

# Report to the President on Academic Year 2004-2005

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

I am pleased to present you with the annual report of the Office of the Dean of the College. As I look back over the activities of the Dean's Office in the past year, a theme emerges: *establishing a framework for the future*. This past year's accomplishments offer great promise for the campus community and the College itself. Rather than simply looking backward on past accomplishments, in writing this introduction I am encouraged to look forward.

This report treats the major activities of the Dean's Office:

- appointment, review, and promotion of faculty members;
- participation in the Strategic Planning process;
- support and celebration of faculty scholarship and teaching;
- promotion of Grinnell College through participation in the larger academic community;
- work with the governing faculty committees;
- enhancement of the academic program;
- supervision of academic support services; and
- continued improvement of our educational facilities.

For our campus community, much of the framework for the future rests on our faculty appointments, the scholarly accomplishments of faculty and students, and the level of engagement of the faculty in the life and governance of the College. I am heartened by a strong and diverse pool of new faculty who will be joining us this fall. The fruit of a concerted effort by the Dean's Office and departments over the past few years, these new appointments promise an increasingly vital intellectual community for students and faculty. External and internal grant awards to faculty members and extensive faculty-student research reveal a healthy intellectual community that is busy producing future scholars as it engages both students and faculty in learning through inquiry.

The Dean's Office continues to support teaching and research across a broad range of activities. Providing research and travel funding through the Committee for the Support for Faculty Scholarship and supporting innovative teaching through the Instructional Support Committee are perhaps the best-known of our efforts. These are buttressed by several other programs and committees charged with maintaining the excellence of our advising, teaching, and research: the Lilly grant to support and study vocation and mentoring, the Tutorial Committee (which next year will also address advising issues), Teaching and Learning Colloquia, summer workshops for faculty, the Writing Advisory Committee, and the Mentored Advanced Project program. As in past years, the Dean's Office has brought considerable resources—in time as well as finances—to bear in support of these activities. Also in support of excellence in teaching at Grinnell College, the Dean's Office launched a new learning outcomes assessment program subsequent to gaining approval from the Executive Council. While I am sure that in its first few years of

implementation there will be changes, we have succeeded in laying the foundations for what I think will be an effective and efficient program that will serve the needs of faculty and students and provide ways to articulate the distinctive features of Grinnell College to prospective students, faculty, and donors.

As I write this report, work on the expansion and renovation of the Noyce Science Center has begun. The years of planning and working closely with science faculty and staff and architects reached a successful milestone with Trustee approval of the project. Having laid the framework for the future of the Noyce Science Center, the Dean's Office will be actively involved in the construction phase of the project as well. Over the course of the past year, the Dean's Office has also worked with faculty and staff to develop a new vision for the spaces in ARH that support foreign language instruction and audiovisual services. And it has worked with ad hoc committees to consider classroom issues and led the effort to develop a new master plan for Burling Library. The master plan entails a new vision for Burling, in which library and ITS will be brought together—not simply under one roof but brought together in spaces where students and faculty can best be served by the talented professionals of both areas.

I am also pleased to report that this year was extremely fruitful in terms of governance at all levels. Faculty members generously contributed their time and energies in a wide range of areas critical to the good functioning of the College. This was true for the members of the Executive Council, for those of many other standing and ad hoc committees and planning teams, and for individual faculty members who participated on panels and in workshops and in Center reviews, and contributed to our nascent learning outcomes assessment efforts. For example, the hard work of the Executive Council and faculty Budget Committee this past two years has culminated in a new three-year salary review process that should allow us to better recognize faculty accomplishments and contributions. In its first year of implementation, the new process expedited the work of the Faculty Budget Committee, providing better information and substantially reducing the review workload. As I think of all the ways in which the Dean's Office relies on the goodwill and commitment of the Grinnell College faculty, I am filled with deep appreciation for my faculty colleagues. I am also heartened, because an institution that can count on—and recognize—the many contributions of its faculty has a strong framework for the future.

Perhaps no other effort better underscores the theme of establishing a framework for the future than the Strategic Planning process. The Dean's Office has worked closely with faculty groups and with the Office of Institutional and Budget Planning this past year to help bring the Strategic Planning process to completion. The April 14 approval of the Expanding Knowledge Initiative by the faculty marked the successful conclusion of the campus phase of the Strategic Planning process. It also marked the beginning of an exciting new period at Grinnell College, as we begin to work toward realizing the goals of the Strategic Plan and use it to guide our decision-making. Deeply involved in the planning effort, the Dean's Office will also provide leadership in the plan's implementation and assessment in the future.

## FACULTY PERSONNEL CHANGES

### ***SEARCHES/APPOINTMENTS:***

A list of faculty searches conducted during the 2004-05 academic year for tenure-track and term positions starting in 2005-06 is below. This year we have been very successful in a large number of searches. Of thirteen tenure-track appointments, nine were our first-choice candidates; in two searches, candidates accepted positions at other institutions; in two other searches, spousal employment issues resulted in the candidates declining our offer of appointment. All term appointments were of our first choice candidate. We feel that we have attracted applicants who will contribute in significant ways both to our overall educational mission and to our efforts to provide a more representative cross-section of the diversity of the nation in our faculty. Of our thirteen tenure-track appointments, seven are domestic persons of color, two are international, and eight are women. In addition, two of our three postdoctoral fellow appointments are of persons of color. We experienced greater success this year in attracting applications of qualified diversity candidates. No single strategy has been overwhelmingly successful, and we need to keep working hard on this critical goal. In 2004-05 we engaged in a renewed diversity initiative, similar to a series of special searches conducted several years ago, a strategy which proved to be substantially more successful this time than in our previous efforts and resulted in six appointments from the nine advertised positions. In addition the Executive Council endorsed procedures which ask departments to implement more proactive strategies to recruit more diverse pools of applicants, so that we are not just relying on special recruitment strategies.

### **New Tenure-Track Positions:**

- Alfonso, D. Rita** - Assistant Professor of Philosophy, 2005-. B.A., University of Oregon; M.A., University of Memphis; Ph.D., Stony Brook University (2002) (Appointment in Philosophy/Gender & Women's Studies).
- Bensonsmith, Dionne** - Instructor in Political Science, 2005-. B.A., University of Notre Dame; M.A., Syracuse University; Ph.D. (in progress), Syracuse University. (Starting in January 2006).
- Brouhle, Keith R.** - Assistant Professor of Economics, 2005-. B.A., Grinnell College; M.A., Ph.D., University of Illinois at Urbana-Champaign (2004).
- Brown, Jennifer Williams** - Assistant Professor of Music, 2005-. B.A., University of Illinois; M.A., Ph.D., University of Illinois – Urbana-Champaign (2004).
- Cabeza, Rafael** - Assistant Professor of Biology, 2005-. A.B., Harvard University; Ph.D., McGill University (1991).
- Cummins, Monessa** - Assistant Professor of Classics, 1996-98; 2001-. A.B., Wichita State University; M.A., Ph.D., University of Cincinnati (1993). (conversion from term position).
- Dobe, Timothy S.** - Instructor in Religious Studies, 2005- B.A., University of New Hampshire; M. Div., Princeton Theological Seminary; D.Th., (in progress) Harvard Divinity School.
- Fernandez, Esther** - Instructor in Spanish, 2005- B.A., Wheaton College; M.A., Ph.D. (in progress) University of California – Davis.
- Fernandez, Luis A. Jr.** - Assistant Professor of Sociology, 2005-. B.A., California State University-Stanislaus; M.A., Arizona State University, Ph.D., Arizona State University (2005).
- Matsugu, Miho** – Instructor in Chinese and Japanese, 2005-. B.A., M.A., Tokyo Women's Christian University; M.A., Waseda University, Ph.D. (in progress), The University of Chicago.

**Nyden-Bullock, Tammy** - Assistant Professor of Philosophy, 2005-. B.A., University of Nevada-Las Vegas; M.A., Baylor University; Ph.D., Claremont Graduate University (2003).  
**Prendergast, M. Teresa** - Assistant Professor of English, 2005-. B.A., Yale University; M.A., Ph.D., University of Virginia (1990).  
**Wickramasekara, Sujeev** - Assistant Professor of Physics, 2005-. B.S., The University of Southern California; Ph.D., The University of Texas at Austin (1999).

#### **New Term Positions:**

**Lesman, Robert** – Assistant Professor of Spanish, 2005-. B.A., Brown University; M.A., Ph.D. University of Texas (2005). One-Year Term Position.  
**MacDonald, I. Andrew** - Assistant Professor of French, 2005-. B.A., Mount Allison University (Canada); M.A., Ph.D., University of Colorado (2004). One-Year Term Position.  
**Miller, Derrick R.** - Assistant Professor of German. Three-Semester Term Position, started January 2005.  
**Moore, R. Jonathan** - Assistant Professor of Religious Studies. B.A., Illinois Wesleyan University; M.A., Ph.D., University of Chicago (2003). One-Year Term Position.  
**Pegelow, Thomas** - Assistant Professor of History, 2005-. B.A. University Tübingen (Germany); M.A., Ph.D., University of North Carolina (2004). One-Year Term Position.  
**Pitzer, Mark R.** - Visiting Associate Professor of Psychology, 2005-. B.A., University of Nebraska- Lincoln; M.A., Ph.D., University of Illinois at Chicago (1998); Post-Doctoral Fellow, Rush University Medical Center (1998-2001). One-Year Term Position.  
**Running, Lee Emma** - Assistant Professor of Art, 2005-. B.F.A., Pratt Institute; M.A., M.F.A., University of Iowa (2005). One-Year Term Position.  
**Wee, Allison L.E.** - Assistant Professor of English, 2005-. B.A., St. Olaf College; Ph.D., University of Minnesota (2003). One-Year Term Position.

#### **Extensions of Term Contracts:**

**French, Brittine** - Assistant Professor of Anthropology. Two-Year Term; converted from Mellon PD Fellow.  
**Neisser, Joseph** - Assistant Professor of Philosophy, 2003-. One-Year Term Position, extension of current 1 Year term.  
**Silkin, Nikolay** - Assistant Professor of Mathematics/Computer Science, 2004-. Two-Year Term Position, extension of current One-Year term.  
**Stubbs, John** - Assistant Professor of Chemistry, 2004-. One-Year Term Position, extension of current One-Year term.  
**Zhang, Zhenjun** - Instructor in Chinese/Japanese, 2005-. B.A., Zhengzhou University; M.A., Peking University; M.A., Ph.D. (in progress), University of Wisconsin-Madison. One-Year Term Position, extension of current part-time term appointment.

#### **Fellows in Postdoctoral Positions:**

**Hulsbus, Monica** - CSMP/Mellon Postdoctoral Fellow/Lecturer in Art, 2005-. B.F.A., Universidad Católica de Chile (Santiago, Chile); M.F.A., University of California-Irvine; M.A., University of California- L.A.; Ph.D. University of Southern California (2002); Post-Doctoral Fellow, University of North Carolina. Two-Year Term Position.  
**Klausen, Jimmy Casas** - Mellon Post-Doctoral Fellow and Lecturer in Political Science, 2005-. B.A., University of Chicago; M.A., Ph.D. (in progress), University of California-Berkeley. Two-Year Term Position.

**Newton, Timothy D.** - Mellon Post-Doctoral Fellow and Lecturer in Music, 2005-. B.Mus., M. Mus., Ithaca College School of Music; D.M.A., University of Illinois, Champaign-Urbana (2004). Two-Year Term Position.

***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.

**David Harrison**, Department of French  
**Peter Jacobson**, Department of Biology  
**Mark Levandoski**, Department of Chemistry  
**Sarah Purcell**, Department of History  
**Henry Rietz**, Department of Religious Studies

We also positively reviewed one faculty member for promotion **to associate professor without tenure**.

**Andy Hamilton**, Department of Physical Education

Five faculty members were reviewed for promotion **to the rank of full professor**, resulting in positive recommendations for promotion for all:

**William Ferguson**, Department of Economics  
**Janet Gibson**, Department of Psychology  
**Leslie Lyons**, Department of Chemistry  
**Anatoly Vishevsky**, Department of Russian  
**Eliza Willis**, Department of Political Science

This is a larger number of promotions to the rank of Professor than has been typical, a result of a conscious effort on our part to accelerate the promotion process.

***MOVES TO SENIOR FACULTY AND EMERITUS STATUS:***

Moving to Senior Faculty Status at the end of the 2004-05 academic year are Ed Moore, Professor of English, who joined the Grinnell College faculty in 1967; Dennis Perri, McCay-Casady Professor of Humanities and Professor of Spanish, who joined the Grinnell College faculty in 1967; Doug Caulkins, a member of the Grinnell College faculty since 1970 and recently Earl D. Strong Professor of Social Studies and Professor of Anthropology, who will serve in his SFS term as Director of the Wilson Program and who will hold the Donald L. Wilson Professorship in Enterprise and Leadership; and, at mid-year 2005-06, Gerald Lalonde, Professor of Classics, who joined the Grinnell College faculty in 1969. Dennis Haas, Professor of Religious Studies and a member of the Grinnell College faculty since 1966, moved at the end of the 2004-05 academic year from Senior Faculty Status to Emeritus status. George Drake, who completed his SFS term at the end of the 2003-04 academic year, was designated President Emeritus of Grinnell College.

## ***RESIGNATIONS:***

We regretfully accepted the resignation of three faculty members:

Effective during or at the end of the 2004-05 academic year:

Brian Borovsky – Assistant Professor of Physics;  
accepted a position at St. Olaf College.

Effective the end of the Fall 2005 semester:

William Patch, Professor of History;

accepted an appointment at Washington & Lee University.

Ben Gum, Assistant Professor of Mathematics & Computer Science;

entering Master's degree program at University of California-Berkeley.

## **VISITING FACULTY**

During the 2004-05 academic year, the following visiting faculty members enriched our curriculum:

### ***INTERNATIONAL STUDIES:***

**Hein Willemse**, Visiting Fulbright Scholar for 2004-05; Department of English (Center for International Studies). Professor Willemse has taught at numerous institutions of higher education in Southern Africa, including his current appointment at the University of Praetoria. While at Grinnell, Professor Willemse taught two courses: in Fall 2004, "Constructing Identity: the Case of South African Culture," and in Spring, 2005 he team-taught a senior seminar in Africana Studies with Associate Professor Katya Gibel Azoulay titled "The Politics of 'Miscegenation' in the United States and South Africa." Professor Willemse also participated in a Rosenfield Symposium in February, and traveled as part of a team of Grinnell faculty to an ACM conference on African studies.

**Verkijika Fanso**, (Center for International Studies), Department of History; Fall, 2004. Professor of History at University of Yaounde, Cameroon, taught a three-week short course, "Central African History" and presented one public lecture, "The Minority Problem in Cameroon: The Case of Anglophones."

**Michiko Nakahara** (Center for International Studies), Department of History; Fall, 2004. From Tokyo, Japan Professor Nakahara most recently held the position of Professor of Asian History, Center for International Education, Waseda University. Professor Nakahara taught a four-week short course, "Women and the Emperor in Modern Japan" and presented one public lecture, "My Memory. My Story."

**Ping-Chen Hsiung**, Heath Visiting Professor, Spring Semester 2005. Adjunct Professor of History at Fu Jeng Catholic University in Taipei, Taiwan, and a Research Fellow at the Institute of Modern History, Academia Sinica, also in Taipei, Professor Hsiung taught a four-week short course at Grinnell, "Making Way for Life: Childhood and Pediatrics in Late Imperial China."

**Mu-Chou Poo**, Heath Visiting Professor, Spring Semester 2005. Poo is Professor in the Institute of History and Philology, Academia Sinica, Taipei, Taiwan, Republic of China, and taught two courses at Grinnell: "In Search of an Explanation: Religious Piety in Ancient China, Egypt, and Mesopotamia" in the Religious Studies department, and "The Construction of Antiquity in Early Modern Europe and China."

### ***GRINNELL WRITERS' CONFERENCE:***

**James Hynes**, writer (guest faculty member of the Iowa Writers' Workshop); Spring semester 2005; Special Topics Short Course: Seminar on Advanced Fiction Writing.

### ***OTHER:***

#### **Year-Long Visitors:**

**Ying Zhang**, Nanjing University Visiting Instructor in Chinese, 2004-05

**Kuniko Kondo**, Waseda University Visiting Instructor in Japanese, 2003-05

#### **Fall, 2004 Semester:**

**Susan Bordo**, Otis A. Singletary Chair in the Humanities and Professor English and Women's Studies at the University of Kentucky; Center for Humanities Distinguished Visiting Professor in the Humanities; Fall semester 2004 Faculty Seminar "Gender, Culture, and Popular Media;" upper-level student seminar, "Girl Culture 2004: Is Ophelia Drowning or Surfing the Third Wave?"

**Rosina Braidotti**, Professor of Women's Studies and Director of the Netherlands Research School of Women's Studies at the University of Utrecht; Center for Humanities Distinguished Visiting Professor in the Humanities; Fall semester 2004; Faculty Seminar focusing on three different topics in consecutive weeks; upper-level student seminar, "Feminist Philosophies of the Subject: A Critical Overview."

**Amy Hollywood**, Professor of the History of Christianity and Theology at the University of Chicago; Center for Humanities Distinguished Visiting Professor in the Humanities; Fall semester 2004; Faculty Seminar "Religion and Feminist Theory;" upper-level student seminar, "Feminism, Mourning, and Melancholia."

**Kristin Ross**, Professor of French and Comparative Literature at New York University; Center for Humanities Distinguished Visiting Professor in the Humanities; Fall semester 2004, Faculty Seminar historically contextualizing the conflict between the United States and "old Europe;" upper-level student seminar, "Feminism and French Culture."

#### **Spring, 2005 Semester:**

**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 4-25, 2005

**Galina Aksenova**, (Russian theatre critic and freelance screenwriter for Russian TV, and member of the faculty at the Middlebury College Russian School) As Lecturer in Russian, Spring 2005, Professor Aksenova taught three courses in Russian.

**Veniamin Smekhov**, Lecturer in Theatre, Spring 2005. A Russian playwright, Smekhov taught a short course in Theatre based on the Stanislavsky method of acting, "20th Century Russian Acting Masterclass," while at Grinnell. He is a member of the faculty at the Middlebury College Russian School.

**Calum Carmichael**, Lecturer in Religious Studies, Spring 2005, Professor of Comparative Literature and Biblical Studies, at Cornell University and Adjunct Professor, Cornell Law School, Carmichael taught a short course in Religious Studies, "Sex and Religion in the Bible"

**Cynthia Goatley**, Guest Lecturer in Theatre, Spring 2005, "Studies in Drama II"

**George E. Moose**, MSIR Visiting Professor in Political Science, taught a short course “Reinventing the United Nations” in Spring 2005. He is Adjunct Professor and Professorial Lecturer in International Studies at the George Washington University. Recently retired from the U.S. Department of State, he served a distinguished thirty-five year career in the U.S. Foreign Service. Moose is a Grinnell College (1966) alumnus.

**Elizabeth Reichart**, German Writer-In-Residence, Spring 2005; Short course, “Recent Trends in German Literature”.

## **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.

**Full-Year Leaves:** In 2004-05, twelve faculty members took full year leaves. Of those, one was a two-semester sabbatical, six were a combination of a one-semester sabbatical with a one-semester study leave or a semester leave using MAP compensation credits, one was a combination of a one-semester sabbatical with a one-semester Mellon Group of Eight Semester leave, two were Harris Faculty Fellowships, one sabbatical involving a Fulbright Faculty Fellowship, and one a combination of a Research leave and an unpaid semester leave.

**One-Semester Leaves:** In 2004-05, eighteen faculty members took one-semester scholarly leaves. Eight took one-semester sabbatical leaves, one took a one-semester study leave, eight took one-semester research leaves, and one served for one semester as director of an ACM program.

Among the leaves mentioned above, year-long Harris Fellowship Leaves were awarded to: Brian Borovsky, Department of Physics, for his project “The Molecular Origins of Friction: Alkanethiol Monolayers Studied with Combined Nanoindentation and Quartz Crystal Microbalance”, and to

Ralph Savarese, Department of English, for his project, “More: A Memoir of Autism, Adoption, and the End of the Welfare State.”

One-semester Study Leaves were awarded to David Campbell, Professor of Biology; Elaine Marzluff, Associate Professor of Chemistry; Mark Montgomery, Professor of Economics; and Tyler Roberts, Associate Professor of Religious Studies.

**Leaves funded by external agencies:**

Marc Chamberland, Associate Professor of Mathematics & Computer Science, was the recipient of a Mellon Faculty Career Enhancement Semester Leave, which he used in conjunction with a one-semester sabbatical leave to do research at Dalhousie University of Halifax, Canada; Saadi Simawe, Associate Professor of English, spent the year as a Fulbright Fellow, in Senegal, Africa. Anatoly Vishevsky served as Director of the ACM-Central European program in Olomouc for a semester.

Two faculty members were on family medical leave for the entire year, and two faculty members had one-semester family medical leaves.

## **STRATEGIC PLANNING**

The Dean's Office has played an active and varied part in the Strategic Planning process. Throughout the year, we assisted with commenting on and refining the language of the Strategic Plan. In addition, members of the Dean's Office participated on the Expanding Knowledge Initiative Sub-Committee and the Culture of Achievement Sub-Committee to develop specific proposals for implementation of strategies 1 and 2 of the Strategic Plan. <http://www.grinnell.edu/offices/institutionalplanning/strategicplanning/includes/Strategic%20Plan%2005.03.05%20.pdf>.

### ***STRATEGY 1***

Charged by the President to develop a proposal regarding the Expanding Knowledge Initiative, the Executive Council formed a committee headed by Chair of the Faculty Wayne Moyer that comprised Steve Andrews, English; Todd Armstrong, Russian; Victoria Brown, History; Clark Lindgren, Biology; and Marci Sortor, Associate Dean. Richard Cleaver from the Dean's Office served as secretary and provided very helpful support for the committee. Over the course of the 2004/05 academic year, this committee pursued a process whereby faculty members and students were consulted at key stages in the development of the proposal. This proposal was approved by the faculty at the April 18 Faculty Meeting <http://www.grinnell.edu/offices/dean/ois>. It entails the establishment of an Office of Interdisciplinary Studies administered by a Director working in conjunction with an Advisory Board, the appointment of new faculty members to support interdisciplinary teaching and research and to contribute to diversity, and the organization of an annual Second Year Retreat for students.

The EKI group invited nominations for membership on the Interim Advisory Board, and recommended a slate of names to the Executive Council. The Interim Advisory Board will consist of: Todd Armstrong (Russian), Leslie Delmenico (Theater), Vince Eckhart (Biology), Wayne Moyer (Political Science), Tinker Powell (Economics), Sam Rebelsky (Math and

Computer Science), and Monty Roper (Anthropology). Marci Sortor (Associate Dean and Vice President for Campus Planning) will assume the position of Director of Interdisciplinary Studies.

The upcoming academic year promises to be a very busy one in regard to implementing the Expanding Knowledge Initiative, including appointing three Fellows of Interdisciplinary Studies from among the faculty, planning for the first of the Second-Year Retreats, and developing recommendations concerning areas for emphasis in interdisciplinary studies.

### ***STRATEGY 2***

A committee including faculty members and representatives from the Dean's Office, Development, Wellness, Experiential Education, and Student Services is currently drawing up recommendations for enhancing the culture of achievement at Grinnell. Their preliminary ideas include more public celebration of scholarly accomplishments and awards earned by members of the campus community; a more intensive effort to market the academic and scholarly strengths of the College; a professional development plan for staff members; wellness initiatives; leadership training programs; initiatives to promote interactions among students, faculty, and staff, tied in with the opening of the new Campus Center and dining facilities; enhanced connections between students and alums or internship hosts; expansion of student-faculty research opportunities; and examination of guidelines for support and review of faculty scholarship to ensure they provide adequate resources and appropriate incentives for faculty members to pursue scholarly projects, grant support, publication, and outside recognition of their work.

### ***STRATEGY 3***

The Dean's Office has long been committed to enhancing the diversity of the faculty and student body. As I have noted above, this past year we have been successful in appointing several faculty of color. With the Strategic Plan's reaffirmation of the goal of making Grinnell a more diverse and robust intellectual community, we will continue to engage in a vigorous effort in regard to faculty recruitment and retention. The Dean's Office will take on a new role in this regard owing to the upcoming retirement of the Vice President for Diversity. We plan to provide better support for departments to recruit more diverse pools of applicants. The Executive Council has also asked departments to draft a plan for more active recruiting before they request a search for a position and to report on their efforts and the pool before they are granted permission to interview. These changes bring our processes in line with our institutional values.

## **SUPPORT FOR PROFESSIONAL DEVELOPMENT**

### ***INSTITUTIONAL COLLABORATIONS***

#### **Mellon Faculty Career Enhancement:**

At present, Grinnell College is the beneficiary of three grants from the Andrew W. Mellon Foundation to enhance faculty careers. Grinnell College shares one of these grants with Oberlin College and another with seven other private liberal arts institutions (Amherst, Oberlin, Pomona, Reed, Smith, Wesleyan, and Williams) to pursue a variety of collaborative efforts and research opportunities aimed at enhancing faculty careers. Another Faculty Career Enhancement grant awarded in the spring of 2004 facilitates initiatives among the Associated Colleges of the

Midwest. These grants cover a wide range of activities supporting the teaching and research interests of individuals, departments, and cross-disciplinary groups. Below is a table that shows the areas covered by the three grants.

*Mellon Faculty Career Enhancement Initiatives at a Glance*

	<b>Partnerships &amp; Exchanges</b>	<b>Workshops &amp; Seminars</b>	<b>Research and teaching support</b>	<b>Leadership</b>	<b>Faculty in Transition</b>
<b>Eight-institution</b>	Short visits and exchanges	Scholarly and pedagogical topics. Can include some participants from institutions other than the Mellon-8.	Summer stipends, semester leaves, research student stipends		
<b>Grinnell-Oberlin</b>	Short visits	“Crossings Colloquium” (Oberlin College); Grant-writing workshop.	Research student stipends.	Chairs’ retreat	Issues related to senior-level faculty
<b>ACM</b>	Short visits and exchanges	Common academic interest workshops. Limited to ACM faculty; Grant-writing workshop.	Stipends for sabbatical planning and developing new research or teaching interests	Workshops for chairs & on faculty governance; Shadowing and mentoring opportunities	Cross-campus mentoring for new faculty; “training the trainers”

*Workshops, Leaves, and Summer Stipends*

Marc Chamberland, Mathematics, and Ami Radunskaya, Mathematics, Pomona College organized a workshop on mathematical modeling at Pomona College this past November. Grinnell College faculty members proposed no workshops for the upcoming academic year.

Marc Chamberland also received funding through the Mellon-8 FCE grant for a semester leave this academic year to work on three distinct categories of mathematical research connected to his principal area of research, dynamical systems. Jackie Brown is the recipient of the Mellon-funded leave for 2005/06 for “Generating the entangled bank: ecological diversity of endemic Hawaiian herbivores.”

Vince Eckhart and Alan Schrift received stipends for summer 2004 for “The Evolutionary Ecology of Flower Color: The Molecular Basis of Adaptation” and “The Influence of the *Agrégation de Philosophie* on Twentieth-Century French Philosophy,” respectively. Raquel Greene and Leslie Gregg-Jolly received summer research stipends for this summer for their projects “Soviet Children’s Literature, the American Civil Rights Movement and the Politics of Race,” and “New Gene Involved in the Bacterial Responses to DNA Damage.”

*Grinnell-Oberlin Chairs’ Retreat*

Grinnell and Oberlin Colleges organized a two-college Department Chairs’ Retreat, held at New Orleans in January 2005. Thirty-seven people attended the two-day event, which included keynote speaker Larry Buell of Harvard University. Sessions were devoted to issues of leadership, developing a vision for the department, enhancing diversity, handling the chair’s work load, dealing with deans and governing councils, and handling difficult personnel issues. While the participants found these sessions valuable, perhaps the most fruitful aspect of this (and the previous) chairs’ retreat was the opportunity for chairs at the two colleges to meet their counterparts and learn about each others’ institutions and departments.

### *SFS Dinners*

Unable to find sufficient common ground for collaboration on an initiative aimed at senior-level faculty members, Grinnell and Oberlin agreed to pursue separate paths in this area. During January and February, the Dean's Office organized dinners for faculty members within 5 years of qualification for SFS. These dinners were designed as fairly intimate affairs, hosted by 2-3 faculty members who are either currently on SFS or emeriti. These dinners served as opportunities for faculty members to discuss with peers their careers and plans for SFS or retirement. Nineteen faculty members availed themselves of this opportunity. Feedback indicates that those who participated enjoyed themselves, and that they found the discussions useful. We expect to organize similar SFS dinner discussions again this upcoming year.

### *Grant Writing Workshops*

We drew upon both the Oberlin and ACM Career Enhancement collaborations in order to organize two grant writing workshops. Bringing together the institutions participating in these two grants made our proposal of a Grinnell visit by NSF and NEH officers far more attractive than it otherwise would have been.

The first grant writing workshop took place in October 2004, and served both as a response to concerns raised in Beth McKinsey's spring 2004 report regarding difficulties that women faculty face pursuing their research and publishing goals, and as a preparation for the spring NEH and NSF visit. Kathleen Diffley, English, at the University of Iowa, gave two talks. The first was a talk aimed at women in all disciplines encouraging them to develop strategies for sustaining their research programs. The second talk was aimed at women and men in the humanities. In this second talk, Diffley drew on her success at writing grant proposals and her experience serving on proposal review panels for the NEH to discuss strategies for writing successful grant proposals. Our purpose in organizing this first workshop was to develop a sufficient pool of grant proposals to take good advantage of the visiting NEH and NSF representatives in the spring. Thirty-seven people attended the first workshop.

The second workshop took place in April. Fifty-six people attended. Jane Aikin, Acting Deputy to the Director of the Division of Research Programs of the NEH, and Tom Brady, Director of the Division of Integrative Biology at the NSF, represented their respective agencies. Workshop activities included information sessions, mock review panels, a tour of the Science building and discipline-specific tours of labs, one-on-one sessions with Jane Aikin for those with proposal drafts in the humanities, and presentations by Grinnell College faculty members. A reception and dinner offered opportunities for faculty at the several institutions to meet each other, and in some cases stimulated discussions of scholarly partnerships (see below).

### *Scholarly Women's Achievement Groups (SWAGs)*

Last spring, Beth McKinsey (English, former Dean) of Carleton College submitted a report regarding women faculty at Grinnell College and the challenges facing them in their teaching and research. An exciting faculty-led initiative emerging from that report is the organization of Scholarly Women's Achievement Groups, or SWAGs. The Dean's Office worked with Victoria Brown, Leslie Gregg-Jolly, Laura Sinnett, and Kathleen Skerrett to organize the groups, host an opening meeting and activities, and then hold a year-end event. The purpose of the SWAGs is to provide women faculty members with a support group who give each other encouragement and a bit of exhortation to keep to the task of research and writing. It is too early to see if publication and grant activity increase as a direct result of the SWAGs, but the year-end survey of

participants indicates that for the great majority, the SWAGs boosted morale and decreased the sense of isolation. In the future, I hope that the Dean's Office can find ways to use a similar model for supporting other members of the college faculty without undermining the SWAG initiative.

#### *Scholarly Partnerships*

Heather Lobban-Viravong received funds to meet with her former dissertation advisor, with whom she is working on a scholarly collaboration. She plans to visit again this summer.

Jin Feng received funding to travel to Smith College to consult missionary school records in its archives; while there, she took advantage of the Mellon FCE initiative to meet with two Smith faculty members: Suzanne Gottschang and Steven Goldstein.

Vince Eckhart was able to visit Reed College in advance of his sabbatical to plan a joint research program with Reed Professor of Biology Keith Karoly.

Next year, Brigittine French will pursue a series of scholarly visits with Valentina Paglia of Oberlin College to jointly develop a course on Linguistic Anthropology.

#### *ACM FaCE Initiatives*

2004/05 marked the first full year of Grinnell College's participation in a new Mellon Faculty Career Enhancement grant with the Associated Colleges of the Midwest (ACM FaCE). In this first year, in addition to the Grant Writing Workshops that Grinnell hosted (see above), Grinnell College faculty members have participated in FaCE-related workshops, faculty exchanges, and scholarly reading groups. Alan Schrift received an "Enhancing Scholarly Agendas" stipend to support his participation in a summer seminar at the Sorbonne.

#### **Consortium for a Strong Minority Presence:**

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

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 at liberal arts colleges.

Grinnell did not host its own CSMP Fellow in 2004-05. Our Fellow for 2005/06 will be Monica Hulsbus, Art Department.

The Consortium continues to thrive. This past year marked the highest number of fellowship applicants ever (277 complete applications), a fourfold increase from 2000. The number of participating institutions in the past 5 years has risen from 9 in 1999 to 36 today, and interest in joining the Consortium remains strong. Grinnell College's guiding role in this program has given us national visibility among scholars of color. It has also established Grinnell College as a national leader in the area of diversity among 36 liberal arts institutions.

Leading the Consortium for the past several years, I have had the pleasure to realize the goal of dramatically expanding the number of participating institutions, as well as the number of

applicants for fellowships and number of fellows appointed. With the Consortium's future secure, it is time to take stock of the CSMP's accomplishments and chart the path for the next several years. It is also time to turn over leadership of the CSMP to a new host institution. At its June meeting, the CSMP Steering Committee selected DePauw University as the new administrative host beginning in the summer of 2006.

### ***GRANTS FROM EXTERNAL AGENCIES:***

30 proposals submitted to external institutions for funding this year requested more than \$2,399,083. Of these, grants have been received totaling over \$750,000 and six are pending (\$607,180). Those awarded include:

**Jackie Brown**, Associate Professor of Biology: \$185,350; National Science Foundation, for evolution research in Hawaii;

**Vince Eckhart**, Associate Professor of Biology: \$161,817; National Science Foundation, for collaborative ecology and evolution research with Cornell University and University of Minnesota;

**Shonda Kuiper**, Assistant Professor Mathematics and Computer Science: \$145,000; National Science Foundation, for curriculum materials development in statistics;

**David Lopatto**, Professor of Psychology: \$50,000; Howard Hughes Medical Institute, for national implementation of the Survey of Undergraduate Research Experiences;

**Kathleen Skerrett**, Associate Professor of Religious Studies: \$40,533; Louisville Institute Fellowship.

**Heather Benning**, Assistant Professor of Physical Education: \$18,000; NCAA, for salary support for a minority woman soccer coaching intern;

**Erin Hurley/Heather Benning**, Associate/Assistant Professors of Physical Education: \$8,051; NCAA. For mentoring of undergraduate athletes in their early years.

**Brad Bateman**, Professor of Economics: \$7,500; Lilly Endowment, to support a national conference in political economy;

**Keri Kornelson**, Assistant Professor of Mathematics and Computer Science: \$7,500; University of Nebraska-Lincoln (pass through from NSF), for K-12 math teaching outreach;

**Mark Schneider**, Associate Professor of Physics: \$4,930; Iowa Science Foundation. To acquire instrumentation for research in quantum interference.

**Rebecca Stuhr**, Associate Professor and Collection Development and Preservation Librarian: \$4,700; State of Iowa-Department of Cultural Affairs, for materials preservation workshops;

**John Rommerein**, Associate Professor of Music: \$3,750; Meet the Composer Foundation consortial commission for a new choral composition by Steven Stucky, with The Kansas City Chorale, The Seattle Pro Musica, and the Phoenix Bach Choir (funding to be administered through Kansas City Chorale).

**Jared Price**, Curricular Technology Specialist for Fine Arts: \$1,000; Iowa College Foundation/Carver Trust, for video streaming software.

Teagle Foundation, \$300,000 to support collaboration on learning outcomes assessment measurements among Carleton, Grinnell, Macalester, and St. Olaf Colleges.

Two grants were also awarded to Grinnell College in support of construction of science facilities: Lennox Foundation, \$100,000, for Science II construction support; Wallace Genetics, \$25,000, for CERA construction support.

## ***INTERNAL SUPPORT OF PROFESSIONAL DEVELOPMENT:***

### **Faculty Scholarship**

The Committee for Support of Faculty Scholarship awarded 33 grants to 32 faculty members during the academic year and 30 grants to 28 faculty members for summer projects. Funding for these grants totaled \$119,000 from the base budget plus \$12,100 from the Shephard foreign travel fund. The Committee also made recommendations on grants for summer research involving 105 students, including Mentored Advanced Projects (MAPs) and Directed Summer Research to be conducted by students and faculty in the summer of 2005. Total funds supporting summer student-faculty research amounted to \$392,282, of which \$323,282 was from institutional funds and \$69,000 provided by a grant from the Howard Hughes Medical Institution. The Committee for Support of Faculty Scholarship also allocated \$192,000 to faculty members to support their travel to professional meetings. In addition, we expended a total of \$62,000 for faculty travel and other scholarship support for named chairs.

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

The Instructional Support Committee streamlined its funding deliberations this year by entrusting small-budget and routine decisions to a subcommittee and using that subcommittee to pre-screen other funding requests and provide recommendations to the full committee. This opened up time for an increased role for ISC in long-range planning efforts to improve support and facilities for teaching and learning. ISC members served as designated representatives on committees planning for better support of campus AV services, foreign language technology services, and library and information technology facilities.

Recent curricular development spending patterns warranted a decrease in curricular development funding for 2005-06. However, the Expanding Knowledge Initiative may require increased curricular development funding for interdisciplinary course initiatives in the years to come.

ISC decided this year to recommend discontinuing the practice of paying stipends for individual curricular development activities, in favor of increased funding for expenses associated with curricular development initiatives. The Executive Council endorsed trying out this approach for 2005-06 but indicated that it may provide guidelines for the reintroduction of curricular development stipends in strategically important areas in the future, especially in connection with the implementation of the Expanding Knowledge Initiative.

Curricular development projects approved by ISC this year included the following:

- Thirteen course-related curricular development awards, involving 17 faculty members
- Six week-long workshops in the summer of 2004: writing workshop, oral communication workshop, Africana Studies/American Studies workshop, Prairie Studies workshop, Liberal Arts workshop (Lilly-funded), Advising and Mentoring workshop (Lilly-funded)
- Eight week-long workshops in the summer of 2005: Advising and Mentoring: Vocation and the Liberal Arts (Lilly-funded), Articulating the Meaning of a Liberal Arts Education (Lilly-funded), Genocide and Holocaust Studies (Center for International Studies-funded), Oral Communication Workshop, Dr. Syntax, Writing Workshop for Tutorial Instructors, Digital Images Across the Curriculum: Teaching and Learning with ARTstor and PDID, and Grinnell-in-Washington (Wilson-funded)

- One- or two-day workshops (no stipends) on Blackboard, PowerPoint, Tablet PCs, Course Web-site development, and Classroom Technology orientation
- Three faculty-to-faculty tutorials
- Four course-related field trips
- Four ‘Teaching and Learning’ discussion groups: Committee to Foster Foreign Language Study (CFFLS), Science Teaching and Learning Group (STALG), Political Economy Reading Group, Junior Faculty Discussion Group
- Seven classroom speakers
- Seven pedagogical conference travel awards
- Two professional development workshop travel awards

To introduce new faculty members to the teaching culture and opportunities at Grinnell, the Dean’s office ran an orientation program for new faculty shortly before the beginning of the academic year. New faculty met each other and discussed teaching, scholarly work, and life in Iowa with experienced colleagues and a panel of students. They also heard from representatives of the Library and other campus resource offices. Responding to campus-wide concerns about academic stress, this year’s orientation paid particular attention to wellness issues for faculty and students and to syllabus design practices that promote learning while reducing negative stresses. A series of lunches throughout the academic year, focused on topics of particular interest to new faculty, gave the new faculty an opportunity to deepen their conversations and acquire a broader knowledge of Grinnell College. We were pleased when two of these new faculty members took the initiative to secure funding from ISC for a Junior Faculty Discussion Group to carry on their discussions about teaching and research at Grinnell.

### **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 and challenges to liberal arts colleges and to the world of higher education. Some of these interactions are listed below.

#### ***PRESENTATIONS:***

Jim Swartz: "The Costs, Benefits, Values and Challenges of Collaboration" (discussion facilitator); "Voyage to Ithaka: Technology, Collaboration, and the Future of Liberal Arts Colleges." NITLE's second national conference, Hickory Ridge Conference Center (Chicago, IL) November 2004.

Jim Swartz, David Lopatto: “Student and Faculty Views of the Undergraduate Research Experience: Variations on a Theme”, AAC&U conference on “Liberal Education and the New Academy”, San Francisco, CA January 2005.

Jim Swartz: “MITC-Planning and Progress--An Interim Report” - West Coast Technology Project, Lewis & Clark College, Portland, OR May 2005.

Jonathan Chenette: “Broken Ground: Portraying Iowa’s Landscape Through the Arts”  
presentation for first-year studies convocation series on “The Human Impact on the Global  
Environment”, Central College, Pella, IA September 2004

Jonathan Chenette: “Learning in Place”, AAC&U conference on “Liberal Education and the  
New Academy”, San Francisco, CA January 2005.

Jonathan Chenette: “Beyond Words: Liberal Education and New Media” presentation for  
Midwest Instructional Technology Center (MITC) “Media, New” symposium, Grinnell  
College, Grinnell, IA June 2005

***PARTICIPATION IN THE LARGER COMMUNITY:***

Jim Swartz:

Advisory Council of the Iowa Energy Center  
Chair, Associated Colleges of the Midwest Board of Deans  
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  
Consultant on Science Curriculum and Facility Planning:  
Augustana College, Sioux Falls, SD  
Bard College, Annandale-on-Hudson, NY  
Claremont Colleges, Claremont, CA  
Capital University, Columbus, OH  
PFF Panels at Iowa State University  
Steering Committee Consortium for a Stronger Minority Presence

Marci Sortor:

PFF Panels at Iowa State University  
ACM FaCE Liaison  
Facilitating discussions and organizing ACM Associate Deans  
Steering Committee Consortium for a Stronger Minority Presence

Jon Chenette:

Advisory Board, Learning Objects, Learning Activities (LoLa) Exchange  
(<http://www.lolaexchange.org/>)  
Board of Directors, Iowa Composers Forum  
Fulbright Senior Specialists Program Review Committee for Music  
Midwest Instructional Technology Center (MITC) liaison

## ***CONFERENCES HELD AT OR COORDINATED BY GRINNELL COLLEGE:***

(Organizational and logistical support provided by the Dean's Office)

- Fall 2004: Grant Writing Workshop (Mellon FCE and ACM Mellon FaCE)  
Winter, 2005: Grinnell/Oberlin Department Chairs' Retreat, New Orleans  
Spring 2005: Grant Writing Workshop (NSF, NEH, Mellon FCE, and ACM Mellon FaCE)  
June 2005: "Media, New." Grinnell College hosted this MITC symposium, which brought 70 participants from 24 institutions to campus, including representatives from 18 ACM/GLCA colleges, 3 colleges in the Northeast, 2 in the South, and one in the Pacific Northwest.

## ***TRANSITIONS IN ACADEMIC AFFAIRS STAFFING:***

### **Associate Dean**

Early in the Spring semester, Jonathan Brand informed the College that he had been offered and had accepted the Presidency of Doane College in Crete, Nebraska. As a result of Brand's resignation, the President decided to realign a number of the responsibilities that had been under his purview, and proposed that some of those duties be assigned instead to the Dean's Office, and that others be overseen by a new Vice President for Campus Planning. Following extended discussions with the Dean and Associate Deans, the President appointed Associate Dean **Marci Sortor** as Vice President for Campus Planning; Marci will retain her title as Associate Dean and her duties related to the expanding knowledge initiative of the strategic plan. We then began an internal search for the nomination and appointment of a new Associate Dean who will, together with myself, Marci Sortor, and Associate Dean Jon Chenette, work cooperatively to provide leadership for the College's general academic program by coordinating curricular development, student academic support, learning assessment, off-campus study, departmental and program reviews, faculty recruitment and development, budgetary and strategic planning, grant development and administration, collaboration with other institutions, and links between the academic program and administrative offices.

From among a strong group of nominees for the Associate Dean position, I was delighted to be able to select and appoint **Brad Bateman**, Professor of Economics, to serve a three-year term, beginning in July, 2005. We have begun working to reallocate areas of responsibility among this team 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.

### **Technical Assistant to the Dean**

In January, 2005, Mary Wells, Technical Assistant to the Dean, accepted a new position at the College as Assistant in the Office of the Registrar. After conducting an area-wide search, we appointed **Toby Gibbons** (who had not previously worked at the College) to the position of Technical Assistant to the Dean. Her primary responsibilities include tracking and approval of expenditures of funding allocated for faculty under budgets administered by the Dean, administering and collating student survey data for faculty reviews, and general phone and

reception duties for the Dean's Office. Her analytical skills are already paying dividends for the academic program in helping us better allocate resources

## **FACULTY GOVERNANCE**

### ***EXECUTIVE COUNCIL:***

The Executive Council had a very productive and effective year. A great deal of time and energy were spent on a number of areas covered elsewhere in this report including:

- College-wide strategic planning and particularly the Expanding Knowledge Initiative;
- Faculty and diversity issues;
- Reviews of Centers;
- Student learning assessment;
- Future of the Wilson Program.

In addition to those items, the Executive Council engaged in productive discussions of the report of the Counseling Task Force, college facilities planning, and a number of other items. One of the most important aspects of the work of the Executive Council is allocation of faculty positions and the appointment of new faculty members. I believe that the strategic planning process has made the allocation of faculty positions (always difficult as requests exceed resources) a more efficient and effective process. The Executive Council focused considerable attention on reforming our process of application for faculty positions and search processes to better link our goals for diversity to our faculty appointment process. Individual members and the Executive Council as a whole took a very active role in interviewing candidates for each faculty position and providing feedback to departments.

### ***CURRICULUM COMMITTEE:***

In addition to its routine business of considering course addition and change proposals, the Curriculum Committee approved two substantial curricular changes.

- An alternate set of requirements, a German Studies track, added as an alternative to the literature-culture track in the German major.
- The incorporation of courses formerly listed under the Africana Studies Concentration into the newly-founded American Studies Concentration, and the deletion of the Africana Studies Concentration.

The Curriculum Committee spent much of the year discussing the causes of end-of-the semester student and faculty stress. Committee members led discussions in our academic divisions and at the Student Curriculum Council. The Committee also commissioned a study of the types and frequencies of major assignments in the last few weeks of the Fall, 2004 semester. Ultimately these discussions led to encouragements to faculty members to space out assignments, to better 'scaffold' major assignments, and to discourage students and faculty from delaying work beyond reasonable due dates. The Committee recommended that for 2005-06 we experiment with one fewer final exam period to allow for three full reading days between the end of classes and the beginning of final exams (see immediately below).

The Committee also engaged in some preliminary discussions of ways in which we might streamline our pre-registration and registration processes.

### ***COMMITTEE ON ACADEMIC STANDING:***

CAS deliberations this year included approval of a trial exam schedule for 2005-06, making room for three reading days (Saturday through Monday) between the end of classes and the start of exams. The Counseling Taskforce had recommended extending reading days as one way of reducing stress at the end of the semester, and the Dean's office conducted a survey of exam practices at the end of the fall 2004 semester, which suggested the feasibility of compressing the exam schedule from 9 to 8 exam periods. As a result of this compression, Monday of exam week next year will include no exams or other required class activities. We will monitor the impact of this change to see if the experiment is worth continuing beyond 2006.

CAS devoted considerable attention to academic honesty issues this year. Taking up unfinished business left over from 2003-04, the committee secured faculty approval of a campus-wide policy regarding the impact of academic honesty convictions on eligibility for honors in the major; according to this policy, only students who receive a less-than-normal penalty for an honesty infraction – suggesting minor lack of craft rather than intent to deceive – will be eligible for honors. Noting an increase in the number of academic honesty cases this year, CAS commented on and endorsed the 2004-05 Tutorial Committee's new booklet titled *Academic Honesty: The Ethical Use of Sources, Collaboration, and Scholarly Integrity at Grinnell College*, which brings together campus academic honesty resources under one cover for printing and distribution to incoming students through their tutorials in the Fall of 2005.

The number of dismissals and suspensions for academic reasons rose slightly this year compared to 2003-04, while the number of probationations was slightly lower. There were six dismissals and twenty suspensions, compared to four dismissals and eighteen suspensions last year. Probationations numbered thirty-five in 2004-05 compared to forty-two in 2003-04.

Other CAS actions this year included approval of a policy for appeal of decisions that don't fall under the academic honesty or docket action appeal processes and approval of a drop-add policy for half-semester courses.

## **THE ACADEMIC PROGRAM**

We have sharpened our focus on Grinnell's academic program over the past year through the strategic planning process and initiatives to assess the outcomes of the education we provide to our students. Beginning with the tutorial, students undertake an intensively mentored and individualized process of educational planning, designed to achieve a liberal education and to fulfill the requirements of a major. As they pursue their studies, we urge our students to discover and explore an intellectual passion, which may lead to advanced, integrative research and creative projects intended for dissemination off campus (MAPs), stimulate involvement with one or more of our academic centers or programs, or launch students towards off-campus study or internships where they deepen their self-knowledge and clarify their goals for the future. Key to the success of this educational approach is close collaboration between students and faculty mentors – ideally, mentors who have a long-term commitment to Grinnell College and to

teaching and scholarship in their academic disciplines. In the coming years, our new Office of Interdisciplinary Studies will develop initiatives to enhance this education by promoting integrative learning and engagement with new areas of knowledge.

### ***MENTORED ADVANCED PROJECTS (MAPS)***

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

As of Spring 2005, the MAP program concluded its third year as a regular program of the College. Between the summer of 2004 and spring of 2005, students engaged in 175 MAPs. Much as in past years, Science MAPs comprise roughly half (86) the total and Humanities and Social Studies MAPs fairly evenly divided (47 and 42 respectively). Seventy-six MAP proposals were approved for this summer (2005). The Dean's Office supports other forms of student-faculty research, including 299s and 399s.

#### **MAPS**

##### **Summer 2004**

<b>Division</b>	<b># Projects</b>	<b>Interdisciplinary</b>	<b>Total</b>
Humanities	10	1 (HUM)	11
Social Studies	19		19
Science	51	1 (LIB)	52
			<b>82</b>

##### **Academic Year 2004-2005**

<b>Division</b>	<b># Projects</b>	<b>Interdisciplinary</b>	<b>Total</b>
Humanities	23	8 (LAS, LIN, RES)	31
Social Studies	21	7 (THS)	28
Science	33	1 (LIB)	34
			<b>93</b>

Nine students co-published the findings of their MAP research with faculty members in journals such as *Biochemistry*, *Evolution*, *American Journal of Physical Anthropology*, *Mathematical Anthropology*, and *Cultural Theory*. Twenty-six students presented their MAP research at international, national, and regional conferences and another 3 students presented at conferences devoted to undergraduate research. One student presented findings at 2 conferences; another presented at 4. Many others presented their research on campus, such as in the poster sessions organized for Family Weekend.

### ***OFF-CAMPUS STUDY***

Students applied for 224 semesters of off-campus study during the 2004-2005 academic year, with applicants representing 59.5% of the third year class. After typical attrition, 185 students studied in 31 countries, including the United States. Grinnell-in-London had 23 participants. Grinnell-in-Washington had eight participants.

In 2004-05, 187 off-campus study semesters were approved for 2005-06 (applicants representing 46.8% of the second year class), down substantially from the previous year. Anticipating attrition, we expect a significant drop in the number of students studying off campus next year. We believe the drop in applications may reflect the introduction of a more demanding application process, requiring students to apply for both first-choice and second-choice programs covering both fall and spring semesters so that we can more easily balance enrollment between semesters. The more time-consuming application may have discouraged less committed

applicants and procrastinators; the higher quality of the applicant pool seems to bear this out. We think we are seeing lower attrition than normal and are projecting, after attrition, 176 off-campus study semesters for next year. We will want to monitor these numbers closely to ensure that we are not unintentionally cutting down on the percentage of students who choose to study off campus. We were pleased to note that the balance of students' first-choice programs between semesters was almost precisely what we needed in order to achieve our enrollment goals; thus, we were able to grant students their top-choice programs in nearly every case.

Grinnell has suspended participation in both the fall and spring programs in Tanzania, operated by the Associated Colleges of the Midwest, because of concerns relating to safety and health. At the end of fall semester, 2004, ACM in Chicago received an anonymous letter threatening physical harm to program students and staff. On the basis on this letter, as well as continuing problems related to the rate of malaria infection and incidents of sexual and physical assault, ACM suspended the program for spring semester, 2005. The four Grinnell students who had been planning to attend were moved over to the Minnesota Studies in International Development (MSID) program in Ghana. Although the ACM program will be brought back into operation for 2005-06, Grinnell students have been barred from participating until the college is satisfied that health and safety concerns have been adequately addressed. We are currently assessing the adequacy of steps ACM has taken as we consider when we might resume participation in the Tanzania program.

We continue to monitor the quality of OCS programs attended by our students. This past academic year, Todd Armstrong, Professor of Russian, reviewed the American Council of Teachers of Russian (ACTR) programs in Moscow, St. Petersburg, and Valdimir. Anne Geissinger, Director of Special Off-Campus Study Programs, who graduated from Grinnell in Biology, reviewed the School for Field Studies (SFS) program in the British West Indies. Margarita Pillado reviewed the Institute for the International Education of Students (IES) program in Santiago, Chile. The Director of Off-Campus Study attended three conferences at which a number of our off-campus study programs were reviewed and discussed.

Three new programs were adopted this year, two of them operated by Pitzer College: Pitzer-in-Botswana and Pitzer-in-China. The Botswana program was added in response to our removal or suspension of programs in Kenya, which has been under a State Department travel warning, and Tanzania, which had created a shortage of off-campus opportunities in Africa. The China program was added to serve as an option for talented neuroscience students, featuring the possibility of an intensive neuroscience laboratory experience under the supervision of Chinese neuroscientists at the University of Beijing. Clark Lindgren, Associate Professor of Biology, reviewed the program on site during spring break and will be serving as Program Adviser next year. Also added was the European Union program, offered by the Institute for the International Education of Students (IES) and based in Freiburg, Germany. This program, which features substantial travel within Europe, offers the intensive study of European integration and institutions, especially for students of political science, economics, and history.

### **Grinnell-in-London Program (GIL)**

We are happy to report that Grinnell-in-London is in excellent form. Student and faculty interest in the program is strong and the range of faculty members who would like to teach on the program is broader than it has been for quite some time. Grinnell College faculty Elizabeth Dobbs, George Drake, Kathy Kamp, and John Whittaker served on GIL this past fall.

Experienced GIL faculty members all, they reported that this past session was the best. Jerry Lalonde and Kent McClelland are slated to teach Fall 2005.

At the time of last year's report, much was unsettled about the Grinnell-in-London program. Low enrollments, particularly for the fall 2004 program, led to the combination of the spring and fall programs into a single, two-track fall semester program. All GIL students took courses during a somewhat shortened Phase 1; in Phase 2, they either pursued an internship plus an internship seminar or took a course. These changes were made possible thanks to the support and flexibility of the Grinnell College faculty teaching on the program. George Drake, originally slated to teach Spring 2005, agreed to teach in Phase 1, and Elizabeth Dobbs agreed to teach just 2 courses.

As unsettling and traumatic as the past year's changes were, Grinnell-in-London has thrived. Nineteen students enrolled. This figure was slightly below that for 2003/04 (23 enrolled), when GIL offered both fall and spring sessions. Students and faculty reported a very positive experience, and all evidence suggests that the program is on a strong footing for the future. Donna Vinter and Anne Geissinger proved highly resourceful, helping identify a number of ways in which we could reposition and strengthen the program. These include:

Refocusing the program to emphasize contemporary London as a world city and to further exploit London's cultural resources. Two appointments helped us do this:

**Paula Nuttall**, Ph.D. Courtauld Institute of Art, London and formerly a lecturer in art history at the British Institute of Florence, will teach a course on Flemish painting beginning Fall 2005.  
**Julianna Fuzei**, B.A., M.Sc. (LSE), ABD in Comparative Government at the London School of Economics, will teach a course on ethnic conflict Fall 2005.

A new outreach to faculty members involving

- a two-part application process that lessens the work that faculty members need to do to initiate consideration;
- a recruitment letter that stresses the new focus of the program and encourages faculty members to consider the professional development potential of their time in London;
- a thoroughly revised website with a new look as well as new content.

A new outreach to students involving

- a series of provocative posters that proved very popular (considering the rate at which they were "liberated");
- a thoroughly revised website;
- recruitment of students at other institutions (we admitted 3 students from Oberlin College; one has since withdrawn);
- a weekly column written by a GIL student for the Scarlet and Black;
- upon Bob Grey's suggestion, a British election watching party.

Thanks to these changes, 31 students (2 from Oberlin College) are enrolled for Fall 2005. Similarly, faculty applications were substantially more numerous than in past years, and the quality of the proposals was very good. Eight faculty members applied for Fall 2006. Equally heartening was the amount of interest expressed by Science faculty: three scientists applied for Fall 2006. This high level of faculty interest has allowed us to craft what we think will be a balanced set of offerings with Bill Ferguson and Leslie Gregg-Jolly serving on the GIL faculty.

### **Grinnell-in-Washington Program (GIW)**

Eight students participated in the fourth year of our Washington D.C. fall internship program with a focus on policy studies. Gene Gaub, Associate Professor of Music, served as faculty director. In Fall 2005, Vickie Bentley-Condit, Associate Professor of Anthropology, will direct this program. Enrollments for the upcoming year show a modest increase over the 2004 level, with 10 students.

We began exploring new outreach strategies for GIW, including adding a new emphasis on professional development opportunities for faculty teaching on the program and using the same time-saving process that we used for GIL faculty applications. Joe Ferrara, adjunct professor of Government Policy in Washington, D.C., visited campus and met with students and faculty members. This summer, Doug Caulkins and Chris Hunter will lead a faculty workshop for those interested in exploring teaching and research on the program.

### ***ISSUES OF TERM FACULTY MEMBERS AND LEAVE REPLACEMENT APPOINTMENTS:***

There has been considerable concern about the number of leave replacement and term faculty members at Grinnell College. Our need for term faculty members generally arises from three scenarios:

- A faculty member goes on a scholarly, personal or medical leave and the courses that the faculty member would have taught need to be replaced.
- A faculty member resigns during the academic year and it is too late to launch a tenure track search to attract a top-flight candidate so we do a term search followed by a tenure track search the following year.
- There is a curricular need that does not justify (at least yet) a tenure track appointment. This could result from a grant that provides released time for one or more faculty members to do a curricular development project, as we appoint a term person to fill in for those courses. Alternately, a grant or a strong case is made to support a faculty appointment with a new expertise for a period while we evaluate whether this need should be filled with a tenure track appointment.

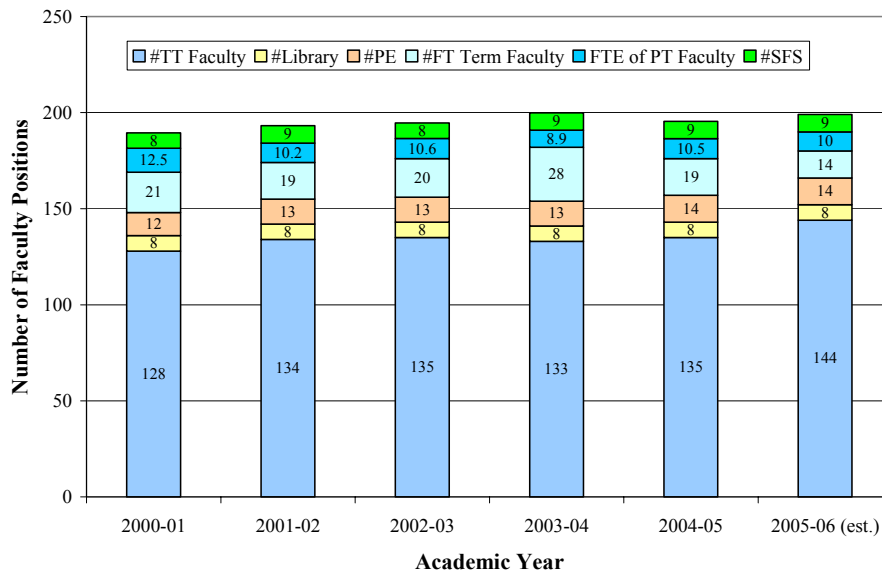
In general, term faculty members are less experienced and not as high quality teachers as our tenured and tenure-track colleagues, although there are notable exceptions. Searches to appoint term faculty members require substantial commitments of faculty time to recruit, evaluate and interview candidates as well as to mentor new appointees.

We also appoint a number of one-time, part-time faculty members in strategic areas to bring more diversity or international expertise to our curriculum. These appointments are not the ones in question, since we intentionally make those appointments to strengthen our curriculum. The focus of concern should be on term faculty appointments that are a consequence of faculty leaves or resignations.

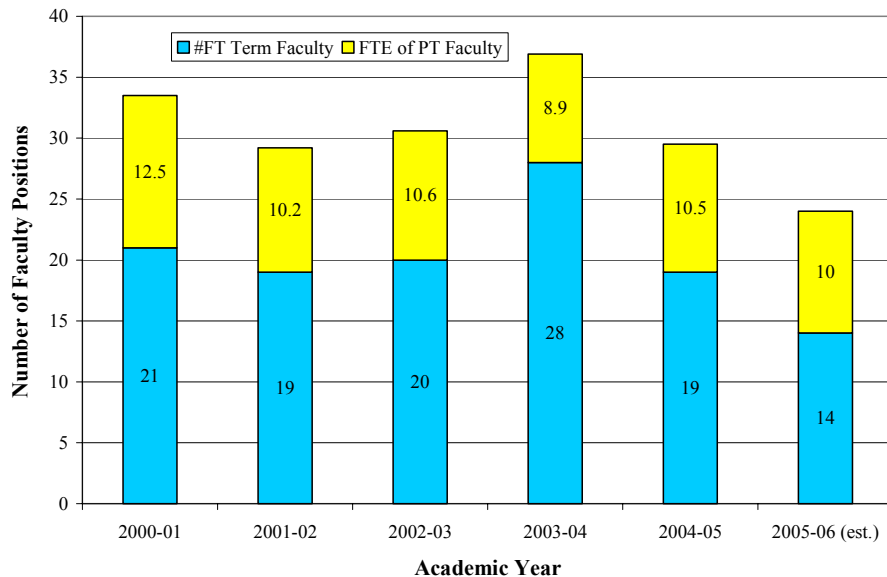
Below are graphs indicating the number of faculty positions at the college over the past several years by contract type. The number of term positions varies from year to year, to a large extent

dependent upon the numbers of scholarly leaves, late resignations, and parental and medical leaves.

### Number of Faculty Positions by Type



### Term and Part Time Faculty Members



The number of term positions declined for last year and we anticipate will continue to decline for next year. Part of this reflects the number of scholarly leaves, but it also reflects the addition of tenure-track positions and our better success in filling tenure-track positions. For instance for 2005-06, appointment of two new tenure track faculty members removed the need for two term, leave replacement faculty appointments. What is clear is that there is not a continuing growth in

the number of term positions over recent years. We need to continue to monitor these numbers and to discuss ways in which we can minimize the number of term faculty appointments.

### ***ASSESSMENT OF LEARNING OUTCOMES:***

Carol Trosset left the Office of Institutional Research last fall. This loss of our resident expert on learning outcomes assessment slowed our progress in this area somewhat. Nevertheless, we have continued to pursue our goals on the time-table that we set for ourselves, and expect that in the upcoming year we will begin to reap the benefits of our efforts. Our efforts in regard to learning outcomes assessment have entailed:

- gaining Executive Council endorsement of the new assessment program;
- assessing the writing skills of nearly all first-year students entering Fall semester 2004 and assessing a substantial subsection of all students in their fourth semester in Spring semester 2005;
- surveying students leaving for off-campus study both Fall and Spring semesters as well as students who returned to campus this past Spring semester;
- carrying out a transcript analysis and comparison with Pomona and Amherst Colleges, and continuing to refine our research and critical thinking skills and other assessment tools.

We also are participating in two assessment collaboration efforts: the “First-Year Information Literacy in the Liberal Arts Assessment” and a successful joint application for a Teagle grant to support collaborative assessment activities with three other colleges (Carleton, Macalester, and St. Olaf).

### **Writing Assessment**

Thanks to the assistance of the 2004 Tutorial faculty, we were able to assess the writing abilities of 90% of the entering class. This was just the second year of our effort to establish a base-line on entering students. Using a rubric of ten items, tutorial instructors evaluated their students’ writing in terms of structural coherence, conventions, and intellectual engagement.

While the most useful findings of our writing assessment must wait until we can compare what we learn about our students’ writing abilities in their first semester to their abilities in their fourth and seventh semesters, there are some observations that we can make from the information gathered so far. Quoting from Scott Baumler’s report on the 2003 & 2004 Fall Writing Assessments:

*Overall, (pooling the two classes together), engagement was the strongest dimension of writing rated by the instructors. About three out of every four students were rated as adequate or excellent on this questionnaire item. Central claims, openings, and use of information were the next strongest traits. Staying focused and forming connected sequences were areas where [incoming] students struggled most often. About three out of four students were lacking in these two areas of structural coherence.*

As I write this report, we have just finished collecting faculty members’ assessments of the writing skills of a subset of the class of 2007 at the conclusion of their fourth semester. Again, strong faculty cooperation has resulted in a very good level of return. We now have comparative data on 87% of the 100 students whom we hope to track through their time at Grinnell College.

Our efforts have been ably supported by Scott Baumler, Director of Institutional Research; David Lopatto, Professor of Psychology; and the members of the Writing Advisory Committee (Jackie Brown, Biology; Judy Hunter, Writing Lab; Jean Ketter, Education; Bill Patch, History; Erik Simpson, English).

Just as important as the gathering and analysis of assessment data is our institutional, faculty, and student response to what we learn. Last summer, the Writing Advisory Committee organized a summer Faculty Writing Seminar (facilitated by Jean Ketter and Erik Simpson). This past year the Writing Advisory Committee has:

- reported to the faculty on the findings of the second of the assessments of our entering students;
- worked to redefine Intensive Writing courses and surveyed faculty members regarding the courses that should carry this designation;
- scheduled two Teaching Colloquia devoted to teaching writing for the upcoming Fall 2005 semester; and
- identified themes for additional colloquia in subsequent semesters.

With good comparative data from the fourth-semester assessment, we are well situated to respond fruitfully to what we learn about our students as writers.

### **Global Outlook**

Beginning in the fall, we began the survey of students leaving for study abroad. This spring we also began surveying students who had returned from off-campus study. Much of the data has yet to be analyzed (this is something that we are saving for the Office of Institutional Research when it returns to full staffing this summer), but a cursory review of the students' comments is enlightening. Students returning from a semester or year abroad reveal a more sophisticated and thoughtful understanding of the world, their host country, and the U.S. than they expressed in the survey filled out before their time abroad. Off-campus study, of course, is just one way in which Grinnell College students can develop a global outlook, and the Dean's Office will be working with the Office of Institutional Research and the Center for International Studies to develop means for assessing other aspects of the college experience that support this goal.

### **Research/Information Literacy/Critical Thinking Skills**

This instrument was developed using the departmental assessment plans created in 1997. Those plans revealed that nearly every department expressed as its goals for majors a bundle of research-related skills. These skills included the ability to identify a significant issue or area of investigation, locate and evaluate existing scholarship, design a research program, collect and analyze data, and present conclusions in a convincing manner. We expect to begin administering this assessment instrument in the fall of 2005.

### **Transcript Analysis**

Last summer (2004), Grinnell, Pomona, and Amherst Colleges agreed to share transcript information. The news for Grinnell College was extremely good. Excerpting from Carol Trosset's report regarding students' courses of studies:

*General Curriculum taken by Grinnell Graduates 2000-2004:*

- 84% [of students] have taken at least three courses in each division.
- 99% have taken at least three courses in the humanities division.
- 96% have taken at least three courses in the social studies division.
- 88% have taken at least three courses in the science division.
- 88% have taken at least one foreign language course.
- 92% have taken at least one course in mathematics, statistics, or computer science.

Comparison with Pomona and Amherst indicates that Grinnell College students are extremely well served by their pursuit of an individually-designed curriculum.

### **Collaborative Learning Outcomes Assessment-related Efforts and Grants**

Grinnell College has been engaged in collaborative assessment efforts in the following areas:

- Off-campus study programs. Grinnell College is pursuing an assessment of off-campus study programs at several other liberal arts institutions through Global Partners.
- Transcript analysis with Amherst and Pomona Colleges (see above).
- "First-year Information Literacy in the Liberal Arts Assessment": a collaborative effort with MITC and the librarians at associated institutions. This group plans to survey all first-year students on member campuses in fall 2005.
- Teagle grant. This past May, the Teagle Foundation awarded \$300,000 to Carleton, Grinnell, Macalester, and St. Olaf Colleges to collaborate on assessment of a number of learning outcome areas over the next three years.

### ***DEPARTMENTAL REVIEWS:***

In accord with our normal process of regular reviews of academic departments, the German Department was visited in September 2004, and the Theatre Department in April 2005 by teams of external reviewers. In preparation for these visits, the departments each conducted an extensive self-study, culminating in series of questions posed to the reviewers for their advice and to serve as stimulus for internal development. Each of the review teams has submitted a report to the Dean's Office, including helpful suggestions and advice. The departments have yet to prepare their formal response documents.

### ***CENTER REVIEWS:***

At the request of the Executive Council, each of the Centers established under the Fund for Excellence over the past five years (Humanities, International Studies, and Prairie Studies) underwent a substantial self-study and program review this past year. These reviews involved preparation of a self-study dossier by a three-member on-campus Review Committee for each Center, discussing missions, programs, results, and needs. A Center Review Taskforce coordinated data-gathering activities involving focus groups and surveys of faculty, students, and others. External review teams visited campus for discussions with Center participants and campus constituencies during April and May. Their reports arrived too late in the year for

adequate responses by the Centers and action by the Executive Council. Center Directors and Advisory Boards, as well as the Executive Council, will respond formally to the recommendations of the visiting committees in the early Fall of 2005. Among the Visiting Committees' recommendations are suggestions that each Center develop more specific five-year plans, that we articulate more clearly what the missions of the Centers are and how they fit with campus strategic priorities, and that we strive for closer coordination of planning and publicity for the three Centers.

### **CENTER FOR THE HUMANITIES:**

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

The Center for Humanities has just completed its fourth year of operation. Among its objectives are the organization of activities toward the goal of drawing attention to and enhancing work in the humanities at Grinnell, encouragement of work among humanities faculty and students, and encouragement of collaborative work and exchange of ideas across disciplinary and divisional boundaries.

This year, rather than focusing activities on a single topic in the fall semester, it was decided to organize a series of symposia and short courses with visiting professors, all concentrated on a broad theme of "Feminist Scholarship Today." Each of four visiting professors participated in leading both a faculty seminar and an upper-level student seminar, in addition to making a public presentation. Information about these individuals may be found in the section on visiting faculty. The Center also supported the work of two Post-Baccalaureate Fellows, Margaret Leslie ('04, English) and Madeline Van-Haafte-Schick ('04, Art), during the Fall semester.

Spring semester Center activities focused upon a symposium which echoed the theme of the fall seminar, entitled "Currents in Contemporary Feminist Scholarship. Three of the four fall semester visiting scholars participated (Kristin Ross was unable to return in the spring), along with Penelope Deutscher, Associate Professor of Philosophy at Northwestern University. Each presented papers to the public and participated in a round table discussion with a number of Grinnell College faculty. It is noted that the faculty seminar brought together a group of faculty who do not typically work together, and had considerable success creating new intellectual and social relations among some of its participants. The Advisory Board is encouraged to use this format again in the future.

The Center also provided support for three classroom visits, including the departments of Philosophy, Anthropology/Sociology, and French.

### **CENTER FOR INTERNATIONAL STUDIES (CIS):**

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

Now in its sixth year, the mission of the CIS is "to coordinate, enhance and expand in an intentional and coherent way the many opportunities for developing international understanding, knowledge, and experiences for students, faculty and alumni." The CIS brings together many of the activities already in place on campus, works to find appropriate connections and to create synergetic relationships, and continuously explores new possibilities and opportunities. The Center and its staff have become a central hub for international activities on campus.

## ***Faculty and Curricular Activities***

### **International Visitors**

A cornerstone of our effort to internationalize the campus is the way in which we bring to campus distinguished writers, artists, cultural figures, and scholars for extended visits—to teach mini-courses, team-teach seminars, present their own work, etc. The Center for International Studies has further developed its now central role in this regard in two areas—the John R. Heath Professorship, and the International Visitors Program. For more information concerning individual visitors who taught courses, please see the Visiting Faculty section of this report.

### **Faculty Development**

#### Seminar in South Africa

In June of 2004, a group of ten Grinnell College faculty participated in our faculty development seminar in Southern Africa. Prior to travel, the faculty group met on a regular basis to discuss various aspects of African studies. Post-seminar activities for 2004-05 integrated the seminar experience upon return to campus. Significant effort was dedicated to build CIS curricular and co-curricular programming around the study of Southern Africa during the 2004-05 academic year, including visitors Hein Willemsse and Verkijika Fanzo (see above); a Faulconer Gallery exhibit by William Kentridge (prominent South African Artist); a Rosenfield Symposium on an African theme (“Forging the Future from a Colonial/Apartheid Past”); and participation by representative seminar faculty in an African Studies conference at Colorado College and in Alumni College courses.

#### Seminar in Japan

With the support of a Freeman Foundation grant, the CIS entered the final stages of our faculty development seminar on Japan. A reading group was convened over the course of the past year, and planning for the seminar was facilitated. As we submit this report the group is completing a two-week traveling seminar in Japan to pursue a number of curricular projects to be developed or implemented during 2005-06.

### **Future Development Initiatives**

The Director of CIS has called together a reading group on Genocide and Holocaust studies to explore the possibility of a similar faculty development seminar that would be followed by a year of related activities. To that end, CIS will sponsor in June 2005 a faculty development workshop on Genocide and Holocaust Studies, including a visit by, Professor Peter Black, chief historian of the United States Holocaust Memorial Museum. We hope the workshop group (which numbers nine members) will be joined by several other faculty members in a reading group next year, which will continue to explore ways of developing this aspect of our curriculum.

### ***Student Activities***

A CIS primary goal and focus in terms of student activities is to prepare students for their experience abroad, and assist returning off-campus study students with “re-entry” issues. The “Semi-Annual International Festival and Bon Voyage Party,” held late in each semester, has been a successful way to recognize student involvement in the off-campus experience, and to prepare future OCS students for their time abroad.

### ***Administrative Activities***

Center staff worked with numerous committees and organizations (both local and national), and were involved in the administration of exchange programs with Nanjing University and Macau University, review of off-campus study sites, arrangements for local housing for both international and other visitors, and assistance with preparation of faculty and students for travel abroad.

## **CENTER FOR PRAIRIE STUDIES:**

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

The Center for Prairie Studies continued its diverse program of course offerings, lectures, art exhibitions, student internships, and field trips in 2004-05. It was especially active in the arts this year, sponsoring or co-sponsoring several artists' talks and an exhibition in the lower level of Burling Library that was seen by most of the campus community. A major effort involving the Center, and in particular Larissa Mottl, was the completion and opening of the new Environmental Education Center at the Conard Environmental Research Area. The Center is extremely pleased with the new CERA facility and has plans to promote its use in the study of our region by other departments across the college.

## **ROSENFELD PROGRAM:**

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

The Rosenfeld Program in Public Affairs, International Relations and Human Rights sponsored lectures, symposia, campus visits and summer internships. For many events, Rosenfeld and other College programs coordinated their efforts to achieve common objectives, reduce the burden of arranging campus visits, and worked with a score of other offices, departments and organizations on campus in planning activities.

### ***Conferences and Symposia***

“The State of Democracy in the 2004 World,” Planned to provide an overview of the status of democracy around the world.

“Divided Land, Divided Hearts: The Struggle for Peace in the Middle East,” Planned to inaugurate Grinnell’s Peace Studies program; jointly sponsored with the Peace Studies Program.

“Crime and Punishment: Incarceration in the United States,” Designed to give students, faculty, and the Grinnell community a better understanding of some of the important recent changes in the U.S. criminal justice system and to examine issues such as race relations, mandatory sentencing, civil liberties, privatization of prisons, and healthcare. There was very strong student interest in the symposium.

“Wind Energy: Possibilities for Grinnell,” Jointly planned by Jon Andelson, Prairie Studies, and Imagine Grinnell, this event had a large audience from the community of Grinnell.

“Beyond Colonialism and Apartheid: Facing the Future in Southern Africa,” Focused on the legacy of colonialism and apartheid for Southern Africa today. Planned cooperatively with the Center for International Studies.

“Forgotten Terrains: Earth’s Neglected Temperate & Subtropical Forests,” Co-sponsored with the Environmental Studies Concentration and planned in concert with Prof. Jon Andelson and Prof. David Campbell. The symposium was intended to shed light on issues in sub-tropical and temperate forestry.

### ***Other Events***

The Rosenfeld Program also participated in arranging the visits of twenty individual speakers and visitors, and the colloquia of student interns, all of whose lectures and discussions with faculty and students helped to enhance the intellectual, cultural, and social development of our community. In addition to public events, the Program funded 18 summer internships in 2005.

Summer internships continue to be some of our most cost-effective activities, providing students with wonderful experiential opportunities to work outside of Grinnell in jobs related to public

affairs, international relations and human rights. Interns gain insights not available from texts or the classroom that they share with other students when they return.

### **PEACE STUDIES PROGRAM:**

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

In January 2004, Grinnell College was the recipient of a gift from the Iowa Peace Institute that enabled the College to create a new program that continues the institute's mission in the context of the Grinnell College academic community. The Peace Studies Program concentrates on a series of speakers, student internships, a campus mediation program, and curricular innovations. In April of its inaugural year of operation, the Program hosted two speakers: Rex Friend, of the American Friends Service Committee, who discussed conscientious objection and possible ramifications of resumption of the military draft in the United States, and Professor Naresh Dadhich of the Jaipur Peace Institute, who spoke on the topic of Gandhi and the Contemporary World.

### **THE WILSON PROGRAM:**

During the 2004-05 academic year, the Executive Council worked with Doug Caulkins to instigate the revitalization of the Wilson Program, which has been in existence at Grinnell College since 1985 but which in recent years had become less vital than it had the potential to be. The Donald L. Wilson Program promotes the theory and practice of socially responsible innovation, enterprise, and leadership in the business, government, and non-profit sectors, with the goal of empowering students to explore diverse career options. The Wilson Program is named in honor of the late Donald Wilson, a 1925 graduate of Grinnell College.

At its Spring 2005 meeting, the Grinnell College Board of Trustees approved the appointment of Douglas Caulkins as the Donald L. Wilson Professor of Enterprise and Leadership at Grinnell College. Caulkins will teach in the Wilson Program for the next five years. He has published extensively on the role of small business entrepreneurs in regional development as well as on non-profit, voluntary, non-governmental organizations. Caulkins will teach a course in "Organizational Cultures: Working in Businesses and NGOs" in the fall semester and "Enterprise and Innovation," celebrating the life of Robert Noyce and other Grinnell innovators, during the spring semester. The program also funds student summer internships in each of these sectors and brings alumni back to campus to teach short courses and participate in classes.

### **ATHLETICS:**

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

Our intercollegiate athletics program holds academics as the guiding principle in balancing the philosophy of participation with competition. Over 70 Pioneer athletes received All-Conference honors; three earned All-Region distinction and one finished with All-American and Honorable Mention All-American Honors; over 150 Pioneers attained Academic All-Conference honors. One of our recent graduates received the 2005 Midwest Conference men's Sportsmanship award.

In addition to individual honors, several teams achieved national academic distinction from their coaches' associations. Overall, 16 of 20 Grinnell squads finished in the top half of the league

standings, including six Midwest Conference titles. The Grinnell women's varsity program as a whole won the all-sports trophy for the first time in College history as a full member of the Midwest Conference, and the men finished third in the conference's all-sports standings.

**Physical Education Classes**

Semester	# Participants
Fall	417
Spring	616
TOTAL	1033

**Intramurals**

Activity	# Teams	# Participants	# Referees and/or supervisors	Duration of Activity
Flag Football	10	83	10	6 weeks
Soccer	7	40	4 + 1	3 weeks
Pool		12		1 day/semester
Ping-Pong			2	1 day/semester
Pickleball		4		45 minutes
Tennis		16	1	1 weekend
Frisbee Golf		8	1	1 weekend
Volleyball				Rained out
Basketball	27	239	22	5 weeks
Strongman Competition		22	2	

Participation in intramurals was noticeably higher than in recent years, attributed primarily to improved organization and advertisement.

**Club Sports**

Clubs	# Participants
Ultimate Frisbee	30-40
Rugby	15-25
Dagohir Sword Fighting	30-45
Martial Arts	?
Water Polo	25-30
Akido	15-20
International Soccer	15-20

Our new gymnasium and fitness center are spectacular and greatly improve the quality of the facilities that serve our wellness and athletic programs. ESPN2 converged upon the new Darby Gym as the Grinnell men's basketball team faced off against Beloit to bring Division III basketball into the homes of millions for the first time ever.

## SUPPORT FOR OUR ACADEMIC PROGRAMS

### ***THE GRINNELL COLLEGE LIBRARIES:***

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

2004/05 was especially busy year for the Grinnell College Libraries as the staff grappled with three building projects in various stages of realization:

1. The new science library in Phase II of the Noyce Science Center is now moving rapidly from planning to reality as construction begins this summer. Holabird & Root and Landon Bone Baker Architects, the architectural teams planning the facility, are wrapping up design details.
2. A new library storage facility. With a capacity of between 85,000 and 155,000 volumes, the newly constructed facility features compact shelving, ideal climate control for the long-term preservation of paper, a dry fire-suppression system, and an electronic intrusion alarm. 28,700 volumes of bound journals were transferred from Burling Library and the Windsor Science Library to the new storage facility, as was our archival collection of 8,400 LPs. These musical performances have not been reissued in CD format and are still of great value. Other materials will follow soon.

Between the erection of the compact shelving in new storage facility and the day when the old Windsor Science Library would be demolished to make way for Phase II construction there existed a narrow window of time within which thousands of volumes had to moved from Burling and Windsor to the storage facility; thousands of volumes had to shift within Burling to make way for still more thousands of volumes coming from Windsor to Burling. Every available library staff member willingly and enthusiastically pitched in to get the job done, many bringing their regular student workers and a corporal's guard of special student recruits along with them. They got the job done with a few hours to spare. Good people are the most important resource in any library.

3. A library master planning project (see "Facilities" below.)

The libraries initiated or expanded three important outreach activities during 2004/05:

- **Book Report** is an ongoing series of events in which Grinnell faculty and visiting scholars discuss the importance of reading and of particular texts in their lives and their scholarship.
- **Breaks @ Burling**, held during finals week both semesters, are intended to offer a brief, relaxing change of pace amid the intensity of study, featuring stories, music, homemade cookies and milk.
- **Summer Teas.**

In response to a challenge grant from the Iowa College Foundation, the Office of Development raised over \$22,000 in gifts designated for library acquisitions enable the libraries to continue the mission of documenting in text, artifact, and image the history of Grinnell College and the college's historical, cultural and physical setting on the Midwestern prairie, including a collection of United States Geological Survey (USGS) quadrangle maps of Iowa acquired from The Seattle Public Library.

In June 2004 the Grinnell College Libraries became a charter subscriber to the Andrew W. Mellon Foundation initiative, ARTstor, which provides curated collections of digital art images

(and associated data) for scholarly and educational use. Grinnell was selected as one of ten colleges and universities chosen to work with ARTstor on a year-long pilot study of its proposed institutional hosting service.

As the academic year ended we noted with regret the departure of two long-time staff members, Beth Cox and Debra Martzahn, both of whom are moving ahead in their careers to new professional opportunities.

### ***CURRICULAR TECHNOLOGY/INFORMATION TECHNOLOGY SERVICES***

We continue to experience dramatic changes in the campus environment for digital technology. Almost 92% of our incoming students last year brought their own computers and connected them to the network. Of the 1214 student computers attached to the network, 71% are laptop computers, 74% use the Windows XP operating system, and 15% use Mac OS X. With the expanded availability of portable computing systems and dorm room computer systems, we need to continue enhancing wireless access and desktop delivery of media and other class-related materials while paying careful attention to intellectual property and security issues in our campus computing environment.

The Instructional Support Committee intensified its role in advising about information technology facilities and policies this year. Topics that came to ISC attention included the use of new software for tracking AV equipment, the design of the College's Web site, a new password security system, the introduction of spam-filtering software, the future of the Technology Discovery Center, and the policy for posting copyrighted materials within Blackboard course sites. In addition, ISC received regular reports from its representatives on the Library Planning, AV planning, and foreign language technology planning groups.

Digital images have been a primary area of focus over the past year for those who support instructional technology on our campus. Beginning with our decision to participate in ARTstor – a Mellon-funded, nation-wide digital image initiative – and recognition of our need to replace the local database system for managing digital images, we have made a series of strategic adjustments in our digital image support over the past year. Led by our Library faculty and Curricular Technology Specialists, we transferred our 25,000-image art image database and several smaller collections of images from a homegrown system to ARTstor's hosting service, which allows us to search and display our images alongside those provided by the growing ARTstor collection of hundreds of thousands of images. ARTstor has demonstrated its value and institutional clout by negotiating a series of image hosting arrangements with international caliber museums and image collections such as the Art Museum Image Consortium (AMICO), the American Council for Southern Asian Art, and the Frick Art Reference Library.

Alongside our investment in ARTstor, our Curricular Technology Specialists have developed a local adaptation of the Madison Digital Image Database system, which allows for more flexible management and display of our College-owned image collections. MDID, which is developed on an open source basis by a large number of universities and colleges, has an elegant and intuitive interface which has resulted in quick adoption by our art department faculty members. ARTstor, on the other hand, has found its greatest campus enthusiasts among faculty outside the art department, such as historians and classicists who value its vast and searchable collections and

are less concerned than art historians are about the accuracy of color reproduction and other image quality issues.

A second area of emphasis for ITS and the Curricular Technology staff this year has been upgrading our Audio-Visual facilities and services. Two planning committees – one focused on campus AV services and the other on technology support for language instruction – developed sets of recommendations which are currently being implemented. One result has been an upgrade in the campus facilities for digital video and other media editing; ITS has replaced and upgraded hardware and software in the AV Center Computer Lab to accommodate this function, and the Curricular Technology Specialists have developed a user-oriented “Guide to Video Projects at Grinnell.” Another result has been a plan to renovate the aging Sony language learning room in the AV Lab, replacing it by a Cultural Education Center – a comfortable media viewing, material culture display, and social space that supports language learners by promoting connections with international students, foreign language media, and students studying overseas. A third result has been improvements in training for AV workers, tracking of AV resources, and equipment access in classrooms. Classroom upgrades have included addition of large screen display units in several classrooms and installation of up-to-date projection equipment in other rooms.

Our CTS and ITS staff have worked closely with Grinnell faculty and the Midwest Instructional Technology Center to plan two multi-institutional events on the Grinnell Campus. The first, titled “Media, New,” took place June 7 - 9, 2005 and drew faculty and instructional technologists from around the country to see, sample, and discuss new applications of digital media in the arts curricula of liberal arts colleges. This symposium provided a forum for participants to present pedagogical models, discuss interdisciplinary and inter-institutional collaborations, and share creative and curricular strategies for the use of digital technology in the arts. The second event, “State of Art History: Challenges and Choices in the Digital Classroom,” is a symposium to be hosted by Grinnell College September 30 - October 2, 2005. This event is targeted at issues surrounding use of digital images in art history classes at liberal arts colleges. Both of these events allow us to showcase our national leadership in the uses of technology to enhance student learning and faculty scholarship.

As we look ahead to next year, we see a need for intensive discussions of the campus support structure for Geographical Information Systems technology. GIS is a powerful interdisciplinary tool for displaying data linked to geographical information. We expect to see wider use of GIS technology on our campus over the coming years as we seek to promote interdisciplinary and collaborative learning through the Expanding Knowledge Initiative. As we improve our GIS support and training, we will also look at better ways to support the use of maps as static images for teaching and learning at Grinnell. Our MDID digital image database may prove effective as a platform for classroom delivery and study of digital images of maps.

#### ***INSTITUTIONAL RESEARCH OFFICE:***

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

Following the resignation in Fall 2004 of Carol Trosset, and subsequent to a period of evaluation of institutional needs and possible ways to meet those needs, Scott Baumler was promoted to Director of Institutional Research. We then initiated a search for a Research and Assessment Analyst, resulting in the appointment of Anne Gansemer-Topf starting July 1, 2005. Anne holds

a Ph.D. in Higher Education from Iowa State University; she has been involved in the work of two Grinnell College focus groups (Counseling Task Force and Strategic Plan).

The Office of Institutional Research (IR) provides analysis and assessment services to the entire campus. The office also provides data analysis and support to the Office of Admission and Financial Aid. The IR Office coordinates most institutional surveys, including:

First Year Student Survey (CIRP). National survey in which Grinnell first-year students have participated for ten years;

Dean's Surveys for Faculty Reviews. Local surveys which gather feedback from students and alumni concerning the effectiveness of teaching and advising of individuals being reviewed for contract renewal and/or promotion;

Faculty Survey (HERI). Data collected from Grinnell and peer institutions are reported through the colleges' membership in the HEDS consortium;

The Health Survey (Student). A local web-based survey of current students, addressing personal and social health and safety issues;

National Survey of Student Engagement (NSSE). A national survey which collects information about how a college engages students and builds an effective learning environment. Results will provide insight about the relationships between student engagement and success in college;

The Senior Snapshot. A local survey of graduating students, the goal of which is to collect a wide variety of information for administrative and research applications.

The IR office also assisted with student learning assessment efforts and a wide range of other projects, including production of the Fact Book.

## **FACILITIES**

### ***LIBRARY:***

January marked the commencement of a master planning process for Burling Library. Working with the Burling Planning Committee, the Dean's Office has provided leadership and organizational support. Charged with working with Boston architectural firm Shepley Bulfinch Richardson Abbott to develop (1) a master plan for the library that would include ITS in the building and (2) a proposal for immediate changes to Burling's main level, the Burling Planning Committee is comprised of Gail Bonath, Library; Bill Francis, ITS; Christopher McKee, Librarian of the College; Rebecca Miller, SGA vice-president; Mark Schneider, Physics; and Marci Sortor, Associate Dean (chair). Chris Ochoa, next year's SGA vice-president, will take Rebecca's place when classes commence in the fall.

Few other buildings on campus belong to the entire College Community as fully as Burling. Understanding that Burling engages so many people, and that it means something different to different campus constituencies, the Burling Planning Committee designed a planning process that invites discussion, collaboration, and feedback through:

- the organization of "Planning Teams" for each major area of the library, comprised of individuals who would be working in or using these areas or who brought some expertise to the group;

- the installation of a “BlackBoard” site on PioneerWeb, where current plans and other information are posted, and where viewers can participate in discussions;
- brown bag lunch sessions for students, faculty, staff, and community members;
- two all-campus presentations by the architects;
- a session with the architects and SGA;
- regular reports to the Instructional Support Committee; and,
- the display of the latest version of the plans in the library.

This process has called upon the energies and time of a large number of people, but has given the planning process a good measure of legitimacy. The high level of consultation has led the Planning Committee to refine aspects of the mission of Burling. The result is, I think, an exciting vision of the Burling of the future that integrates ITS into the library in a highly functional and collaborative way. It is a vision that also capitalizes on and develops some of the library’s existing strengths: including Special Collections and the Print and Drawing Collection, a welcoming and cozy atmosphere, and highly dedicated professionals dedicated to outreach. The result should be a facility that supports teaching, learning, and research more fully than ever before.

As I write this report, the Burling Planning Committee is nearing the completion of the first of its tasks. The second task, developing a proposal for the main level, should be largely completed early in the fall semester of 2005.

***SCIENCE:***

**Conard Environmental Research Area (CERA)**

In March, we completed a spectacular new classroom and laboratory facility at CERA. This building was designed by Holabird and Root, and will serve as a center for teaching and research in biology, for informal science education, and for art and other students who will use CERA. During the next two years of construction at the Noyce Science Center, the new CERA facility will provide the primary lab facility for some biology laboratory courses.

**Noyce Science Center**

During the 2004-05 academic year we completed with architects Holabird and Root the design for Phase II of the addition and renovation of the Robert N. Noyce ‘49 Science Center, and achieved half of our fund-raising goal. The Board of Trustees approved construction of the project. We have agreed that the Weitz Corporation will serve as the general contractor, and construction is beginning as I prepare this report. Construction of the new north wing will be completed in May 2007, and we will then engage in a year of renovation to finish this project. I want to thank the design team, all of my science colleagues, the major gifts staff and donors, and particularly the building committee for their hard and effective work on this exciting project.

## **CONCLUDING COMMENTS**

As we build the foundation for continued academic excellence at Grinnell College, our recently completed strategic plan provides a new resource that we expect to rely on increasingly to inform the decisions we make. Its emphases on inquiry-based learning, a culture of achievement, advancing diversity, fiscal balance, community enhancement, and raising the College's profile mesh well with major accomplishments of the past year – adoption of the Expanding Knowledge Initiative, an ambitious and fruitful diversity hiring effort, continued expansion of mentored student-faculty research, vigorous and informative assessment efforts, intensive planning for library and audio-visual support facilities, and enhancements of our campus and buildings.

With the strategic plan in hand, we can organize our office more effectively to help lead the academic component of the College in desired directions. In thinking through duties in the Dean's office, we have assigned strategies 1-3 from the strategic plan – the ones with greatest relevance to the academic program – as specific areas of emphasis for each of the three Associate Deans. At the same time, all of us in the Dean's office will work together and with a broad campus constituency in implementing these strategies.

Over the coming years, we intend to monitor closely the progress we make in enhancing inquiry-based and interdisciplinary learning, fostering a sense of adventure, ambition, and well-being among the members of the campus community, and enhancing the diversity and intellectual robustness of Grinnell College. We look forward to facing these challenges with the engagement and good will of a broad spectrum of the campus community as a result of the successful strategic planning process.