

Report to the President on Academic Year 2005-2006

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Vice President for Academic Affairs and Dean of the College

An important task of the academic leadership of Grinnell College over the past year has been to plan and prepare for implementing the College's Strategic Plan. We have coordinated and supported faculty conversations about the Expanding Knowledge Initiative and begun to implement a vision to promote interdisciplinary teaching and learning, enhance diversity in our faculty and curriculum, reduce reliance on term faculty, and promote integrative and inquiry-based learning among our students. We have laid the groundwork for next fall's inaugural second-year retreat to help students reflect on their educational and life goals at a key point in their undergraduate studies – as they consider their future majors and the roles that off-campus study, mentored research, internships, or other special learning opportunities might play in helping them realize their goals. We have supported and monitored energetic discussions among the faculty concerning new curricular directions. We have helped the President articulate plans for a strategy to define more sharply the College's distinctive academic strengths. All this activity oriented toward the Strategic Plan has required intensive, long-range budgetary modeling, assessment planning, consideration of new ideas, and a creative, improvisatory spirit. We are pleased with the way the faculty, under the effective leadership of the Executive Council and EKI Interim Advisory Board, have responded to the challenges and opportunities presented by the Strategic Plan.

While emphasizing our progress with the Strategic Plan, this report also treats the major ongoing activities of the Dean's Office:

- appoint, review, and promote faculty members;
- support and celebrate faculty scholarship and teaching;
- promote Grinnell College through participation in the larger academic community;
- facilitate the work of the governing faculty committees;
- assess and enhance the academic program;
- coordinate academic support services; and
- improve educational facilities and instructional technologies.

As a candidate for a position at Grinnell in 1980, I was attracted by the widespread sense of common purpose, community, and commitment to providing a first-rate educational experience for students. This summer, I had the opportunity to participate in a week-long workshop involving faculty who teach in the 2nd-year biology course on cellular and molecular biology and the 2nd-year organic chemistry courses. The discussions focused upon how to better link these courses in which a majority of the students are co-enrolled. We worked on understanding the common topics, differences in terminology, and ways in which these could be coordinated and related. The group developed a series of common examples, problems, and projects for the students. The commitment of my colleagues to improving student learning and to presenting perspectives of different disciplines on a topic area was very impressive. It is truly unusual to have a group of biologists and chemists talking together about curriculum and pedagogy in a non-competitive manner. Such conversations are common at Grinnell.

STRATEGIC PLANNING

Last year I reported on the Dean's Office's role in developing proposals to implement three of the elements of the Strategic Plan: the Expanding Knowledge Initiative, enhancing the culture of achievement and well-being, and further diversifying the student body and faculty. This year, we made substantial progress toward implementing the EKI by appointing interdisciplinary fellows, supporting faculty discussions of interdisciplinary initiatives, planning a second-year retreat, and approving the first EKI-related searches. Marci Sortor, in her role as Associate Dean, led these efforts. The Dean's office also took on new responsibilities in building diverse applicant pools for faculty positions. Late in the year, we worked with the President and faculty groups to articulate a set of areas of academic excellence that distinguish Grinnell, targeting them for strategic investment and promotion as we seek to enhance the value of a Grinnell degree and establish a more prominent national profile for the College. These areas should link strategically to the developments of the Expanding Knowledge Initiative.

STRATEGY # I: *Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum*

Interdisciplinary Fellows

The Expanding Knowledge Initiative of the Strategic Plan calls for the appointment of three Interdisciplinary Fellows to provide leadership in interdisciplinary teaching and to help with planning the Second Year Retreat (see below). The EKI envisioned that three experienced faculty members, one in each division, would serve as Interdisciplinary Fellows. To quote from the EKI: *The Fellows will serve to foster a commitment to interdisciplinary teaching through example and inspiration.* Their duties include planning a retreat for second year students and offering interdisciplinary courses.

In the fall of 2005, The Interim Advisory Board of the Office of Interdisciplinary Studies put out an invitation for nominations and self-nominations for Interdisciplinary Fellowships, and made their recommendations to the Executive Council. We were pleased that Jin Feng (Associate Professor of Chinese), Bob Grey (Professor of Political Science) and Clark Lindgren (Associate Professor of Biology) accepted appointments as our first Interdisciplinary Fellows.

In 2006/07, Jin Feng will team-teach "Freedom and Authority: Control of Reproduction" with Kent McClelland and Liz Queathem, and "Food, Culture, Power." Bob Grey and Clark Lindgren will teach shared-theme Tutorials on *Politics and Religion*: "Religion and Politics Across the World," and "Many Roads to Truth: Acrimony, Authority, and Assumptions." Clark will also teach "Neuroscience: Foundations, Future, and Fallacies."

For more information about the contributions of the Interdisciplinary Fellows, please visit the report of the Director of the Office of Interdisciplinary Studies to the Dean of the College at <http://www.grinnell.edu/offices/dean/eki/facultyresources/fellows/>.

Retreat for Second Year Students

The expanding Knowledge Initiative of the Strategic Plan calls for a retreat that will encourage students early in the second year at the College to explore the interdisciplinary nature of their education and their curricular choices. The second year is an exciting and challenging one for students, when they must begin to make a number of decisions that will shape the remainder of their experiences on campus as well as their life after graduation. The Retreat is designed to help students make informed decisions about their education and life goals and to reconnect with each other and with faculty and staff at a key stage in their academic life.

Beginning in November 2005, the Office of Interdisciplinary Studies began working with Interdisciplinary Fellows on planning the retreat. They and SGA representative Chris Ochoa met with groups of students, the Office of Student Affairs, and faculty members. The Office of Interdisciplinary Studies also secured a modest grant from the ACM Engaging Studies in the Liberal Arts initiative, which allowed Ada Norris to visit the Beloit, Monmouth, Ripon, and University of Chicago campuses to discuss second year programs. Her report can be found at <http://www.grinnell.edu/offices/dean/eki/officeinterdiscstudies/>.

The retreat will take place on the second weekend of Fall Break, Oct. 20-22, at a scenic location in Boone, Iowa. Students will discuss their goals for their college education and for their lives after college, explore the meaning of a liberal arts education, and have the opportunity to reinforce existing relationships with faculty and staff members and to develop new relationships. They will be led in a creative group project and community-building activities by an Iowa artist, and have some free time to enjoy the setting of the retreat. Professor of Political Science Ira Strauber will serve as the keynote speaker. At present, we are pleased to report that sixteen faculty members and six Student Life/CDO staff members have volunteered to participate in the retreat. Work on the retreat will continue throughout the summer and early fall.

New Knowledge and Interdisciplinary Teaching

The Expanding Knowledge Initiative has as its major thrust the enrichment of students' educational experience through inter- and multi-disciplinary learning. The EKI envisions that this goal can be accomplished through an increase in faculty positions and the development of new curricular initiatives as well as the strategic enhancement of existing teaching strengths. The EKI envisions the establishment of an Office of Interdisciplinary Studies and a faculty Advisory Board, which would work together to identify areas of curricular and faculty expansion. Quoting from the EKI:

Led by a Director working with an Advisory Board, the Office of Interdisciplinary Studies catalyzes and supports the College's efforts to expand interdisciplinary teaching and learning. It will:

- *Provide a campus-wide forum for the discussion of interdisciplinarity in theory and practice.*
- *Work with departments, individual faculty members, and the Directors of the Centers for International Studies, Prairie Studies, and Humanities to identify areas where the College's offerings would be strengthened by such courses;*
- *Bring faculty members together across departments to explore interdisciplinary possibilities (such as team-teaching);*

- *Work with departments and the Executive Council to coordinate departmental initiatives aimed at new appointments in key interdisciplinary areas;*
- *Assist concentrations as they work to re-envision their mission;*
- *Work with departments to staff concentrations, interdisciplinary, and non-departmental offerings (such as the Tutorial, Statistics, Humanities) and coordinate team-teaching opportunities;*
- *Coordinate college-wide symposia on interdisciplinary themes (on a biennial cycle);*
- *Help organize shared-theme Tutorials; and*
- *Design and organize the Second Year Retreat (see below).*
- *Develop an assessment model to guide the future development of the initiative*

In this first year of the implementation of the Expanding Knowledge Initiative, the Office of Interdisciplinary Studies (OIS) and the Interim Advisory Board (IAB) found these tasks challenging, exhilarating, and more than a little daunting: How could one discuss developing new areas of teaching and research before sorting out models of teaching? How could one pursue interdisciplinary appointments before sorting out the relationship of these positions to the existing governance structure and how individuals in these positions would be mentored and reviewed? How would the IAB envision developing new areas of interdisciplinary learning before doing the work of re-envisioning our long-standing interdisciplinary concentrations? How could the IAB assist the Executive Council as it deliberated on the first set of EKI-related position proposals in the spring? How could it ensure that this year of proposals was a positive step forward in the realization of the goals of the EKI and not a source of frustration for faculty members?

With the need to move so many elements forward at the same time, the IAB's progress at first seemed slow. Over time, the momentum built, and the list of accomplishments is a testimony to the creativity, resolve, and hard work of the members of the IAB and of the faculty as a whole.

IAB and OIS accomplishments for 2005/06 include:

- Reported to the faculty, Executive Council, Trustees, and SGA regularly;
- Developed "Guidelines for Developing New Areas of Study." Visit http://www.grinnell.edu/offices/dean/eki/facultyresources/includes/Guidelines_areasofstudy.pdf);
- Developed "Guidelines for New Faculty Positions." Visit <http://www.grinnell.edu/offices/dean/eki/facultyresources/includes/OISguidelinesI.pdf>;
- Recruited and recommended candidates for Interdisciplinary Fellows;
- Surveyed departments and concentrations regarding interdisciplinary activities and interests;
- Met with concentrations and began work on area studies collaboration;

- Organized twenty-nine Interdisciplinary Common Grounds Lunches. These lunches provided faculty members with an opportunity to identify colleagues who shared similar teaching interests. Some IAB members also organized lunches on topics that the Board had identified as good candidates for curricular development. The lunches were funded by the Instructional Support Committee and organized by the OIS. They subsequently led to the development of five summer faculty workshops: Middle East and Islamic Studies (organized by Kathy Kamp), Interdisciplinary Arts (organized by Lesley Delmenico), Peace Studies and CIS Workshop on Genocide and Holocaust Studies (organized by Kent McClelland and Todd Armstrong), and Policy Studies (organized by Bill Ferguson);
- Organized three Teaching and Learning Lunches addressing interdisciplinary teaching issues. In the fall semester the IAB and OIS distributed information about interdisciplinary teaching and organized a lunch on this topic. During the spring semester, the IAB and OIS organized two additional lunches addressing team-teaching. Jin Feng, Liz Queathem, Steve Andrews and Vince Eckhart did a wonderful job describing their respective courses and identifying key issues linked to team-teaching interdisciplinary courses;
- Organized a summer workshop on interdisciplinary course design held in August 2006 and facilitated by Wayne Moyer and Sam Rebelsky;
- Met with and provided feedback to groups developing curricular initiatives: Policy Studies (Bill Ferguson), Humanities (Tyler Roberts), American Studies (Henry Rietz and Karla Erickson), BIO/GDS (Jack Mutti and Peter Jacobson), and Middle Eastern Studies (Kathy Kamp);
- Reviewed and reported to the Executive Council on EKI position proposals;
- Submitted to the Executive Council a proposal regarding interdisciplinary faculty appointments, and the means by which these would be mentored and reviewed;
- Identified areas for possible curricular development. Faculty responses to the department survey, the discussions with the concentration chairs, and the Interdisciplinary Common Grounds lunches played an important part in helping the IAB identify a number of exciting and potentially fruitful areas of curricular expansion. The Interim Advisory Board has focused on the following two “curricular hubs” for development and expansion: Peace, Sustainability, and Social Justice and the Studio for Creative Inquiry. These conceptual hubs serve the purpose of helping the IAB and others understand the general thrust of the EKI. The former brings together the strengths of the college’s science program with the curricular and co-curricular offerings on international topics and the value the College has placed on social commitment. The latter capitalizes on the College’s great potential to explore creative endeavors involving art and digital technology, considerable resources in the arts and performing arts, and faculty commitment to interdisciplinary collaboration within the humanities and between the humanities and disciplines housed in the other two divisions;

In this past year, most of the topics (or areas) explored by groups of faculty members have easily fit into one of these two hubs. Indeed, the IAB and others have been excited about the degree to which the different areas explored could have connections with each other, offering the potential for further collaboration and, in the case of EKI-related appointments, the possibility of facilitation of curricular development in more than one area. This is especially the case for the areas sharing the same hub, but there are cases of potential cross-hub overlap and integration as well. The IAB sees great potential for interconnections among departments, concentrations, and individual faculty members;

- Developed a successful proposal for two new positions in Geography and Earth Science. This proposal was the product of a number of meetings with Jon Andelson, David Campbell, Charles Cunningham, Kathy Kamp, Lee Sharpe, and IAB members Wayne Moyer and Monty Roper. An initial draft proposal was prepared by Jon Andelson and David Campbell built on previous years' efforts to establish a faculty position in geography, most recently that of the Center for International Studies. These searches will be carried out by an interdisciplinary search committee in 2006-07.

Decisions to expand our offerings in new and interdisciplinary areas should entail a strategic development of the curriculum, with special attention given to enabling existing faculty members to develop offerings in these areas and to team teach. This approach to the Expanding Knowledge Initiative must be combined with the other faculty-related goals of EKI— enhancing the diversity of the faculty, increased opportunities for faculty-student research and other inquiry-based learning, and decreasing the College's reliance on term faculty. The IAB hopes that these considerations will inform other position proposals as well. The IAB believes that the means for curricular expansion are several (from individual courses, to groups of loosely-linked courses, to concentrations) and that over the next year or so the various curricular initiatives begun this year will develop further, new initiatives will emerge, and some will be set aside in favor of others.

The College faculty has responded in an extremely positive and creative fashion, as can be seen by the number of Interdisciplinary Common Ground lunches and workshops. While there is a certain amount of healthy skepticism regarding the degree of benefit resulting from much hard work, the level of faculty engagement so far makes us confident that the Expanding Knowledge Initiative will result in exciting curricular initiatives. A full report of the activities of the Office of Interdisciplinary Studies can be found at <http://www.grinnell.edu/offices/dean/eki/officeinterdiscstudies/>.

STRATEGY #3: *Advance Grinnell College as a More Diverse, Robust, Intellectual Community*

This year marked the first year for those new faculty members who were successfully recruited during 2004-05 under the College's special search program. This is the largest group of diverse faculty ever recruited to the College in a single year and we were fortunate to have retained all but one member of the group. In January, Brad Bateman and I made a presentation to the AAC&U annual meeting about our recent efforts to diversify our faculty, and Brad has worked during the year with his counterparts at Carleton and DePauw to develop a set of best practices

for diversifying an applicant pool that is distributed to each department making a proposal for a new tenure track appointment.

We were also fortunate to have been able to host Professor Jerry Ward, from Dillard University in New Orleans, to teach a special topics class on Richard Wright in October. This was an unexpected opportunity created by the tragedy of Hurricane Katrina. Professor Ward was a scholar in residence in 2002, and we were fortunate to be able to locate him following the storm and to be able to host him on campus. We also worked through our historic connection with the Congregational Church and developed an offer to help Dillard University in September, but did not enroll any students. We did work with Dillard and Xavier University in the fall to try to help find term appointments for temporarily displaced faculty from both schools and appointed a computer scientist for the Spring semester.

Unfortunately, with only one special search this year, we were not as successful in this year's recruiting. The search was closed with an offer, but no successful appointment was made. Only one of the eight new tenure-track hires will add diversity to the College's faculty. Some of the reasons for the reduction in numbers were purely bad luck; several departments developed diverse applicant pools and ended up with strong, diverse candidates in their finalist pool, but ended up unable to appoint someone able to make a significant contribution to diversity. The reasons for this were varied, but included spousal employment issues in more than one case. Some of the failure to add diversity, however, came from less ambitious efforts by some departments to diversify their applicant pools during the early stages of the search. The Dean's Office has worked with the Executive Council to avoid a repeat of this problem by adding two new steps to the process of proposing and approving new tenure-track searches. First, each department that makes a proposal for a tenure-track search must work with Brad Bateman before they make their proposal to work on listing the exact strategies that they will use to diversify their applicant pool. Second, Brad now writes a letter to each department that is approved for a tenure-track search reiterating the strategies they have agreed to follow and suggesting additional strategies they should consider.

STRATEGY #6: *Strengthening the Public Profile of Grinnell College*

Grinnell College strives for programmatic excellence across the curriculum. Nonetheless, we recognize the need to identify key areas of excellence that distinguish the College, are of national importance, and can help us establish a more prominent public profile. We have settled, for now, on three areas and have worked to articulate these clearly, incorporating input from faculty committees including the Executive Council and the EKI Interim Advisory Board as well as from Trustees and administrative officers. We anticipate in the coming year that we will refine this statement and develop ideas for investing in and promoting these areas of excellence, with substantial input from the faculty.

We have chosen to highlight socially aware leadership, creativity, and science education. Building on the College's long tradition of public service and social commitment, our focus on socially aware leadership will draw together existing programs and add new elements to give greater substance and visibility to this distinctive emphasis of Grinnell. We will do this by emphasizing programs that:

- promote serious reflection on domestic and international issues and sponsor internships such as the Rosenfield and Wilson Programs and Grinnell-in-Washington;
- cultivate global awareness and engage students with social and cultural issues abroad such as the Center for International Studies and Off-Campus Study;
- provide opportunities for leadership and public service after graduation such as the Wall Awards and Grinnell Corps;
- promote critical engagement with place and with environmental and social problems such as Prairie Studies and Environmental Studies; and
- help students explore career options and connect these with their values and commitments through such institutional structures as the Career Development and Experiential Learning Office, and the Second-Year Retreat.

Creative studies and interdisciplinary initiatives in the arts have emerged more recently as distinctive strengths of the College. We will capitalize on the College's superb arts programs and facilities, our high level of student engagement in art-making and performance, and our innovative cross-curricular emphasis on student mentored research and creativity; we will also enhance access to technology-rich spaces for media study and creation to ensure that our students become effective communicators and critical users of new media technologies.

The College's excellence in science education has drawn widespread attention nationally, with our facilities, curricular innovations, and assessment initiatives inspiring imitation on other campuses and leading to fruitful collaborations. We will enhance and draw attention to our innovative facilities and curricula, discovery-based pedagogies, high rate of success in educating students who earn graduate degrees in science, distinctive initiatives to cultivate students of diverse backgrounds for scientific studies and careers, and strong efforts to assess learning outcomes from innovative pedagogies and undergraduate research.

We have appreciated the opportunity to help with delineating these areas of emphasis, among the many academic strengths of the College. We look forward to working with the faculty over the coming year to develop plans for enhancing and promoting these emphases, with the aim of improving our presence on the national level and increasing the perceived value of a Grinnell education while serving important societal needs.

FACULTY PERSONNEL CHANGES

The continuing strength of Grinnell College depends on recruitment of talented and diverse faculty members committed to innovative teaching and research in an environment emphasizing inquiry-based pedagogies and close mentoring relationships with students. Successful searches, like those we have seen this year, require substantial energy and resources.

Our departments conducted nine searches in 2005-06 to fill regular positions. These searches culminated in six tenure-track appointments plus the Librarian of the College, with six of those yielding our first-choice candidates. In the remaining filled search, spousal employment concerns resulted in the first candidate declining our offer of appointment, but a well-qualified second candidate accepted our offer. Two tenure-track positions remain unfilled, after our

candidates of choice declined our offers due to spousal employment issues; we will resume these searches during the 2006-07 academic year.

Nineteen searches for term appointments were conducted. Of those, eighteen culminated in appointments, all but two with our first-choice candidates. In the other two searches, our first offers were declined by candidates who accepted tenure track and longer term positions elsewhere; we did, however, fill these positions with well-qualified applicants.

We believe that we have attracted faculty members who will contribute in significant ways both to our overall educational mission and, to some degree, to our efforts to provide a more representative cross-section of the diversity of the nation. Of our seven regular appointments, one is a domestic person of color and three are women. Of our term appointments, fourteen are women and three are persons of color.

In general, our searches this year attracted applications from a reasonable, but not outstanding, number of qualified diversity candidates. We realize that to be more successful in diversifying our applicant pools, we will need to be more aggressive in recruitment, and we have instituted procedures to do just that. Unfortunately, the one search conducted under the 2005-06 special search initiative did not result in an appointment. An offer was made to a strong candidate in chemistry, who declined due to lack of opportunities for spousal employment. In order to ensure more success in diversifying our applicant pools, the Executive Council spent considerable time discussing changes to our procedures, both implementing proactive strategies to recruit more diverse pools of applicants, and calling for descriptions of strategies actually used by departments conducting searches to identify and consider those qualified applicants, so that we are not just relying on special recruitment strategies. In approving searches for next year, the Executive Council and Dean's Office commented upon departments' plans for recruiting a more diverse pool of applicants. We believe that awareness and appreciation of the value of these efforts is now better understood by departments.

The list below introduces new faculty members for 2006-07 who will shape and contribute to the College's future.

Librarian of the College

I am very happy that our search to replace Christopher McKee as Librarian of the College resulted in the appointment of Richard Fyffe. Richard has already been very engaged with our library and ITS staff and has been asked by several external groups to attend meetings thinking about the long-term vision for libraries at liberal arts colleges.

Fyffe, Richard. – Librarian of the College with Faculty Rank of Associate Professor, 2006-.

B.A., M.A. (1998), University of Connecticut; M.S., Simmons College Graduate School of Library and Information Science (1984); Assistant Dean for Scholarly Communication (Library Faculty), University of Kansas Libraries (2000-2006).

New Tenure-Track Positions

Davis, Janet - Instructor in Computer Science, 2006-. B.S., Harvey Mudd College; M.S., Ph.D. (in progress), University of Washington.

French, Brittine – Assistant Professor of Anthropology, 2005-. B.A., M.A., Ph.D. (2001), University of Iowa (Was in term position at Grinnell College in 2005-06)

Hinsa, Shannon - Assistant Professor of Biology, 2007 - B.S., University of Wisconsin; Ph.D., Dartmouth Medical School (2004); Post-Doctoral Fellow, Michigan State University (*Starting Fall 2007*)

Ho, Khanh - Assistant Professor of English, 2006-. B.A., M.A., Ph.D. (2003), University of California – Los Angeles.

Pegelow, Thomas – Assistant Professor of History, 2005-. B.A. (equiv.) University Tübingen (Germany); M.A., Ph.D., University of North Carolina (2004) (Was in term position at Grinnell College in 2005-06)

Willig-Onwuachi, Jacob. – Assistant Professor of Physics, 2006-. B.A., Grinnell College ('95); M.S., University of Iowa; Ph.D., Case Western Reserve University (2001); Assistant Professor, University of California – Davis.

New Term Positions

Asensio, Pilar (María Pilar Asensio Manrique) – Instructor in Spanish, 2006-. B.A., University of Valencia (Spain); M.A., California State University; Ph.D. (in progress), University of California – Los Angeles.

Bonjean, Elizabeth – Assistant Professor of Theatre, 2006-. B.A., M.A., San Francisco State University; Ph.D., University of Washington (2005). One-Year Term Position.

Coahran, Marge M. – Instructor in Computer Science, 2006-. B.S., University of Massachusetts; M.S., University of Toronto. One-Year Term Position.

Dunn, Kathryn – Reference and Instruction Librarian with faculty rank of Assistant Professor, 2006-. B.S., University of Wisconsin-Platteville; M.L.S., Indiana University (2005). 1.5 year position, started January 2006.

Graham, Bradley – Instructor in Economics, 2006-. B.S.E., J.D., University of Iowa; M.A., Ph.D. (in progress), University of Colorado. Two-Year Term Position.

Hauschild, Holly - Assistant Professor of Mathematics and Statistics, 2006-. B.S., University of Wisconsin – Eau Claire; M.S., Ph.D. (2005), University of Iowa. One-Year Term Position.

Humphreys, Tricia L. – Assistant Professor of Biology, 2006-. B.A., Thomas More College; Ph.D., Miami University (2000); Post-Doc, Indiana University School of Medicine. One-Year Term Position.

Jager, Leah R. – Assistant Professor of Mathematics and Statistics, 2006-. B.S., Calvin College; Ph.D. (in progress), University of Washington (2006). One-Year Term Position.

Kwon, Donna Lee. - Assistant Professor of Music, 2006-. B.A., B. Mus., Oberlin College and Conservatory; M.A., Wesleyan University; Ph.D., University of California – Berkeley (2005); CSMP Fellow, Rhodes College, 2005-06. One-Year Term Position.

Lemley, Christine K. – Assistant Professor of Education, 2006-. B.A., Lawrence University; M.A., Middlebury College; Ph.D. (2006), University of Wisconsin-Madison. One-Year Term Position.

Lewis, Briana L. - Assistant Professor of French, 2006-. B.A., Furman University; M.A., Boston University; Ph.D., University of North Carolina – Chapel Hill (2006). One-Year Term Position.

Marks, Melissa – Assistant Professor of Biology, 2006-. B.A., Grinnell College ('00); Ph.D., Stanford University (2006). One-Year Term Position.

Sieck, Stephen – Assistant Professor of Chemistry, 2006-. B.A., Loras College; Ph.D., University of Kansas (2006). Two-Year Term Position.

Spayde, Damon – Assistant Professor of Physics, 2004-. B.A., Grinnell College ('95); M.S., Ph.D. (2001), University of Maryland. In Two-Year Term Position at Grinnell College 2004-06. One-Year Term Position.

Takeda, Tomoko. – Assistant Professor of Chinese and Japanese, 2006-. B.A., Obirin University (Japan); M.A., University of Arizona; Ph.D., University of Oregon (2006). One-Year Term Position.

Youde, Jeremy. - Assistant Professor of Political Science, 2006-. B.A. Grinnell College (99); M.A., Ph.D., University of Iowa (2005). One-Year Term Position.

New Fellows

Seawell, Asani - CSMP Fellow/Lecturer in Psychology, 2006-. B.A., Seton Hall University; M.S., Ph.D. (in progress) S.U.N.Y.-Albany. One-Year Term Position.

Van Auken, Newell Ann - Mellon Post-Doctoral Fellow/Lecturer in Chinese and Japanese, 2006-. B.A., University of Virginia; M.A., Ph.D. (2005), University of Washington. Two-Year Term Position.

Reviews for Promotion

This year we reviewed nine faculty members for promotion **to associate professor with indefinite tenure**. Eight of these reviews resulted in positive recommendations for promotion.

Stephen Andrews, Department of English

Yvette Aparicio, Department of Spanish

Lesley Delmenico, Department of Theatre

Jin Feng, Department of Chinese and Japanese

T. Andrew Mobley, Department of Chemistry

J. Montgomery Roper, Department of Anthropology

J. Pablo Silva, Department of History

Elizabeth Trimmer, Department of Chemistry

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

Charles Cunningham, Department of Physics

Clark Lindgren, Department of Biology

Johanna Meehan, Department of Philosophy

John Rommereim, Department of Music

Marci Sortor, Department of History

We continue a conscious effort on our part to accelerate the promotion process, and I am pleased that over the past two years, ten faculty members have been promoted to the rank of professor.

Moving to Senior Faculty Status at the end of the 2005-06 academic year are:

W. Michael Cavanagh, Orville and Mary Patterson Rott Professor of Literature; Professor of English, who joined the Grinnell College faculty in 1971;

Christopher McKee, Samuel R. and Marie-Louise Rosenfield Professor of Library Science; Librarian of the College, a member of the Grinnell College faculty since 1971;

Diane C. Robertson, Associate Professor of Biology, a member of the Grinnell College faculty since 1977; and
Bruce A. Voyles, Patricia Armstrong Johnson Professor of Biological Chemistry; Professor of Biology, who joined the Grinnell College faculty in 1977.

Faculty members completing terms of Senior Faculty Status and moving to Emeritus status included:

Elizabeth Hays, Associate Professor of Music, a member of the Grinnell College faculty since 1977;
Ed Moore, Professor of English, who joined the Grinnell College faculty in 1967; and
D.A. (Don) Smith, Professor of English, who joined the Grinnell College faculty in 1970.

We regretfully accepted the resignation of the following faculty members, effective at the end of the 2005-06 academic year:

Luis A. Fernandez, Jr., Assistant Professor of Sociology;
Accepted position at University of Northern Arizona
Thomas Hietala, Professor of History;
Miho Matsugu, Assistant Professor of Chinese and Japanese;
Accepted position at DePaul University
William Pergl, Assistant Professor of Art;
Accepted position at an art school.
Margarita Pillado, Associate Professor of Spanish; and
Ralph Russell, Lecturer in Music;
Accepted position at the College of New Jersey.

While I am quite concerned about the number of resignations in one year, I believe that each of these departures results from very individual and often personal circumstances and is not a result of any institutional weaknesses.

The Executive Council has recommended and the President has accepted the following searches during the 2006-07 academic year for tenure-track positions in the following areas:

Regular Searches

Biology (replacing Diane Robertson, resuming a search from 2005-06)
Chinese and Japanese (Japanese, replacing Miho Matsugu)
German (replacing Petra Perry)
Political Science (replacing David Ellison)
Geography (new EKI position)
Earth Systems Science (new EKI position)

Special searches emphasizing diversity

Chemistry (add to the department, resuming a search from 2005-06)
Music (replacing a previous add to the department)
Sociology (replacing a previous add to the department)
Theatre (regularizing a term position)

In addition, I expect proposals to be submitted in August for three additional searches which resulted from late resignations (about which departments did not know in time to submit a proposal in early April).

As part of an ongoing effort to look at important faculty salary issues, I repeated an analysis of potential gender-related pay disparities. I compared faculty members' salaries to what one might expect for their years of experience. I discovered that the average deviation of salaries from expected levels for men and women were identical, indicating that our salaries, when comparing faculty members of similar experience, do not show evidence of gender inequity.

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:

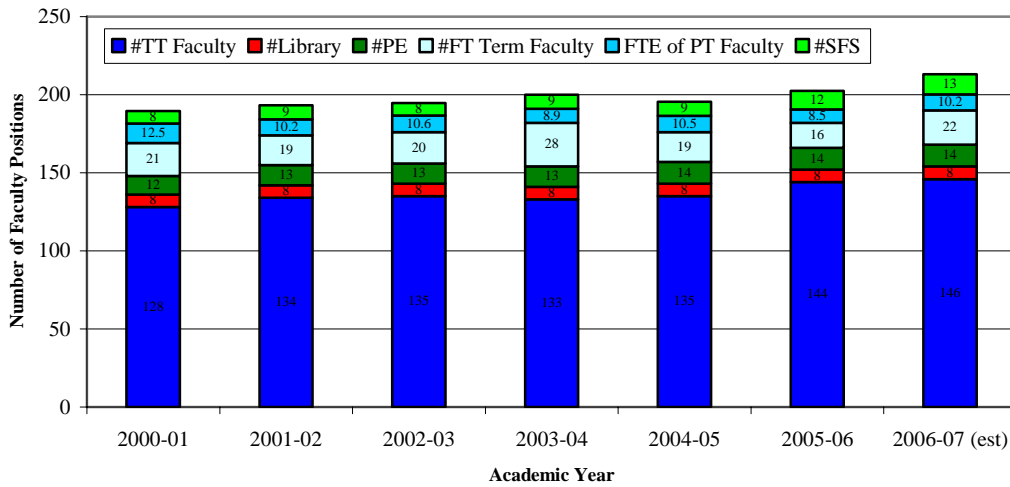
- A faculty member goes on a scholarly, personal or medical leave and the courses that the faculty member would have taught need to be replaced.
- A faculty member resigns during the academic year and it is too late to launch a tenure-track search to attract a top-flight candidate so we do a term search 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 is received 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.

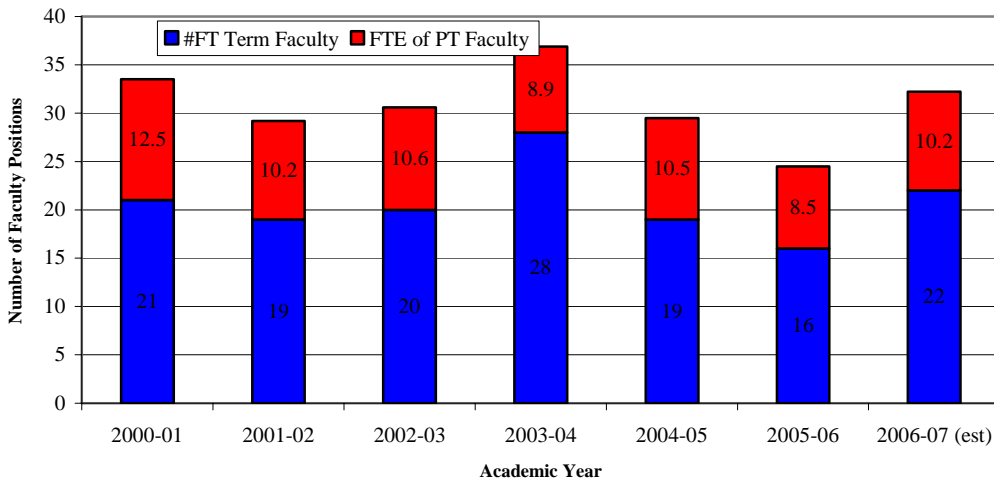
We also appoint a number of one-time, part-time faculty members in strategic areas to bring more diversity or international expertise to our curriculum. These appointments are not the ones in question, since we intentionally make those appointments to strengthen our curriculum. The focus of concern should 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 increase in term appointments was driven by a large number (7) of resignations, which occurred too late to initiate a tenure-track search, two searches did not result in appointments, and one which resulted in appointment of an individual who will start in the Fall of 2007. If we had a more typical number of open tenure-track positions, we would have seen a continued decline in the number of term faculty positions. We need to continue to monitor these numbers and to discuss ways in which we can minimize the number of term faculty appointments.

THE ACADEMIC PROGRAM

Much of our academic planning is embodied in the Expanding Knowledge Initiative process as outlined in the Strategic Planning section of this report.

There are a number of important items to report on the academic program for 2005-06 including:

- Development of a new Neuroscience Concentration;
- Revision of the Theatre Department curriculum;
- Activity under the Mentored Advanced Projects (MAP) program;
- Off-Campus Study and other International Education Activity;
- Assessment Activities in the Areas of Learning Outcomes, Writing, Global Outlook, Research/Information Literacy/Critical Thinking, and International Students;
- Reviews of Departments and Centers; and
- Major Program (Rosenfield, Peace Studies, Wilson, Athletics) Activities.

Neuroscience

After a planning process of several years, Clark Lindgren, Mark Levandoski, Nancy Rempel-Clower, and Rafael Cabeza proposed a new interdisciplinary concentration in Neuroscience. That concentration takes advantage of their collective interest in this important area as well as strong student interest. The concentration was approved by the divisions, the Curriculum Committee and the faculty as a whole.

Theatre

Jon Chenette served as interim chair of the Theatre Department in the Fall semester, and we were fortunate to attract Tom Oosting, recently retired from Albion College, to serve as interim chair in the Spring. The Department developed a substantial revision of its curriculum and a successful proposal to regularize a faculty position with a focus upon dance. I am very pleased with this outcome and look toward a bright future for the department. The department has elected Lesley Delmenico as its chair for 2006-07.

Mentored Advanced Projects

As of Spring 2006, the MAP program concluded its fourth year as a regular program of the College. <http://www.grinnell.edu/offices/dean/map>. Between the summer of 2005 and spring of 2006, students engaged in 200 MAPs. Much as in past years, Science MAPs comprise roughly half (93) the total and Humanities and Social Studies MAPs were fairly evenly divided (62 and 45 respectively). Ninety MAP proposals were approved for this summer 2006. The Dean's Office supports other forms of student-faculty research, including 299s and 399s.

Summer 2005

Division	# Projects
Humanities	15
Social Studies	18
Science	60

Academic Year 2005-2006

Division	# Projects
Humanities	47
Social Studies	27
Science	33

MAP students are expected to present their research on or off campus in a public forum. On-campus presentations include the poster sessions organized for Family Weekend. Between July 2005 and June 2006, thirty-five students received funding to attend conferences and meetings nationally and regionally to present their research. Several other students also presented the results of their MAP research at regional and local meetings. One student, Meghan Redd, won a second place at the Midwest Political Science Undergraduate Research Conference for the paper that resulted from her MAP with Professor Bob Grey. Ololade Olakanmi's MAP with Johanna Meehan on the ethics of trans-species organ transplants resulted in the publication of three articles in scholarly journals, presentations at five scholarly conferences, and Ololade's appointment to a fellowship in bioethics at the American Medical Association's Institute for Ethics.

Off-Campus Study and other International Education

During the 2005-06 academic year, there were 168 student semesters of off-campus study in 29 countries, including the United States. Grinnell-in-London had 27 participants, plus two non-Grinnell participants, and Grinnell-in-Washington had ten participants; both programs enjoyed significant enrollment increases over the prior year. Applications processed in the spring of 2005 led to approval of 192 semesters of off-campus study for 2005-06, representing 48% of the second-year class. Attrition of 12.5% led to the final figure of 168. No travel warnings interrupted studies in the past year, although the continued instability of the international situation has prompted increased awareness of potential concerns relative to health and safety, and has led to engagement with appropriate precautions.

There was a substantial increase in the number of Off-Campus Study applications during 2005-06, compared to the previous year. Approvals of 250 student semesters of off-campus study for 2006-07 represent 59.5% of the second-year class. We are noting a significantly lower attrition level this summer than is typical, leading to a projection of approximately 223 student semesters of off-campus study during the 2006-07 academic year. This would be the highest level of off-campus study participation since at least the year 2000. A new application process, requiring that students plan off-campus study options for both fall and spring semester, was in its second year and appears to have worked well.

The Off-Campus Study Board participated in monitoring the quality of programs with the help of site visits to approximately a dozen programs by faculty members, the Director of Off-Campus Study, and the Coordinator of Special Off-Campus Study Programs. Following on-site program evaluations, the Spanish Department has replaced two of its programs and has added two new programs, raising the academic quality and broadening the scope of its offerings. Two of our Japanese language faculty members plus the Director of Off-Campus Study visited Japan to review and expand off-campus study options for Japanese language students. During the year, as well, we negotiated articles of incorporation for the operation of the South India Term Abroad (SITA) program, along with seven other colleges and universities.

Detailed information on student numbers for Grinnell-in-London and Grinnell-in-Washington is included in the Off-Campus Study section above. Grinnell faculty teaching in these programs for Fall 2005 were Jerry Lalonde and Kent McClelland in London, and Vicki Bentley-Condit in Washington. Student evaluations of both programs were highly favorable.

In the fall of 2006, Grinnell-in-London will see the largest Grinnell student enrollment in over a decade, thirty-eight students. Coupled with our cooperative arrangement with Oberlin College that will see twenty of their students and one Oberlin faculty member sharing the same facility and curriculum, this will result in a bustling program in London this fall. Grinnell and Oberlin will permit cross-registration, share teaching spaces, allow sharing of student housing, and sponsor common social activities among the participants in our programs. Cross-fertilization of ideas between the two programs, a richer curriculum, a more diverse contingent of students, interactions between faculty members from the two campuses, and economies of scale should yield educational and financial benefits for both institutions. Mellon Foundation funding allowed visits of faculty members between campuses, which has been instrumental in building understanding and ironing out details of our collaboration. Anne Geissinger, Director of Special Off-Campus Study Programs, worked tirelessly this year on organizing these visits and helping iron out differences in program operations and philosophy. She also had her most successful year yet in recruiting Grinnell students for the program.

Grinnell has agreed to lease the services of two of our London program faculty members and administrators, Donna Vinter and Lisa Bowers-Isaacson, to Oberlin College for their 2006-07 program. Prof. Bowers-Isaacson will teach her "History of London" course for Oberlin each semester, and Prof. Vinter will administer the Oberlin spring program in 2007. Grinnell will remain their employer of record, receiving corresponding compensation from Oberlin. We will assess this arrangement and the success of our program collaboration during the year and make appropriate adjustments to serve the best interests of both institutions.

During the fall of 2005, Assistant Treasurer Jim Mulholland visited the London program to look into safety, insurance, and London faculty contracting issues. He came away impressed by the quality of the facilities, programs, and personnel. His consultations with a London solicitor led to some recommendations for changes in contractual arrangements.

Our Washington program continues to serve a small but appreciative contingent of students, many of whom are international students eager to live, study, and work in the center of U.S. government. One of these students' internship at the Syrian embassy led to a highly visible campus presentation by the Syrian ambassador during spring 2006. The GIW program committee discussed ideas for increasing the involvement of domestic students in the program while retaining its benefits for international students. One possible option for further development of the program is to emphasize its potential for exposing students to the challenges and rewards of leadership for change, in keeping with an emphasis of the Strategic Plan and the directions being pursued under the auspices of the Wilson program.

For 2006-07, both the Grinnell-in-London and the Grinnell-in-Washington boards will be subsumed under the Off-Campus Study Board. We hope that this change will allow decision-making about off-campus study options and policy to be based on a broad understanding of the full range of programs available to Grinnell students. In addition, we hope that this structure will reinforce a sense that the process of selecting program faculty for GIL and GIW is fair and open, since faculty selection will be entrusted to a committee appointed by the Faculty Organization Committee rather than separate committees formed through the Dean's office. The new OCS

Board structure will ensure that there are members of that committee having substantial experience with the London and Washington program. At the same time, we are working toward a more unified OCS office structure, in which Richard Bright and Anne Geissinger are increasingly knowledgeable about each others' operations and able to advise about the entire range of off-campus study offerings and support or step in for each other when necessary.

Assessment Activities

In the summer of 2005 Grinnell College was invited to join the American Council on Education's Internationalization Forum for Chief Academic Officers, a group of 50 colleges and universities (across all sectors) which have shown leadership in internationalizing higher education. In the first meeting in December, 2005, Jim Swartz gave a presentation of the intersection of the campus demographics with internationalization efforts, and in the July, 2006 meeting, Jim was invited to talk about how Grinnell College finances various aspects of international education. It is reaffirming to note that ACE has selected Grinnell College as one of the 12 leading undergraduate colleges in international education.

We also have received a grant from ACE to study the influence on international students upon liberal education. Supported in part by a \$10,000 Innovation Grant from the American Council on Education, the College is embarking on a study of the benefits of having international students on our campus in substantial numbers. Mining existing survey data, analyzing transcripts, conducting focus groups and interviews, and convening a faculty/staff workshop to discuss findings, we hope to better understand the educational value international students add to our campus. We also hope to identify specific steps we could take to better capitalize on the educational potential of interactions between domestic and international students. Our final product will be a paper outlining our discoveries, for dissemination in such venues as meetings of the Associated Colleges of the Midwest, the Association of American Colleges and Universities, and the American Council on Education's Internationalization Forum of Chief Academic Officers. The project will also fill gaps in our knowledge of the ways in which international students contribute to our students' development of a global outlook-a subject of our Teagle-funded learning outcomes assessment project.

This year, the College began an ambitious three year program to expand the assessment of student learning. In collaboration with Carleton College, Macalester College, and St. Olaf College, Grinnell began work on a three-year project funded through the Teagle Foundation to develop our assessment of student learning in four areas: writing, quantitative reasoning, critical thinking, and global understanding. In April, a team of 16 faculty members attended the initial meeting of the Collaborative to Assess Liberal Learning (CALL) and began work on developing instruments that could be used at Grinnell to assess our students' learning in these four areas. Our work on assessing student writing will continue apace with the program that we piloted two years ago (Fall 2004). Our work in assessing global understanding will build on the work we have already begun with our assessment of student experiences in Off-Campus Study. Our work on assessing critical thinking will build on the work of David Lopatto to build a framework of assessing students' work on MAPs. Assessment of our students' learning in quantitative reasoning marks a new departure for the College.

All of the work in assessment of student learning has been greatly enhanced by the addition of Ann Gansemer-Topf to the Office of Institutional Research. Ann has an expertise in assessment of student learning developed while studying under one of the nation's leaders in this area, Mary Huba. Ann has already made significant contributions to the work we do on assessment of student writing by taking over the writing of that report. She has also joined the steering committee of the Collaborative for Assessment of Liberal Learning (CALL), our joint Teagle Foundation project, and she has made important contributions there to the larger group and to helping the Grinnell faculty who are involved.

Thanks to the assistance of the 2005 Tutorial faculty, we were able to assess the writing abilities of 75% of the entering class. This was just the third 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.

As I wrote last year's report, we had 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. This data allowed us for the first time to compare the progress of a cohort from one class from their first semester to their fourth; now we finally have the data to make a comparison of how student writing has improved from the first to the second year. Fortunately, strong faculty cooperation resulted in a very good level of return. We now have comparative data on 86% of the 100 students in this cohort whom we hope to track through their time at Grinnell College. Our efforts in analyzing this have been ably supported by Scott Baumler and Ann Gansemer-Topf in the Office of Institutional Research and the members of the Writing Advisory Committee (Chris French, Mathematics; Judy Hunter, Writing Lab; Jean Ketter, Education; Sig Barber, German). When the data were analyzed we were able to conclude that, "the data from this assessment show promising results. Students' writing ability has improved between their first and second year at Grinnell. The results suggest that students are becoming stronger writers."

As I write this report, we have just finished collecting faculty members' assessments of the writing skills of a subset of the class of 2008 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 80% of the 125 students whom we hope to track through their time at Grinnell College. In the coming semester, we will analyze these data in exactly the same way we did with the data on the class of 2007. We also look forward to collecting data this fall on the sample of the class of 2007, who will be in their 7th semester. This will give us the data to make our first assessment of how student writing has progressed over their career at the College.

Each of the four colleges involved in the Teagle grant is the lead school in one of the four areas where we are working to develop assessments of student learning. Because of its distinction in international education, Grinnell was named the lead school in developing instruments to assess how students' "global understanding" develops as a result of their liberal education.

In February, Brad Bateman and Ann Gansemer-Topf attended a conference for the nearly 80 schools that have Teagle assessment grants. Many of the consortia of schools are trying to develop instruments to assess global understanding and Brad and Ann attended a break-out session for those schools. One important outcome of that session was the discovery that unlike

the assessment of writing, quantitative skills, and critical thinking, this area has no history upon which to build. Before global understanding can be assessed, we have to first be able to say what aspects of the students' experiences contribute to their global understanding (e.g. is it only formal class work, or is it also off-campus study and the presence of international students in the classroom?) as well as find ways to measure global understanding itself.

It turns out that Grinnell has probably given more thought to this question than most schools. It was one of the only schools that was already running a regular survey of the students who study off-campus before they leave and after they return to try to gauge the impact of that experience. Many schools have asked us this year for the survey forms we use and for our results. But these surveys only begin to scratch the surface of what needs to be examined. We also need to consider the impact of international students in our classrooms, the impact of the children of immigrants on our classrooms, the effect of international faculty on the classroom, and the impact of our many curricular offerings that involve international topics.

Toward this end, we hope to use the results of the research undertaken with the ACE grant for our collaborative work in the Teagle project. At the end of the Teagle grant (June, 2008), we hope to have developed several good instruments for assessing our students' global understanding.

Grinnell College has been collaborating in a project to assess the information literacy of students. The effort is aimed at a better understanding of student attitudes and experiences regarding sources of information, reference materials, and question specification. Working with several other institutions (Carleton, Macalester, St. Olaf, DePauw, Lake Forest, Ohio Wesleyan, and the University of Chicago) through the Midwest Instructional Technology Center, the *First-Year Information Literacy in the Liberal Arts Assessment* (FYILLAA) was developed. This online questionnaire was administered to new students in the fall of 2005.

Preliminary results indicate that a) attitude and performance are linked, b) there may be confusion about the scholarly application of electronic and journalistic sources of information, and c) men and women tend to use different strategies for identifying and organizing research materials.

The FYILLAA will be administered again this fall to continue investigating student habits, skills, and attitudes regarding research and information usage to inform our continued improvement of information literacy instruction throughout the curriculum.

Reviews of Departments and Centers

In accord with our normal process of regular reviews of academic departments, the French Department was visited in October 2005, and the Russian Department in March 2006 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.

Following the self-study and external review processes in which each of the Centers engaged in the previous academic year, each center responded formally to the review teams' recommendations to refine their respective missions and how they articulate with existing programs on campus and emerging campus strategic priorities. The Executive Council concluded that the Centers were adding considerable value to our academic program, and enthusiastically recommended continuation of the Centers. It was the recommendation of each of the external review teams that directorship and advisory boards of the three centers should be rotated on a regular basis, and in the 2005-06 academic year nominations were sought for the positions of Director of the Center for the Humanities and Center for International Studies. After a request from the Dean's Office for nominations or self-nominations, consideration of those nominations by the respective Centers' advisory boards, recommendations were made to Executive Council for the appointment of new directors whose terms will commence with the 2007-08 academic year. Those appointed are Dan Reynolds, Associate Professor of German, to serve as Director of the Center for the Humanities and David Harrison, Associate Professor of French, to serve as Director of the Center for International Studies. Each of these appointees will work cooperatively with the current Directors to effect a smooth transition. The new Directors will bring both continuity and a fresh perspective to the Centers, enriching their contribution to the College's mission. We anticipate that the center directors will serve three-year terms, with the possibility of reappointment for an additional term. Each Center will also invite interested faculty members to attend a meeting and elect members to an advisory board for the center.

MAJOR PROGRAM ACTIVITIES

Center for Humanities (<http://www.grinnell.edu/academic/CentHumanities/>)

In its fifth year of operation, the Center for Humanities made significant progress toward achieving its objectives by organizing several activities drawing attention to the superlative work being done in the Humanities at Grinnell College. Center visitors for the year engaged in the general topic "The New World Disorder"; each visitor focused upon a different aspect of the topic, presenting a short course, directing a faculty seminar, leading various discussions and presenting public lectures. Information about these visitors can be found in the Visiting Faculty section of this report. Center visitors also participated in symposia collaborating with a variety of visiting lecturers during their visits.

The Center also provided support for six classroom visits, including the departments of Anthropology, Chinese and Japanese, and Sociology and the Gender and Women's Studies concentration.

A series of Humanities lunches, at each of which two Grinnell Humanities or Social Studies faculty members made presentations on their current research projects, attracted an average of fifteen to twenty faculty attendees.

Center for International Studies (<http://www.grinnell.edu/academic/cis/>)

Information concerning faculty and curricular development activities, visitors brought to campus, and assistance with exchange and off-campus study programs of the Center for International Studies can be viewed more fully at the URL indicated above.

In June, 2005, with the support of a Freeman Foundation grant, the final stages of our faculty development seminar on Japan culminated in a two-week traveling seminar in Japan, including time in Tokyo, Osaka/Kyoto, and Hiroshima and areas surrounding those cities. Nine faculty members participated in this trip. Post-seminar activities will include a short course in Fall 2006 and ongoing discussion and support of a visit to Grinnell in Fall 2006 of a group of A-bomb survivors from Japan. These on-campus activities, coordinated with the Rosenfield Program and Center of Humanities, involved a large number of faculty and students and demonstrate the benefits of a synergistic approach to curricular development.

The Center continued to facilitate individual faculty development travel, the acclimation of international students to life at Grinnell, and the preparation of Grinnell students for travel abroad. The Center also continued its work assisting with the administration of the Nanjing Exchange, the Grinnell Corps program at Macau University of Science and Technology, a collaboration with National Central University in Taiwan, and the review of new and standing off-campus study sites in which Grinnell students participate.

Center for Prairie Studies (<http://wm.grinnell.edu/academic/cps/>)

Under the leadership of its continuing Director and a reorganized and broadened advisory committee (now including student, administrative, and community representatives in addition to faculty), the Center engaged in events utilizing the new Environmental Education Center at CERA, as well as continuing its diverse program of course offerings, lectures, art exhibitions, student internships, and field trips. Prairie Studies components were included in at least eleven courses this year, in all three academic divisions. A model project was undertaken which combined academic study with 'service learning', a group independent project called "Local Foods and College Dining Services" aimed at increasing the proportion of locally-produced food served by Dining Services. This proved a great success.

Strong turnout at a rich variety of over thirty events either sponsored or co-sponsored by the Center engaged participants not only from the College but also from the local community. Partnering agencies included the Iowa Arts Council, the Program in Sustainable Agriculture at Iowa State University, the Standing by Words Center in Iowa City, Humanities Iowa, and the Iowa Department of Natural Resources. The Center also updated and enlarged its collection of publications (including directories and guides) and exhibition materials. More information on the activities of the Center for Prairie Studies can be viewed at the URL shown above.

Rosenfield Program (<http://www.grinnell.edu/rosenfield/>)

The Rosenfield Program's purpose is to make the campus community aware of and to stimulate discussion of important contemporary issues in public affairs, international relations and human rights. This works both to reinforce the curriculum and to cover issues not addressed in the curriculum.

Four major and one minor symposia, all of which were extremely well received and attended by members of both the College and local community, each brought to our campus a number of speakers with noted expertise in the represented fields:

“U.S. Media, Government and Politics” (September 12-15);

“Terrorism and Weapons of Mass Destruction (WMD); (October 31 – November 3)

“On the Move: The New Immigration” (mini symposium) (January 27-February 3);
“Genocide” (February 7-9);
“Challenges Presented by Emerging Infectious Diseases” (April 5-7).

The Rosenfield Program also participated in arranging the visits of approximately two dozen individual speakers and visitors on a wide-ranging variety of topics and the colloquia of 17 student interns, all of whose lectures and discussions with faculty and students helped to enhance the intellectual, cultural, and social development of our community. The Program funded 21 summer internships in 2006. Further information on these events and endeavors may be found in the Program’s Annual report, <http://web.grinnell.edu/dean/Reports/05-06/Rosenfield.pdf>.

Peace Studies Program (<http://www.grinnell.edu/academic/peacestudies/>)

The Peace Studies Program at Grinnell College, established by a gift in 2004 from the Iowa Peace Institute, continued in its second year to bring distinguished speakers to campus, including Daniel Ellsberg, of *Pentagon Papers* fame, and Bernard Mayer of CDC Associates, a prominent mediator, conflict specialist, and author. The program also continued to support student internships and a volunteer small-claims mediation project in Poweshiek County. Other Peace Studies Program highlights of the year included a visit to campus in September by representatives of the United States Institute of Peace, a workshop in February on meeting facilitation for students and staff, and a series of films and faculty-student discussions on hot-button conflicts around the world.

Wilson Program (<http://www.grinnell.edu/academic/wilson/>)

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.

Doug Caulkins, Director, Donald L. Wilson Professor of Enterprise and Leadership, put substantial energy in getting this revised Program off to an exciting start. Quite significantly, he has involved accomplished Grinnell College alumni in teaching his new courses (as guest instructors), which not only exposes students to successful entrepreneurs, but helps tie alumni back to the College. In addition, Doug has developed a supportive structure for student internships, helping students to get the most out of the experience through appropriate preparation and reflection.

Athletics (<http://www.grinnell.edu/athletics>)

This year, over 200 of our student athletes attained Academic All-Conference honors, recognizing their dual excellence in academics and participation in competition. For the first time since 1994, Grinnell won seven conference titles (women’s soccer, cross-country, tennis, and swimming/diving; men’s cross-country, swimming/diving, and tennis); in addition, the Midwest Conference recognized the Grinnell women’s varsity program as the leader in all sports, while the men’s varsity program finished second. We observed a substantial upswing in participation in intramural and club sports, probably due to improved organization and publicity. Physical education classes enjoyed participation and enrollments on a par with those of the previous year.

FACULTY ACTIVITIES

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 take these leaves during their fourth or fifth years at Grinnell College.

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.

Harris applications included four from women and five from men. Study Leave applications were all from men. There were a relatively small number of Study Leave proposals, and we remain concerned that women faculty members are substantially underrepresented in the pool of applicants.

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

In 2005-06, eleven faculty members took full year leaves. Of those, three were two-semester sabbaticals, three 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, and two were leaves to pursue scholarship under external funding.

In 2005-06, eighteen faculty members took one-semester scholarly leaves. Twelve took one-semester sabbatical leaves, three took a one-semester study leave, and two took one-semester research leaves.

Among the leaves mentioned above, year-long Harris Fellowship leaves were awarded to: Nancy Rempel-Clower, Department of Psychology, for her project “Neuroanatomical Analysis of the Rat Prefrontal Cortex Input to the Amygdala: Pathways for the Integration of Memory and Emotion,” and to

Erik Simpson, Department of English, for his project, “Minstrels, Improvisers and Authors, 1750-1850: Antiquarian Imagination to Blackface Performance”.

One-semester Study Leaves were awarded to
Eugene Gaub, Associate Professor of Music;
Clark Lindgren, Associate Professor of Biology;
Mark Schneider, Associate Professor of Physics;

Kathleen Skerrett, Associate Professor of Religious Studies

Jonathan (“Jackie”) Brown, Associate Professor of Biology, 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 in Hawaii studying diversity in insect species and their ecological interactions with floral hosts.

Visiting Faculty

During the 2005-06 academic year, the following visiting faculty members enriched our curriculum.

The Center for International Studies further developed its central role in bringing a wide variety of visiting international scholars to Grinnell for extended visits, including:

Serjio Pujol (Argentina), Visiting Scholar in Spanish, Universidad Nacional de La Plata, Short Course “The Story of Tango,” September 20 – October 7, 2005.

Thembeqa Qangule (South Africa), Visiting International Fellow in Art, Short Course, “Mixed Media,” September 19-October 5, 2005.

Beate Averhoff (Germany), Visiting Scholar in Biology, Johann Wolfgang Goethe-University Frankfurt, 2-week module on genetic exchange and DNA transfer, as part of Biology 380, Molecular Biology (with Lab) April 3-14, 2006.

Jan Reedijk (Netherlands), Visiting Professor in Chemistry, University of Leiden, “Medicinal Inorganic Chemistry,” April 18-30, 2006.

Timur Shaov (Russia), Visiting Scholar in Russian, “The Songs of the Russian Bards of the 1960’s – 1990’s”, a Senior Seminar team-taught with Anatoly Vishevsky from April 4 – May 12, 2006.

Konstanty Gebert (Poland), Heath Visiting Professor, from Warsaw, Poland, Two Short Courses: “Polish-Jewish Relations in the 20th Century” and “Media and Ethnic Conflict”. Professor Gebert participated in a wide variety of activities at the College and was, unquestionably, one of our most successful Heath Visiting Professors.

The Center also coordinated shorter visits of about a half-dozen international and domestic visitors, both individuals and groups, who enriched the College community through their participation in discussions, performances, and interactions with individuals in topics ranging from political science to music and film.

During the Spring 2006 semester we hosted three individuals under the auspices of the Noyce Visiting Professor program. All three are esteemed members of their professions and were very engaged and spent considerable time with students and faculty members.

Steve Cunningham, Noyce Visiting Professor in Mathematics, taught a computer graphics course, helped develop two NSF proposals, participated in panels, and co-directed an independent student project in art video. Professor Cunningham taught mathematics at the University of Kansas, math and computer science at Birmingham-Southern College, and computer science at California State University-Stanislaus; he was a visiting scientist at the San Diego Supercomputer Center and most recently served as a program officer with the National Science Foundation. His professional focus has been on computer graphics and

computer graphics education, and he is a former president of ACM SIGGRAPH and has served on the board of ACM SIGCSE, founded the European Association for Computer Graphics (Eurographics) and is a Fellow and elected member of that group's Executive Committee.

Judy Brown, Noyce Visiting Scholar; consulted with faculty on visualization of data and worked collaboratively with curricular technology specialists, the campus Webmaster and others engaged in web design and implementation. Professor Brown is retired from the faculty at the University of Iowa, where she taught computer graphics and visualization. She managed Advanced Research Computing Services, working in high performance computing, visualization, and virtual reality, is co-author or editor of four books on computer graphics, and is Past President of ACM SIGGRAPH, which honored her with its Outstanding Service Award for a lifetime of volunteer service.

David Billington, Noyce Visiting Professor in Physics. A civil engineering professor at Princeton University, Professor Billington gave six lectures in Physics 180: Bridges, Towers and Skyscrapers, a public lecture, a gallery talk and a lecture on an interdisciplinary course offer at Princeton. The greatest impact of his time on campus was the way his presentations made connections [bridges] between various subject areas on campus. This was especially strong between the fine arts and the sciences where one saw good engineering design as an art form. This same semester his exhibit "The Art of Structural Design: A Swiss Legacy" was hosted at the Faulconer Gallery.

Emily Wilson, writer (guest faculty member of the Iowa Writers' Workshop); Spring semester 2006; Special Topics Short Course: Seminar on Advanced Fiction Writing.

Yun Wu, Nanjing University Visiting Instructor in Chinese, 2005-06

Sachiko Kitagawa, (Waseda University) Visiting Instructor in Japanese, 2005-07

Coco Fusco, Associate Professor in the Visual Arts Division of Columbia University's School of the Arts; Center for Humanities Distinguished Visiting Professor in the Humanities; Fall semester 2005 Short Course "Only Skin Deep: Changing Visions of the American Self;" faculty seminar, "Diversity as a Practice: Strategies and Difficulties in the Implementation of Multiculturalism" (Center for Humanities)

Kirsten Tretbar ('89), Wilson Program in Enterprise and Leadership; Fall Semester 2005 Short Course, "Making Documentary Films" (Wilson Program)

Jerry Ward, Special Topics Course in English, "Richard Wright's Travel Writing", October 22 – November 5, 2005.

Veena Das, Kreiger-Eisenhower Professor and Chair of Department of Anthropology, Johns Hopkins University. Center for Humanities Distinguished Visiting Professor in the Humanities. Short Course "Religion and Violence, February 13-March 3, 2006; Faculty Seminar: "Violence, Everyday Life and Urban Religious Cults". (Center for Humanities)

Jim Diers ('75), Wilson Program in Enterprise and Leadership, Short Course, “Local Activists and Local Government;” (Wilson Program) Spring 2006

Herbert Hausmaninger, Visiting Professor in Political Science, “Transnational Legal Institutions” (with President Osgood); January 21 – February 24, 2006

Jun Liu, Visiting Scholar in Chinese Literature (Nanjing University, China), Spring Semester

Jens Sparschuh, German Writer-In-Residence, April 1 – May 15, 2006: Short course, “Recent Trends in German Literature”

Sander Gilman, Distinguished Professor of the Arts and Sciences, Emory University, (Center for Humanities) Spring 2006 Semester

Dimon Liu, Chinese human rights activist, March 5-9 (Woodrow Wilson Visiting Fellow; Rosenfield Program)

Support for Professional Development

Grinnell College participates in three *Faculty Career Enhancement* grant initiatives funded by the Andrew W. Mellon Foundation. We share one of these with Oberlin, another with Amherst, Oberlin, Pomona, Reed, Smith, Wesleyan, and Williams, and the third with our regional consortium, the Associated Colleges of the Midwest. Funds support teaching and research initiatives from individuals, departments, and cross-disciplinary groups.

Grinnell-Oberlin Faculty Career Enhancement Activities

In August 2005, Associate Dean Jon Chenette and I traveled to Oberlin for discussions with their provosts and deans on how to expend funds over the final two years of our grant. We developed a plan that distributes the funds among four areas:

- collaboration on our London study abroad programs and other off-campus study possibilities;
- disciplinary visits and scholarly exchanges between the campuses;
- workshops on faculty leadership and the future of the liberal arts; and
- institution-specific initiatives – in Grinnell’s case, support for the activities of the Office of Interdisciplinary Studies.

We have made progress in each area. In the fall of 2006, Grinnell and Oberlin will offer parallel and cooperating study abroad programs in London, permitting cross-registration, shared teaching space, shared housing, and common social activities among the students in our programs. Mellon-funded visits of faculty members between campuses have been instrumental in building understanding and ironing out details of this collaboration.

Disciplinary visits and scholarly exchanges between Oberlin and Grinnell have included Brigittine French’s visits with Oberlin’s Valentina Paglia to jointly develop a course on Linguistic Anthropology and our neuroscientists’ meeting in Chicago to exchange ideas with faculty members from Oberlin’s well-established neuroscience department. A workshop topic is under discussion for scheduling during January 2007, probably on the topic of post-tenure

faculty leadership challenges and opportunities. Our Grinnell/Oberlin Mellon funding also continues to support Grinnell-specific initiatives, including Scholarly Women's Achievement Groups which provide peer communities for discussion of scholarly pursuits among women faculty members, professional development funding for newly appointed interdisciplinary fellows of the Office of Interdisciplinary Studies, and funding for summer faculty workshops on interdisciplinary topics.

Eight-College Grant Faculty Career Enhancement Activities: Amherst, Grinnell, Oberlin, Pomona, Reed, Smith, Wesleyan, and Williams

Our eight-college Mellon grant provides support for semester research leaves, summer research stipends, and cross-campus workshops and faculty partnerships. Jackie Brown, Associate Professor of Biology, completed a semester Mellon leave in 2005-06 (see section on "Faculty Scholarly Leaves"). The Committee for the Support of Faculty Scholarship selected candidates for the 2006-07 Mellon semester leave from a pool of 12 applicants (4 female and 8 male) for internally-granted competitive leave programs; Mark Levandoski, Associate Professor of Chemistry, was awarded the leave. Levandoski will study compounds that modulate nicotinic receptor activities, working in the laboratory of Steven Sine at the Mayo Foundation. Marc Chamberland, Associate Professor of Mathematics, and Alan Schrifft, Professor of Philosophy, were selected for summer 2006 research stipends from a pool of five male Grinnell applicants. Chamberland will study "Dynamics and Number Theory via Experimental Mathematics," and Schrifft will continue his translation project on "The Complete Works of Friedrich Nietzsche," with funding for a student research assistant.

Cross-campus activities funded under the auspices of the Mellon 8 grant have included a Grinnell-hosted workshop in June 2006 on "What is the Future of the History of Economic Thought In the Liberal Arts?," organized by Brad Bateman, Professor of Economics, with a colleague from Pomona, in conjunction with a meeting of the History of Economics Society. Other cross-campus activities have included Jenny Anger's (Associate Professor of Art History) and Daniel Reynolds's (Associate Professor of German) project to develop a new team-taught course on "Berlin: Cultural Capital of Modernity;" Anger and Reynolds are using Mellon 8 funding to attend Loyola College's annual Berlin Literature Seminar as part of their work on this innovative course. Marc Chamberland will use Mellon 8 funding in 2006-07 to visit Reed to discuss experimental mathematics and bring to Grinnell a faculty member from Williams to discuss number theory projects and development of an introductory liberal arts math course.

Associated Colleges of the Midwest Faculty Career Enhancement Activities

The ACM Mellon Faculty Career Enhancements (FaCE) grant funds scholarly projects, cross-campus workshops, faculty visits, and leadership initiatives. Two Grinnell faculty members, Henry Rietz, Associate Professor of Religious Studies, and Sam Rebelsky, Associate Professor of Mathematics and Computer Science, received funding for scholarly projects in this year's two rounds of Enhancing Scholarly Agendas awards, selected from among four Grinnell applicants for ESA funding (1 female and 3 male). Grinnell sent four participants and one guest panelist to the FaCE Women in Science Networking Seminar on March 3-5 at Coe; among the topics covered at this workshop were Grinnell's Scholarly Women's Achievement Groups, Grinnell Science Project, and Women in Science student program. In February, we sent a team of three, including Associate Dean Brad Bateman as the keynote speaker, to participate in a FaCE

conference at Colorado College on Advising in the Liberal Arts; as a result of the conference, the College received a \$5,000 grant through FaCE to fund advising-related initiatives, including bringing two national leaders on advising in the liberal arts, Marti Hemwall and Julie Stockenberg, to work with our Lilly-sponsored summer 2006 faculty workshop participants on Advising and Mentoring. Grinnell faculty members participated in the FaCE visiting scholar program, with Jean Ketter, Associate Professor of Education, visiting Monmouth for presentations on writing that will enhance Monmouth's new curriculum on critical thinking and communication skills and two Carleton math faculty members visiting Grinnell to give presentations on "fair division" theory.

ACM FaCE activities for the coming year include a department chairs' workshop at Macalester in October. Under development are workshops on teaching history survey courses and several other common interest topics. There will also be additional rounds of Enhancing Scholarly Agendas research funding.

This year marked the final year of Grinnell's ten year administration of the *Consortium for a Strong Minority Presence (CSMP)* program. During the year we worked steadily to turn over the administration of the program to DePauw University on 1 July.

The Consortium continued to thrive during Grinnell's final year at the helm. We received a record 284 complete applications for fellowships. We also received inquires from 14 colleges and universities expressing interest in joining the Consortium. In January, the steering committee decided to accept applications from two colleges that had previously expressed interest and four of the 14 that expressed interest this year. If these six schools are accepted for membership, the total number of members will be 42, a nearly four-fold increase since we took over administration of the program in 1999, along with a five-fold increase in the number of applications. This summer the administrative responsibilities for CSMP passed to DePauw University, an institution long committed to diversity. I believe that it is the sign of a good organization that it can thrive through a leadership change, and I have the utmost confidence in the staff at DePauw.

This year 25 *grant proposals submitted to external institutions* for funding resulted in awards totaling \$485,348, and one is pending, as noted below. Those awarded include:

<u>Faculty Member</u>	<u>Amount, Granting Agency</u>	<u>Purpose of Grant</u>
Jon Chenette	\$9,891 American Council on Education	Articulating Value-Added by International Students
Brad Bateman	\$5,000 ACM	Mentoring & Advising-2 nd Year Retreat Planning
Marci Sortor	\$5,000 ACM	Engaging Today's Students in the Liberal Arts

Rafael Cabeza	\$5,000 Grass Foundation	Neuroscience Microscopy Instrumentation
David Lopatto	\$122,009 Howard Hughes Medical Institute	Expansion of Current Research on UG Research
Jon Andelson	\$2,498 Iowa Arts Council	Photographs of Iowa
Rebecca Stuhr	\$2,000 Iowa Arts Council	Latin American Music in Iowa CD
Grinnell College	\$330,000 Lilly Endowment	Transitioning the Theological Exploration of Vocation (Continuation of prior grant)

A grant proposal was submitted for \$200,000 to the Arthur Vining Davis Foundations to support construction and equipping of one of three biology laboratories in the expanded Noyce Science Center. Plans are underway to submit similar proposals to other foundations.

The Committee for Support of Faculty Scholarship awarded 40 grants to 38 faculty members during the academic year and 42 grants to 39 faculty members for summer projects. Funding for these grants totaled \$143,000 from the base budget plus \$11,765 from the Shephard foreign travel fund. The Committee also made recommendations on grants for summer research involving 100 students, including Mentored Advanced Projects (MAPs) and Directed Summer Research to be conducted by students and faculty in the summer of 2006. Total funds supporting summer student-faculty research amounted to \$306,744, of which \$264,744 was from institutional funds and \$42,000 provided by a grant from the Howard Hughes Medical Institution. The Committee for Support of Faculty Scholarship also allocated \$180,000 to faculty members to support their travel to professional meetings. In addition, we expended a total of \$74,400 for faculty travel and other scholarship support for named chairs.

The Instructional Support Committee (ISC) responded to the College's Strategic Plan by sponsoring 29 Interdisciplinary Common Ground lunches, organized by the Office of Interdisciplinary Studies, five summer 2006 faculty curricular development workshops on interdisciplinary topics, and an August 2006 faculty workshop on designing interdisciplinary courses. In addition, ISC advised Information Technology Services about priorities for expansion of wireless access, the design of a Creative Computing Lab and Gallery in the Forum, and the configuration of classroom interfaces for AV equipment -- topics related to Strategic Plan initiatives. The ISC also reviewed and provided feedback on the Strategic Plan's technology-related goals.

Partly as a result of Strategic Plan-related discussions, the ISC is supporting a particularly vigorous program of fifteen summer faculty workshops in 2006. These include five repeated

from previous summers (the Lilly Advising and Mentoring and Articulating the Meaning of a Liberal Arts Education workshops, Oral Communication, Dr. Syntax, and Writing Workshop for Tutorial Instructors), six related to the Expanding Knowledge Initiative (Middle East Studies, Interdisciplinary Arts, Interdisciplinary Course Design, Peace Studies, Policy Studies, and Genocide Studies) and four on technology- or library-related topics (Using the Libraries' Special Collections in Teaching, Digital Video, Build a Web Site in Three Days, and GIS & ArcGIS.) Approximately ninety faculty members, including duplicates, are registered for these workshops, demonstrating the high level of faculty commitment toward continued development of teaching expertise and discussion with their colleagues across disciplinary boundaries.

The ISC took on new responsibilities this year as the primary campus committee involved in advising on classroom configurations and upgrades. Three members of the Committee served as a subcommittee to work with stakeholders on questions about classroom furniture and audiovisual support. In addition to classroom renovations and upgrades outlined under facilities below, the subcommittee advised on the table, chair, and audio-visual configurations of new classrooms in the Joseph Rosenfield Campus Center.

In accord with a decision of last year's ISC, endorsed by the Executive Council, the Committee this year discontinued the practice of paying stipends for individual curricular development activities. Instead, the Committee enhanced funding available for expenses related to faculty development of new teaching expertise outside core areas of responsibility. With this new emphasis, the Committee is providing partial support for an anthropology faculty member's acquisition of improved French language skills through a summer program in Paris and an art faculty member's development of new expertise with digital video editing software through a workshop in Chicago.

ISC resources this year also supported seven sudden opportunity class field trips, four classroom visitors, three faculty-faculty tutorials, three teaching and learning discussion groups (Committee to Foster Foreign Language Study, Science Teaching and Learning Group, and the Early Career Faculty Discussion Group), and ten pedagogical conference travel awards.

Other major agenda items for the ISC included renovation of the first floor of Burling Library, development of new funding guidelines for classroom visitors and field trips, endorsement of guidelines for faculty seeking support to develop new teaching competencies outside their disciplines, development of guidelines for use of the Cultural Education Center, participation in the search for the Librarian of the College, development of an institutional digital repository for Grinnell-authored works, discussion of on-line tools for advising and registration, discussion of paper versus online grade reports for faculty advisors, administrative merger of the AV and Library media collections, advising ITS on PioneerWeb course templates and spam filtering, commenting on the vision and designs for the new Creative Computing Lab and Gallery, and discussion of the draft campus policy for posting of copyrighted materials within Blackboard. The ISC also developed a handbook codifying Committee procedures, in an attempt to ensure better communication and greater efficiency as Committee membership changes.

To introduce new faculty members to the teaching culture and opportunities at Grinnell, the Dean's office continued to run an orientation program for new faculty beginning with a 1½-day

session prior to the start of the academic year and continuing with a series of lunches through the academic year. Toward the end of the year, the ISC began developing ideas for a new online teaching resource to bring together a wide variety of materials to help faculty members gain new ideas and support for their teaching. Next year's committee will continue with this effort.

THE DEAN'S OFFICE

The Dean's Office continues its commitment to the liberal arts mission of Grinnell College and 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 (with Brad Bateman and Neal Abraham, VPAA at DePauw University): "Initiatives to Recruit Faculty members to Serve Strategic Needs at Liberal Arts Colleges", American Association of Colleges & Universities (AAC&U) Conference, Washington D.C., January 2006.

Jim Swartz: "International Education at Liberal Arts Colleges," American Council on Education (ACE) Forum for Chief Academic Officers, Washington, D.C., December 2005.

Jim Swartz: "Undergraduate Research Experiences and the Epigenesis of a Science Career," Pew Midstates Science and Mathematics Consortium—Capstone Experiences: Transitioning Students Beyond College, Chicago, IL, March 2006.

Jim Swartz: "Institutionalizing Student-Faculty Research: The Grinnell College Story," Pew Midstates Science and Mathematics Consortium—Capstone Experiences: Transitioning Students Beyond College, Chicago, IL, March 2006.

Jim Swartz: "The Role of the CSMP Program in Diversifying the Faculty at Liberal Arts Colleges," The Annapolis Deans' Meeting, Annapolis, MD, June 2006.

Jonathan Chenette, "Engaging the World at Our Doorstep: Valuing Place in Liberal Education," AAC&U Conference presentation with colleagues from the College of Charleston, Luther College, Simon's Rock College of Bard, and the University of Michigan-Flint, Washington D.C., January 2006

Jonathan Chenette, "Images and Interdisciplinarity: A Campus-Wide Perspective", closing plenary presentation, Midwest Instructional Technology Center "State of the Art Art History" symposium, Grinnell College, October 2005

Brad Bateman (with Dan Reynolds), "Articulating the Meaning(s) of Liberal Education" American Council of Academic Deans session, AAC&U Conference, Washington, D.C., January 2006

Brad Bateman, “Advising in the Liberal Arts”, keynote address, Associated Colleges of the Midwest Engagement Conference, Colorado College, February 2006

Brad Bateman, “Advising and Liberal Education”, Lawrence University, May 2006

“Articulating the Meaning(s) of Liberal Education, Beloit College, May 2006

“What is Good Advising?”, Cornell College, June 2006

Participation in the Larger Community

Jim Swartz:

Chair, Advisory Council of the Iowa Energy Center

Executive Committee, Associated Colleges of the Midwest Board of Deans

(Including participation in presidential search process)

Advisory Committee, Midwest Section of National Institute for Technology in Liberal Education (NITLE)

Board, State Science and Technology Fair of Iowa

North Central Association, Higher Learning Commission, Consultant/Evaluator, Team Chair

Consultant on Science Curriculum and Facility Planning:

Joint Sciences, Claremont Colleges, Claremont, CA

Preparing Future Faculty Panels at Iowa State University

Steering Committee, Consortium for a Stronger Minority Presence

Jon Chenette:

Advisory Board, Learning Objects, Learning Activities Exchange

Board of Directors, Iowa Composers Forum

External review committee for Colorado College Department of Music

Fulbright Senior Specialists Program Review Committee for Music

Midwest Instructional Technology Center (MITC) liaison

Preparing Future Faculty Panel at Iowa State University

Brad Bateman:

President-Elect, History of Economics Society

Editorial Board, *Journal of the History of Economic Thought*

Reviewer for the National Humanities Center

Conferences Coordinated by or Hosted by Grinnell College

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

September 30-October 2, Midwest Instructional Technology Center “State-of-the-Art Art History” conference

November 2005, Mellon Post-doc conference (Grinnell, Macalester, Oberlin, Carleton)

June 2006, International Network of Economic Methodology, annual conference

June 2006, Mellon 8 Workshop on the Future of the History of Economic Thought

June 2006, History of Economic Society, Annual Conference

FACULTY GOVERNANCE

Faculty 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:

- the Expanding Knowledge Initiative;
- faculty and diversity issues;
- reviews of Centers;
- student learning assessment;

The Executive Council received regular updates and engaged in discussions about the Expanding Knowledge Initiative. They also spent considerable time discussing faculty governance issues including eligibility to vote and the process of voting in various elections and the criteria and process for promotion to the rank of professor. I was particularly pleased with the diligence that the Executive Council showed in assisting with faculty searches and assuring that departments were doing a good job in recruiting and selection of individuals to fill faculty positions.

Curriculum Committee

The most significant project of the Curriculum Committee for the year was a thorough review of the various forms of independent study. This project resulted in a complete re-working of the classifications of independent study and re-drafting of the catalog descriptions of independent study. We hope that this project will help students and faculty members to plan independent academic work and continue to hold it to high quality. In addition, the committee recommended approval of a new Neuroscience Concentration. The Committee also discussed the possibilities of improving the efficiency of the course registration process and ways in which we might use electronic means to save faculty and student time.

Committee on Academic Standing

The CAS pursued several initiatives this year, including refining its internal guidelines for normal actions taken when students fall short of College academic expectations, proposing and receiving Executive Council endorsement of treating Grinnell-in-London and Grinnell-in-Washington similarly as counting toward on-campus residency, clarifying Student Handbook language on transcript entries for the CAS actions in cases where students withdraw from courses prior to the deadline or stop attending courses after the deadline, and clarifying Student Handbook language about what actions are required when a student desires a waiver of major requirements.

As the faculty group charged with overseeing the academic calendar, the CAS approved, for 2006-07, continuing this year's experiment with setting aside the Monday of finals week as a reading day and scheduling eight final exam periods instead of nine. Faculty feedback on this experiment was mixed, with particular problems discovered for the Math Department because they teach multiple sections of calculus at the time periods that were combined to reduce the number of exam slots. For next year, we are combining a different pair of exam periods to see if the results are more satisfactory.

The committee briefly discussed a proposal from the Curriculum Committee to create a two-day end-of-year period for celebrating student accomplishments. In addition to responding to the Strategic Plan's call for strengthening opportunities to celebrate achievement inside and outside of the classroom, the proposal could reduce academic stress at the end of the year and allow for an exam week schedule consisting of nine exam periods starting on Monday and ending at noon on Friday, allowing faculty more time to confirm grades for graduating seniors and allowing earlier departure for returning students and more time for socializing and leave-taking for graduating students. Action on this proposal was tabled until next year.

The CAS docket and academic honesty actions resembled those of previous years. There were 5 dismissals and 23 suspensions compared to 6 dismissal and 20 suspensions in 2004-05. There were 20 academic honesty cases involving 28 students, 26 of whom were found guilty. The previous year saw 18 academic honesty cases involving 26 students and 22 guilty findings. In accordance with faculty legislation from 2004-05, two of the 28 students from 2005-06 found guilty of academic dishonesty remain eligible for graduation with honors because of mitigating circumstances in their cases; the other 26 are ineligible.

SUPPORT FOR OUR ACADEMIC PROGRAMS

The Grinnell College Libraries

Probably our most significant item to report about the library was the appointment of Richard Fyffe as Librarian of the College.

In November 2005, the Burling Planning Committee and Shepley Bulfinch Richardson & Abbot concluded their feasibility study for an expansion of the library in order to better accommodate a growing collection, changes in library program, and the possible inclusion of the Information Technology Services personnel. This study revealed that such an expansion was possible and would support an exciting vision of a library and IT program. It also revealed that the expansion would encroach somewhat on the Forum, that working with the existing building—a special but in many ways very difficult structure—would be expensive and would limit certain key program elements, and that the current structure would probably be inaccessible during much if not all of the expansion and renovation. The Burling Steering Committee was of two minds in regard to the study: would the College be better served in the long run by devoting these funds to the construction of an entirely new library or might there be a less expensive and less traumatic architectural solution to the need for more space? This question will need revisiting when the College is ready to move forward in the planning process.

During the planning process, the Library and IT personnel worked extremely well together in helping develop the program for a renovated and expanded program. Both give me great confidence that, when the time comes to revisit Burling planning, a combined Library and IT program will be fruitful and collegial. The members of the Burling Planning Committee were Gail Bonath, Bill Francis, Mark Godar, Christopher McKee, Mark Schneider, Marci Sortor (Dean's Office), and SGA vice presidents Chris Ochoa (2005/06) and Rebecca Miller (2004/205).

Information Technology Services and Curricular Technology Support

Many of the activities of ITS and CTS in 2005-6 were intended to support specific implementation tactics of the Strategic Plan strategy 2: “Foster student, faculty, and staff sense of ambition, adventure, and well-being”. These include enhancing:

- enhancing tools for electronic networking among faculty, students, and alums;
- enhancing wireless access to the entire campus;
- enhancing availability and knowledge of collaborative tools and spaces for learning, research, and administration (including collaborative Web development, writing, and project management tools);
- enhancing campus-wide training, visibility, and support for the use of digital images, multimedia (including video and sound), and Geographic Information Systems (GIS) for teaching and learning;
- enhance coordination and support of AV services campus-wide, including more standardized and user-friendly interfaces for AV equipment in classrooms; and
- ensure that ITS’s infrastructure and the equipment it provides help employees maximize their productivity and best fulfill their duties, including use of wireless computing, where appropriate.

One trend that has accelerated over the past year is increasing coordination of Library and ITS services. ITS Director Bill Francis served on the search committee for a new College Librarian, and some of our facilities initiatives such as the Creative Computing Lab and Gallery have involved close collaboration between Library and ITS staff. Other projects -- the administrative merger of the media inventories of the Library and the AV CENTER and Library/ITS collaboration on planning for digital archives, and Library/CTS collaborations on digital image initiatives – give further evidence of the convergence and interdependence of instructional technology and library facilities and programs. The move of ITS into the Forum this summer will further increase the potential for fruitful interaction with the Library, given the proximity of the Forum and Burling.

In accordance with the Strategic Plan Implementation Document which calls for the enhancement of the availability and knowledge of collaborative tools, ITS began investigating a new application, SharePoint, designed to allow teams and workgroups to interact and communicate more effectively. Pilot testing is taking place this summer in the offices of Academic Affairs and College Services, with the hope that this will prove a useful tool for classroom collaborations as well.

Grinnell has increasingly gained recognition as a leader among liberal arts colleges in the use of digital images for teaching. With extensive support from ITS and CTS staff, the art department and the College hosted the Midwest Instructional Technology Center’s “State-of-the-Art Art History” conference last fall. Over the past year, our art history faculty members have based their in-class image viewing and out-of-class assignments almost entirely on digital image technology, replacing analog slides as their medium of choice. A classics faculty member has become one of our leading users of digital images in the classroom; with a MAP student, she gave a presentation to the Board of Trustees in the fall demonstrating effective use of digital imaging and virtual reality photography for scholarly purposes. Our CTS staff members have built up substantial collections of digital images ranging from prairie-related art to Iowa

postcards to insects collected at the Conard Environmental Research Area to instruments from the College's physics historical museum. Grinnell's visibility and innovation in the area of digital images is evidenced by several invitations our CTSs have received to present and consult for other campuses making a similar move to more intensive use of digital image collections.

Other initiatives of our Curricular Technology Specialist staff this year have included creating a user-friendly tool for digital recording and management of recitations by student language learners, implementation of streaming audio technology for language instruction and musical recordings, development of a two-way Web communication interface with students on off-campus study, support for surveys on information literacy and assessment of learning outcomes from undergraduate research experiences, continued enhancements of the PDID digital image collection management system, collaboration with librarians on improving local storage and transfer of images to ARTstor, and presentation of technology-related workshops for faculty and staff members.

Institutional Research Office (<http://www.grinnell.edu/offices/institutionalresearch/>)

The Office of Institutional Research provides analytical support for academic departments, faculty committees, and administrative offices. The office's staff consults and collaborates on applied research projects, and stewards an array of institutional datasets.

Ann Gansemer-Topf joined the IR staff in July 2006 as Research and Assessment Analyst, and quickly became engaged in both continuing and new areas of study. She participated in presentations at national conferences, co-authored two articles appearing in professional journals, served as a program reviewer, and participated in other service activities focused on topics of assessment and student engagement.

Scott Baumler, Director of Institutional Research, provided major support to the Office of Academic Affairs in administration and reporting of the Dean's Survey and Advisee Survey, both instruments used in the faculty contract review and promotion process. Efforts to automate response and recording of these surveys have resulted in improvement of response rate and dramatic decrease in processing time. This is a recurring theme resulting from Scott's work. He has also provided leadership through participation in the HEDS Technology Committee, serves on the Association for Institutional Research's U.S. News Advisory Committee, and has presented research results in both national and local venues.

Other foci of the office's engagement included writing assessment and completion and participation in numerous surveys concerning assessment of student learning, engagement, opinions, critical thinking skills, and other aspects of academic life, as well as external reporting for reports and surveys. In conjunction with the Expanding Knowledge Initiative's focus on the second year, interviews were conducted with second and third-year students, the results of which will inform faculty advising and plans for the Second Year Student Retreat.

Institutional support has included preparation and publication of the annual Grinnell College Fact Book, compilation of data for the Faculty/Staff Diversity Report, maintenance of the Office of Admission's weekly reporting system, and creation of a weekly Financial Aid reporting system. It is the goal of the Director to spend more time addressing system design and analysis, rather

than providing microcomputer support, allowing for greater efficiency in analytical work and support of knowledge management.

FACILITIES

Conard Environmental Research Area (CERA)

We have been very pleased that the new CERA facility has functioned very well to support teaching, research, and community outreach. We also received the wonderful news that it was the first building in the State of Iowa to receive a LEED Gold rating. This rating is testimony to the commitment of the College, design team, and contractors to sustainable design.

Noyce Science Center

Construction began on the Noyce Science Center project in June 2005. The wood-frame north one-story structure and greenhouses were removed, and excavation and utility relocation and installation were undertaken. As of June, 2006 the concrete structure for the addition has been completed, and masonry and mechanical work is underway. We anticipate that the entire addition will be fully enclosed and weather-tight by December 2006 and completed by June, 2007. Once we move in to the new structure, we will commence a roughly one-year project involving complete renovation of the 1987 (east) wing plus some additional spaces in the rest of the building. Thus far the project is exactly on schedule and on budget.

Classrooms

Language seminar rooms for French, German, and Spanish received major audio-visual enhancements this year, including LCD panels, DVD players, and wireless-keyboard-controlled instructors' computers, with built-in furniture constructed by Facilities Management. Sixteen classrooms received new computer and video projectors or sound enhancements. We also made substantial improvements to the equipment, software, and support for video editing in the AV Center and extended reception and distribution of foreign language TV broadcasts to a larger number of ARH classrooms. During the summer of 2006, Steiner 305 – the former Religious Activities Room – has been converted to a classroom, with new furniture in a horseshoe arrangement as desired by the Philosophy, Religious Studies, and Education Departments for seminar-style classes. One classroom in ARH is receiving new tablet armchairs over the summer, and two are receiving higher-quality tables and chairs no longer needed in the Forum Grill and Coffeehouse.

Joe Rosenfield Center

The Rosenfield Center has several spaces that will be crucial to the College's academic and co-curricular programs. Eight classrooms ranging in size from 8 to 30 seats will provide flexible, well-equipped, pleasant spaces for instruction. These may prove to be particularly popular spaces for early-morning first-year tutorial meetings, with their handy proximity to student residence halls and coffee.

The Convocation Committee has decided that the Multi-Purpose Room in the Rosenfield Center will serve as the default location for Thursday morning Scholars' Convocations. This will open up new possibilities for post-lecture interactions between visiting scholars, students, faculty, and staff using the varied informal meeting and dining spaces afforded by the Rosenfield Center.

Audio-Visual Center

One of the largest teaching support space improvements during the year was our conversion of an obsolete language lab in the AV Center into a vibrant, media-rich social facility called the Cultural Education Center, fulfilling a vision articulated in 2004-05 by a planning group of faculty and staff members. The CEC has extensive satellite media broadcast facilities for programming from around the world, computer stations for two-way communication with study abroad students and other international contacts, art displays, cultural materials such as games and magazines, and comfortable seating spaces for small group media viewing and listening. In its first year of operation, it has seen active use, from viewing of live French news broadcasts of rioting in Paris's suburbs to international coverage of soccer games leading up to the World Cup.

We have begun a process of merging the AV Center media collection into the administrative and support functions of the Grinnell College Libraries. This will improve campus-wide awareness of AV Center media resources and professionalize cataloging, processing, and tracking of AV Center media materials. Part of this project involves replacing video materials to ensure full compliance with the College's copyright policy.

Creative Computing Lab and Gallery

Over this summer, we are converting the Forum Grill and Coffeehouse areas to a new interdisciplinary media production facility for the campus, currently known as the Creative Computing Lab and Gallery. This space will support media-intensive computing, creative projects, data representation, and research and provide a showcase for campus projects using new media technologies. Its design grew out of a vision developed by an *ad hoc* committee of four faculty members working with an Associate Dean. Final plans incorporated input from the Instructional Support Committee, the Student Academic Computing Committee, ITS and CTS staff, and librarians. Holabird & Root served as consultants, providing valuable input on lighting, carpeting, furniture, and layout. The facility will provide a variety of collaborative and individual spaces for media-related projects. We intend for it to contribute to the realization of the College's Strategic Plan by promoting interdisciplinary applications of new media technologies.

CONCLUDING COMMENTS

The accomplishments of our students and alumni testify to Grinnell's superb academic program. One important contributor to the College's educational excellence is the widespread and deep commitment of our faculty to continual growth as teachers and scholars. They demonstrated this commitment impressively over the past year, through interdisciplinary common ground lunch discussions, reading groups, summer workshops, development of new interdisciplinary courses, teaching and learning discussion groups, ambitious scholarly projects, and much more.

Our faculty members are also committed to an educational model involving a high level of direct engagement with students. This teaching is enriched by faculty scholarship, including projects aimed at improving student learning through assessment carried out with local, regional, and national partners. I regularly receive inquiries from other academic leaders (deans, staff of professional organizations, etc.) asking how we do certain things and seeking advice on

improving undergraduate education. Several of our faculty and staff members have pursued research on how students learn and how we can improve that learning. One example is Dave Lopatto's project to assess what science students learn when they engage in research projects with faculty mentors; the President of Research Corporation and the Undergraduate Science Education Program Director of the Howard Hughes Medical Institute contacted Dave nearly simultaneously this year to invite him to apply for funding to accelerate and disseminate this important work.

This year, the College's Strategic Plan has guided many of our efforts to enhance our academic program. Over the coming years, we will need to assess the impact of the steps we take to implement the plan, as we appoint new faculty members in accordance with the plan and benefit from the new energy and ideas these faculty members bring to the College.

Our Strategic Plan places a high priority on the educational benefits of faculty diversity. Next year we will have a large number of searches to fill tenure track positions, and we have developed improved systems for diversifying applicant pools and ensuring accountability. I believe these efforts will result in greater success at enhancing diversity than we have seen in our faculty searches over the past year.

In the year ahead we must begin to plan for our decennial reaccreditation review, scheduled for the fall of 2008. We will need to conduct a self study and collect information for the review. Our Strategic Plan will focus our efforts as we undertake these preparations.

The accomplishments of our academic program obviously depend upon the efforts of a large number of faculty and staff members. Many also contributed to this report, but I would like to thank in particular Brad Bateman, Jon Chenette, Val McKee, Marci Sortor, and Karen Wiese.