phase 2, as we fondly call it) is one piece of a campus wide master plan being considered over the next 15 years. Phase 2 will provide for the current and future needs of teaching, student-faculty research, and the science library. In parallel, work has continued with Holabird & Root toward the affiliated (but distinct) Conard Environmental Research Area (CERA) Project. The CERA project has been purposefully developed ahead of the Noyce project, to allow construction of the classroom/laboratory facility at that location first, so that it can serve as 'swing' space later, when the demolition of laboratory space in Noyce will require an alternate location for some laboratories. With approval of the Board of Trustees at its February, 2004 meeting, construction documents have been prepared for the CERA facility, bids were received and contracts awarded, and construction began in June, with anticipated completion by the end of 2004. Design is continuing on the Noyce Phase 2 project through the development of construction documents, in anticipation of its subsequent construction.

Carnegie and ARH

The previous year's (2002/03) work renovating Mears Cottage and moving in the Offices of Off-Campus Study and the Center for International Studies and the departments of History and English made other important changes possible. These included the reconsolidation of departments whose members had previously been housed in various locations, the renovation of Carnegie, and changes to two ARH classrooms.

Renovation of Carnegie

The freeing up of office space in Carnegie and ARH allowed us to bring departments back together (or closer together). In particular, the Department of Chinese and Japanese had previously been housed in a number of locations. It now occupies the fourth floor of Carnegie. Reducing the pressure for offices in these two buildings also allowed us to open up community spaces on the fourth and second floors. Where there were once stark walls, blocked views, and tiny windowless offices, both floors now present a suite of six offices opening onto a lounge space. The lounge spaces on each floor are tailored to the particular needs of the departments located there. On the second floor, the Economics faculty and their students have access to an enclosed lounge framed by large windows. On the fourth floor, the Department of Chinese and Japanese enjoys an inviting open area with built-in cabinets housing a VCR and monitor. Both lounges are furnished with tables and chairs, bookcases, white boards, and internet connections. The Dean's Office also provided funds to refurnish the offices on the fourth floor of Carnegie in a style consistent with the new lounge.

The project to improve the two floors in Carnegie expanded into a much larger renovation project. Unexpected developments, such as the discovery of asbestos-containing tile under the Carnegie carpet and the original skylight aperture in the Carnegie ceiling, led to a good deal of disruption of faculty and staff in the building, who had to evacuate their offices abruptly for the

tile removal. The Dean's Office was cognizant of the way that it affected precious summer work time, and worked closely with faculty members and FM to get them back into their offices (or into new ones) as quickly as possible.

Thanks to the support of President Osgood and the creative resources of Facilities Management, the transformation of Carnegie has been remarkable and delightful, involving among other things the restoration of the lovely wood floor on the first level and the skylight over the central stair well. What one long-term occupant described as a building that would *always* be "a depressing place" has become an attractive space that invites faculty-student interaction.

Renovation of ARH 120 and 229

With the pressure for faculty offices lessened by the departure of the departments of English and History to Mears, and acting on the recommendations of the ARH & Carnegie Classroom Committee, the Dean's Office enlarged a heavily-used classroom (ARH 120) last summer, and replaced its old tablet-arm chairs with tables and task chairs that better suit present teaching and learning styles. This summer's efforts to improve teaching spaces in ARH include using the German seminar room (ARH 229) as a test case for some new technology. The ARH seminar rooms are infamous for their inflexibility and the numerous problems that they pose for teachers and students. In an effort to make the front of the room better for teaching and to address the difficulty of showing films and projecting images in this room, we will install a 50" plasma screen plus computer with wireless keyboard at the front of the classroom. We will also replace the current seating with task chairs. I am pleased to say that visits by faculty members to the new Technology Discovery Center (see *above*) provided ideas for this project.

JOE ROSENFELD CAMPUS CENTER PLANNING

The Dean's Office has also been working with the ARH and Carnegie Classroom Committee to expand the future stock of teaching spaces by ensuring that meeting rooms planned for the new Campus Center can be used as classrooms. This year's work involved advising the Campus Center Planning Committee and architects on technology specifications, lighting, and furniture and other furnishings.

CONCLUDING COMMENTS

Grinnell College's educational excellence depends on faculty who are committed both to teaching and mentoring and to engaged and productive scholarship. Reviews of faculty members this year indicated nearly universal success in attracting and nurturing faculty members who share these commitments, and our searches have brought us high quality new faculty members dedicated to teaching in this environment. Faculty members were recognized by peers and external agencies for their completed scholarship and for grants and awards, and their research had an impact on our students' educations, both through mentored research and through new applications in the classroom. The Dean's office will continue to seek ways to support faculty in their aspirations as teachers and scholars and to make their work in educating our students as rewarding and effective as possible.

This year's strategic planning process has equipped us to concentrate our efforts and focus our

message in the years ahead. There has been a recommitment to Grinnell College's approach to liberal arts learning, and the planning process has brought into relief a more detailed definition of the distinctive features of this approach. I look forward to continuing work on the strategic plan, which has the potential to bring additional excitement and commitment to our academic program.