

**Report to the President on Academic Year 2006-2007**  
**Jim Swartz**  
**Vice President for Academic Affairs and Dean of the College**

The academic leadership of Grinnell College has focused this year on implementation of the academic components of the College's Strategic Plan. We made our first EKI-related faculty appointments, in the related areas of earth systems science (appointed to the Department of Physics) and human-environment geography (appointed to the Department of Anthropology.) Three EKI-related searches were approved for next year, in computer science, film studies, and neuro-philosophy. We have continued to encourage faculty conversations about interdisciplinary curricular development, carried out the inaugural second-year retreat, and worked extensively on indicators to assist in assessing our progress with the Strategic Plan. We have advanced the diversity of our faculty and curriculum. We have developed mechanisms for interdisciplinary faculty appointments and support systems for interdisciplinary curricular development. We have improved our classroom technology infrastructure and opened a new interdisciplinary, media-oriented campus computing facility. We will reflect on each of these accomplishments below.

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

- appointing, reviewing, and promoting faculty members;
- supporting and celebrating faculty scholarship and teaching;
- promoting Grinnell College through participation in the larger academic community;
- facilitating the work of the governing faculty committees;
- assessing and enhancing the academic program;
- coordinating academic support services; and
- improving educational facilities and instructional technologies.

**STRATEGIC PLANNING**

For the last two years I have reported on the role of the Dean's Office's in implementing elements of the College's Strategic Plan: the Expanding Knowledge Initiative, enhancing the culture of achievement and well-being, further diversifying the student body and faculty, appointing interdisciplinary fellows, planning a retreat for second-year students, and carry out searches for the first round of EKI-added faculty appointments. This year, we continued to make progress toward implementing the EKI by conducting the inaugural retreat for second-year students, making our first appointments under the EKI, approving another round of EKI-related searches, offering EKI-related courses taught by our interdisciplinary fellows, supporting further faculty discussions of interdisciplinary initiatives, working out support mechanisms for EKI-related curricular development, and continuing our efforts to diversity the faculty. Marci Sortor, in her role as Associate Dean, led the efforts to implement the EKI, and all in the Dean's office have been involved in furthering our goals under the strategic plan.

***STRATEGY # 1: Increase the emphasis on inquiry-based learning and broaden our liberal arts curriculum***

### Expanding Knowledge Initiative

We have made considerable progress toward realizing the goals of the Expanding Knowledge Initiative (EKI), thanks in large part to the hard work, creativity, and serious engagement of the Advisory Board of the Office of Interdisciplinary Studies (Lesley Delmenico, Vince Eckhart, Elaine Marzluff, Wayne Moyer, Monty Roper, Kathleen Skerrett, Susan Strauber, and Jacob Schneider '07) and the Interdisciplinary Fellows (Jin Feng, Bob Grey, Clark Lindgren, plus student "fellow traveler" Laura Lienemann '08). In this past year, we made the first two EKI faculty appointments, we offered the first Second Year Retreat and are well along in planning for the second, we have established much of the framework needed to achieve the goal of expanding our integrative and interdisciplinary offerings across all areas of the curriculum, we have devoted two years to stimulating faculty discussion about areas for curricular expansion and various forms of collaborative teaching, we have surveyed departments and concentrations regarding their expectations for participation in the EKI, and have identified the next key steps in bringing the EKI fully into the curricular fabric of the College. At the end of the second year of the EKI, we can see the expansion of interdisciplinary (or integrative) and collaboratively-taught courses and are aware of others in development.

### *"GEO" Appointments and Contract Expansion*

The Advisory Board (AB) developed a proposal in 2006 for two "GEO" positions addressing issues of human beings' relationship to space and resources. Subsequent to the proposal's endorsement by the Executive Council and approval by President Osgood, we convened a search committee for an earth systems scientist and a geographer. A single search committee with representation from the three divisions (Jon Andelson, Jackie Brown, Kathy Jacobson, Elaine Marzluff, Jack Mutti, and Helen Scott) formed two subcommittees to pursue the separate searches. Aably led by Jackie Brown and Jack Mutti, the subcommittees' efforts resulted in the appointment of Lawrence Aspler (earth systems science; appointment in Department of Physics), and Eric Carter (human geography; appointment in Department of Anthropology). The Executive Council recommended and we approved expansion of a shared contract, allowing those individuals to offer interdisciplinary as well as additional departmental courses.

### *Second Year Retreat*

The EKI proposal envisioned a Second Year Retreat that would commence in the fall of 2007 with a celebration of Martin Luther King's 1967 visit to Grinnell College. As it turned out, retreat planning was accelerated, with the first retreat taking place last fall. Despite a disappointingly small number (48) of students signing up, the retreat was a success. It was an entirely voluntary affair for both the second year participants and the upper level students, and faculty and staff members who facilitated the retreat. In evaluating the retreat, between 82% and 98% of the students "agreed" or "agreed strongly" to a series of statements regarding the goals of the retreat. Students expressed an appreciation for the opportunity to reflect on their education and their life goals, and to spend time with staff and faculty members. A summary of students' evaluation of the 2006 retreat can be found at

<http://www.grinnell.edu/offices/dean/eki/officeinterdiscstudies/includes/secondyretreatevalsummary.pdf>.

The next retreat is planned for Sept. 7-9, 2007. At the time this report is being written, we have slightly surpassed our goal of signing up 120 students. We also have met our goals for student, staff and faculty facilitators. Relying on what proved to be a highly successful program of activities, we will incorporate the theme of Martin Luther King's address to the Grinnell College 1967 symposium: "Remaining Awake during the Revolution." Kathleen Skerrett and Wayne Moyer are planning a Rosenfield symposium inspired by the 1967 events, which will complement the retreat's theme.

### *Common Grounds Lunches*

The Instructional Support Committee agreed to fund a second year of Common Ground Lunches. These were (as they were last year) extremely popular and bore considerable fruit. Twenty-six lunches were organized, with a total of about 310 attendees. Loosely structured, these lunches provided a venue for a variety of discussions. Some gatherings went no further than a single exploratory lunch. Some focused on a single pedagogical issue (such as shared theme Tutorials). Some developed into full-fledged initiatives of various sorts, including the establishment of an early Modern Studies group that shares information and seeks to expand college resources in this area, the formation of groups of faculty members working with the library to identify electronic collections for acquisition, the development of a number of potential new concentrations, discussions of renewing existing concentrations, inter-departmental collaboration regarding the development of a new cluster of interdisciplinary courses, and the development of faculty position proposals. Lists of lunch topics for 2005/06 and 2006/07 can be found at <http://www.grinnell.edu/offices/dean/eki/facultyresources/>.

While most of these lunches resulted from "grass roots" efforts, the Interdisciplinary Fellows sponsored or initiated three lunches devoted to collaborative teaching, shared theme tutorials, and organized a presentation by Trish Ferret (Carleton College) and Joanne Stewart (Hope College) and follow-up lunch discussion regarding interdisciplinary and integrative teaching in the sciences this past year. Additionally, members of the AB worked to organize lunches on curricular areas that seemed to be good candidates for exploration.

### *Guidelines and Position Proposal Review*

As it did last year, the AB served in an advisory capacity to both faculty groups and the Executive Council regarding EKI-related faculty position proposals. President Osgood accepted the Executive Council's recommendation to approve searches for a film history and studies position, a computer science position, and a neuro-philosophy position in the Philosophy Department. Each of these position proposals resonated with a different emphasis of the EKI. The computer science position effectively leave-proofs a department (thereby reducing reliance on term faculty) and enables participation of its members in non-departmental, interdisciplinary and collaboratively-taught courses. Neuro-philosophy builds on the existing strength of our new neuroscience concentration by bringing together science and humanistic study. The film history and studies position is the product of broad divisional cooperation in envisioning and exploring the implementation of an interdisciplinary humanities core and draws on existing resources at the College (its film collection, the Creative Computing lab, the interest of many of the humanities departments in the use of film in courses).

### *Integrating the EKI into Grinnell College's Curriculum*

This past fall the AB explored how to make possible broad faculty participation in the EKI and to ensure that it would not become a one-time opportunity benefiting only those currently employed at the college. Briefly summarized, the AB's proposal to address these issues included the following elements:

- That the college commit to each faculty member having the opportunity to teach an EKI course on a regular and fairly frequent basis;
- That departments work with the Dean's office to establish their level of contribution to EKI, Tutorials, and general education courses;
- That freeing up faculty members to participate in the EKI should be considered in awarding new faculty positions;
- That funds in the form of summer stipend and travel expenses should support faculty members in developing EKI courses.

### *Courses and the EKI*

Campus discussions and national scholarship point to the importance of strong disciplinary foundations for rigorous, high quality interdisciplinary and integrative scholarship. A few individuals' training truly brings together more than one discipline, but much interdisciplinary research and teaching is best pursued as a collaborative effort. Collaborative teaching can take a number of forms: team teaching, faculty consultation in course planning, courses sharing one or more themes and meeting together more or less frequently, courses coming together infrequently to address common themes and readings in a mega-class, and clusters.

Next year, Grinnell College faculty members will offer fifty-two courses that contribute to the curricular goals of the EKI. Courses are identified as contributing to the EKI if they are to be collaboratively taught, are cross-listed or are otherwise non-departmentally listed, if the instructor identifies them as drawing upon the methodologies and data of at least two disciplines, or if they are new courses offered by our two new EKI appointments. Just over half of these are courses that have been offered previously, proof of the fact that interest in interdisciplinary learning has a long-standing history at Grinnell.

Collaboratively taught courses	11 (includes 3 pairs of shared-theme Tutorials; also counts a team-taught cross listed course as a single course)
New interdisciplinary, integrative, concentration specific, cross or divisionally-listed courses, or offered by new EKI appointments	14 (includes 7 courses taught by new EKI appointments, 2 sections of a newly revised concentration-specific course)
On-going interdisciplinary, integrative, concentration specific, cross or divisionally-listed courses	27

The upper level collaboratively-taught courses promise to bring with them a level of disciplinary expertise and rigor essential to excellent integrative and interdisciplinary work. Two pairs of

courses exist as separate, departmental courses: Shuchi Kapila and Tim Dobe are teaching courses on the shared theme of Gandhi, and John Rommereim's and Ralph Savarese's courses deal with the complementary themes of music and lyrics. Both pairs of courses will meet jointly from time to time. These upper-level collaborative courses support departmental curricula, helping achieve the goals of the AB proposal without necessarily needing replacement of existing courses. Indeed, many of the interdisciplinary and collaboratively-taught courses are offered by departments not receiving an EKI-appointment next year. In other words, the EKI is starting to reach the next level of our teaching and learning; teaching collaboratively and across disciplines is understood as not simply linked to additional positions or competing with departmental curricular needs but as part of our normal contribution to teaching.

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

This year marked a further change in our procedures for recruiting tenure-track faculty, with the adoption of new steps to insure that the work for diversifying our applicant pools was more clearly articulated in each departmental proposal for a new tenure-track search. We also tightened the process that follows the approval of a new tenure-track search. A letter was sent to each department after the search was approved reiterating the steps that the department had agreed to work to diversify its applicant pool and sometimes asked them to take additional steps. The department then submitted a report on the recruiting process to the Dean and Diversity Officer when requesting permission for campus interviews.

Although these steps were added in response to the fact that we had searches in 2005-06 in which the work to diversify applicant pools was not as successful as we had hoped, adding a more formal process appeared to help us in 2006-07. Departmental cooperation with the procedures was generally enthusiastic, and led us to a very successful year in new tenure-track hiring. Our work in this area continues to be recognized at other liberal arts colleges. Brad Bateman made presentations this year to the faculty at Lawrence University and Beloit College about how we work to diversify our applicant pools and Jim Swartz was invited to make a presentation to the deans of the Associate Colleges of the South on faculty recruiting and the Coalition for Faculty Diversity at Liberal Arts Colleges. Please see the section on faculty personnel changes for additional information on this topic.

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

As reported last year, the Dean's office has been involved in an effort to identify key areas of excellence that distinguish the College from our peers, are of national importance, and can help us establish a more prominent public profile. A Strategy 6 Position Paper draft on "Strengthening the Public Profile of Grinnell College" was developed by the Dean's office and the President with input from the Executive Council, the Advisory Board of the Office of Interdisciplinary Studies, and other faculty committees, as well as the Academic Affairs Committee of the Board of Trustees. The paper set forth four areas of educational excellence that could be promoted strategically to strengthen the College's public profile:

- Effective and ethical leadership
- Creative studies and interdisciplinary arts
- International studies and global connections
- Inquiry-based science learning

The draft position paper was introduced at a faculty meeting on October 23, 2006, and discussed at open fora with the President on November 27 and December 7, 2006. Responses varied, with some objecting to the process by which the document was generated, some objecting to specific parts of the content such as its blend of existing strengths and aspirations, and others noting areas warranting greater emphasis such as our individually advised curricular approach, self-governance in residential life, egalitarianism of our campus culture, or our commitment to financial aid policies that make Grinnell affordable for all admitted students. Compiled responses to the draft position paper and notes from the open fora are available should we decide to develop another iteration of the Strategy 6 Position Paper. The discussions engendered by the paper have deepened our understanding of the traits that distinguish Grinnell in the world of higher education. Conversations about Grinnell's distinctive strengths and institutional identity continue.

### **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.

In 2006-07 we appointed fourteen new tenure-track faculty and a new Athletic Director. In addition, one faculty member who was appointed in 2005-06 will begin serving in her faculty position this fall. Two searches did not result in appointments. This unusually large number of searches was due to the confluence of a variety of circumstances: the addition of faculty positions under EKI, demographics reflecting a more rapid departure (moving to SFS or Emeritus status) rate among the more experienced faculty, and a higher number of resignations of tenured faculty members than normal. Departments and faculty committees expended much time and energy into recruiting and selecting candidates for these positions. I believe that we have recruited a very strong group of new faculty members who have expressed strong commitment to our mission.

To realize our goal of diversifying applicant pools, we will need to continue to be very aggressive in recruitment, and have instituted procedures to do so. The Executive Council spent considerable time discussing changes to our procedures, both implementing proactive strategies to recruit more diverse pools of applicants, and carefully considering descriptions of strategies actually used by departments conducting searches to identify and consider those qualified applicants, so that we are not relying solely on special recruitment strategies. We believe that awareness and appreciation of the value of these efforts is now better understood by departments. Of the fifteen new tenure-track and regular non-tenure track appointments this year, six (40%) are from traditionally under-represented groups. This marks a strong improvement over last year

and reflects the fact that the faculty are becoming more adept at using our steps to diversify an applicant pool, and that the steps are helping us to locate the strong candidates whom we are seeking. In two searches (music and political science) we were not successful in making an appointment, and those searches will be repeated next year. We believe that we have appointed faculty members who will contribute in significant ways to both our overall educational mission, and to our efforts to provide a more representative cross-section of the diversity of the nation. In approving searches for next year, the Executive Council and Dean's office commented upon departments' plans for recruiting more diverse pools of applicants.

In nearly all cases for filled regular positions, our candidate of first choice accepted our offer. In cases where this was not the case, spousal/partner employment opportunities and institutional 'fit' (desire of the candidate to be at a different kind of institution) played a prominent role in the decision to decline the offer from Grinnell. We did see more pressure this year to match higher-paying offers from other institutions, and in cases where compensation was the deciding issue, we were able to successfully negotiate.

Twenty-four term positions were filled. In one case a search did not result in an appointment. All but three of the remaining positions we filled with our first-choice candidates. In two of the other three searches, our first offers were declined by candidates who cited spousal employment issues; we did, however, fill those positions with well-qualified applicants. Of our term appointments, two are persons of color.

The list below introduces new faculty members for 2007-08 who will shape and contribute to the College's future. This represents a net addition of four tenure-track faculty positions, in earth systems science, geography, psychology, and theatre (dance).

### **Tenure-Track Positions**

**Aspler, Lawrence B.**, Assistant Professor of Physics (EKI: Earth Systems Science), B.Sc., McGill University; Ph.D., Carleton University (Canada), 1985.

**Byrd, Vance L.**, Instructor in German, B.A., University of Georgia; M.A., Ph.D. (in progress), University of Pennsylvania – Philadelphia.

**Carter, Eric D.**, Assistant Professor of Anthropology (EKI: Human Geography), B.A., University of California – Berkeley; M.S., Ph.D., University of Wisconsin-Madison (2005).

**Cook Martín, David**, Assistant Professor of Sociology, B.A., Wheaton College; M.A., University of Houston; Ph.D., University of California – Los Angeles (2005); NSF Postdoctoral Fellow, University of California – Irvine (2005-07).

**DeRidder, Benjamin P.**, Assistant Professor of Biology, B.S., Calvin College; Ph.D., Purdue University (2003).

**Hinsa-Leasure, Shannon M.**, Assistant Professor of Biology, B.S., University of Wisconsin; Ph.D., Dartmouth Medical School (2004); Post-Doctoral Fellow, Michigan State University (2005-07).

**Hutchison, Paul**, Instructor in Education, B.A., Cornell College; M.S., University of Wisconsin-Milwaukee; Ph.D. (in progress), University of Maryland

**Lacson, P. Albert**, Instructor in History, B.A. University of California-Irvine; Ph.D. (in progress), University of California – Davis.

**Richter, David F.**, Assistant Professor of Spanish, B.A., M.A., Brigham Young University; Ph.D., Vanderbilt University (2007).

**Running, Lee Emma**, Assistant Professor of Art, BFA, Pratt Institute; MA, MFA (2005), University of Iowa. (Was in 2 Yr term appointment 2005-07, to TT starting 2007).

**Schimmel, Mariko Shigeta**, Assistant Professor of Chinese and Japanese, B.A., M.A., Keio University (Japan); Ph.D. Yale University (2006).

**Seawell, Asani H.**, Assistant Professor of Psychology, B.A., Seton Hall University; M.S., Ph.D. (2007), S.U.N.Y.-Albany. (Was CSMP Fellow and Lecturer in 1 Yr Term appointment 06-07, to TT starting 2007).

**Sieck, Stephen R.**, Assistant Professor of Chemistry, B.A., Loras College; Ph.D., University of Kansas (2006). (Was in 2-yr Term appointment from 06-08; to TT starting 2007).

**Thomas, Justin M.**, Assistant Professor of Theatre and Dance, B.A., Kalamazoo College; M.F.A., University of Maryland – College Park (2005).

**Womack, Shawn**, Assistant Professor of Theatre and Dance, B.F.A., University of Cincinnati College-Conservatory of Music; M.F.A., University of California – Riverside (2003). (Was in 2-yr Term position 05-07; to TT starting 2007).

### **New Term Positions**

**Ainsworth, David**, Assistant Professor of English, B.S., B.A., University of Arizona; M.A., Ph.D. (2005), University of Wisconsin-Madison. (1 Yr.)

**Bonjean, Elizabeth**, Assistant Professor of Theatre (2006-). B.A., M.A., San Francisco State University; Ph.D., University of Washington (2005). (1 Yr. extension of prior 1 Yr. term contract).

**Coahran, Marge M.**, Instructor in Computer Science, B.S., University of Massachusetts; M.S., University of Toronto (1 Yr. extension of prior 1 Yr term contract)

**Cohn, Edward D.**, Assistant Professor of History, B.A., Swarthmore College (1999); Ph.D., University of Chicago (2007). (1 Yr.)

**Diemer, Lydia**, Assistant Professor of Art, B.F.A., University of Wisconsin-Madison; M.A., M.F.A. (2005), University of Iowa. (1 Yr.)

**Dobe, Jennifer**, Assistant Professor in Philosophy, B.A. University of New Hampshire; M.A., Ph.D. (2007) University of Pennsylvania (has been in part-time appointment 2005-07) (1 Yr.)

**Dunn, Kathryn**, Reference & Instruction Librarian with faculty rank of Assistant Professor, B.S., University of Wisconsin-Platteville; M.L.S., Indiana University (2005). (1 Yr. extension of 1.5 Yr. term)

**Erbaugh, Elizabeth B.**, Assistant Professor of Sociology, B.A., Tufts University; M.A. University of Notre Dame (1998); M.A., Ph.D. (2007) University of New Mexico-Albuquerque (2 Yr.)

**FitzGerald, Carolyn**, Assistant Professor of Chinese and Japanese, B.A., Carleton College; Ph.D., University of Michigan, Ann Arbor (2006) (1 Yr.)

**Glatz, Richard**, Assistant Professor of Philosophy, B.S., University of Missouri-Columbia; M.A, C. Phil, Ph.D., University of California – Santa Barbara (2005) (1 Yr.)

**Humphreys, Tricia L.**, Assistant Professor of Biology, B.A., Thomas More College; Ph.D., Miami University (2000); Post-Doc, Indiana University School of Medicine. (1 Yr. extension of 1 Yr Term)

- Jin, Jin**, Assistant Professor of Chemistry, B.S., Jilin University (China); M.S., Nankai University (China); Ph.D., State University of New York – Albany (2006). (2 Yr.)
- Kelly, William A., Jr.**, Visiting Associate Professor of Economics, B. A., Rice University; Ph.D., University of North Carolina-Chapel Hill (1976) (1 Yr.)
- Lewis, Robert W.**, Assistant Professor of History, B.A., Carleton College; M.A., Ph.D. (2007), University of Wisconsin-Madison (1 Yr.)
- Lynch, Launa**, Assistant Professor of Chemistry, B.S., M.S., Ph.D. (2003), Idaho State University. Post-Doc. Dartmouth Medical School (2003-05); University of Minnesota Cancer Center (2005-2007) (1 Yr.)
- Magermans, Andrea L.**, Instructor in French, B.A., Washington University; M.A. (1998), New York University; Ph.D. (in progress) University of Wisconsin-Madison (2 Yr.)
- Marchal, Joseph A.**, Assistant Professor of Religious Studies, B.A., University of Notre Dame; M.T.S., Harvard Divinity School; Ph.D., Graduate Theological Union, Berkeley (2005).
- Mosley, Holly Hauschild**, Assistant Professor of Mathematics and Statistics, B.S., University of Wisconsin-Eau Claire; M.S., Ph.D. (2005), University of Iowa. (1 Yr. extension of 1 Yr. Term)
- Nestor, Amy R.**, Assistant Professor of English, B.A., Cornell University; M.A., Ph.D. (2005), State University of New York-Buffalo. (1 Yr.)
- Pitzer, Mark**, Visiting Associate Professor of Psychology (1 Yr extension of 2 Yr Term)
- Saltzman, Megan**, Instructor in Spanish, B.A., M.A. (2003), Ph.D. (in progress), University of Michigan (1 Yr.)
- Shull, Diana**, Instructor in History, B.A., Vassar College; Ph.D. (in progress), University of Colorado at Boulder (1 Yr.)
- Stefani, Sara**, Instructor in Russian, B.A., Washington University; M.A, M. Phl., Ph.D. (in progress), Yale University. (1 Yr.)
- Tormey, Alan**, Instructor in Music, B.M., Oberlin College Conservatory of Music; M.A., University of California-Berkeley (2000); Ph.D. (in progress), Princeton University. (1 Yr.)
- Youde, Jeremy**, Assistant Professor of Political Science, B.A., Grinnell College; M.A., Ph.D., University of Iowa (2005) (1 Yr. extension of 1 Yr. Term).
- Zghal, Emna**, Assistant Professor of Art, B.A., École des Beaux Arts (Tunisia); M.F.A., Pennsylvania Academy of the Fine Arts (1999).

### New Fellows

- Moore, R. Jonathan**, Lecturer and Mellon Post-Doctoral Fellow in Religious Studies, (2 Yr.), B.A., Wesleyan University; M.A., Ph.D. (2003), University of Chicago. (Was in part-time term appointment during 2006-07)

### Athletic Director of the College

A national search was conducted during the 2006-07 academic year for a new Athletic Director of the College. This position also carries with it faculty rank. The search resulted in the appointment of Greg Wallace, who has been a member of the Department of Physical Education faculty since 1988, and who had served as Associate Director of Athletics since 2003. Next year we will conduct a national search to replace Greg in his prior faculty role.

**Wallace, Gregory (1988)** – Athletic Director of the College with Faculty Rank of Associate Professor, 2007-. B.S., Missouri Valley College; M.S., Central Missouri State University (1976).

### **Dean's Office**

The Dean's Office continued to lead and support the academic program in a variety of ways, and to make the case for the model of education that we provide and for Grinnell College, and to provide regional and national leadership in higher education.

It is with mixed feelings that we bid farewell to Brad Bateman, who has left to accept the position of Provost and Executive Vice President at Denison University. Brad has been a wonderful teacher, scholar, and mentor to students and faculty alike. He has provided leadership and a passionate support for liberal education at Grinnell College and beyond. He aspired to be a chief academic officer and, while I am disappointed to see him leave Grinnell I am happy for him and for Denison University that he has been able to move into this position. Since Grinnell continues to collaborate with Denison in a variety of ways, I am confident we will continue our interactions.

I am very pleased that we have been able to attract Kathleen Skerrett, Associate Professor of Religious Studies, to join the dean's office as Associate Dean. Kathleen, like Brad, is a strong teacher, scholar, and mentor. She has provided leadership not only within her department but in gender and women's studies, our Lilly Endowment grant project and in diversity. She is a strong addition to the team.

### **Reviews for Promotion**

This year we reviewed four faculty members for promotion **to associate professor with indefinite tenure**, all of which resulted in positive recommendations for promotion.

**Shuchi Kapila**, Department of English  
**Ralph Savarese**, Department of English  
**Erik Simpson**, Department of English  
**Carmen Valentin**, Department of Spanish

One faculty member was reviewed for promotion **to the rank of full professor**, resulting in positive recommendations for promotion:

**Mark Schneider**, Department of Physics

Moving to Senior Faculty Status at the end of the 2006-07 academic year are:

**Dee Fairchild**, Athletic Director of the College and Associate Professor of Physical Education, who joined the Grinnell College faculty in 1984;

**Helen Scott**, Associate Professor of Russian, a member of the Grinnell College faculty since 1981;

**Saadi Simawe**, Associate Professor of English, a member of the Grinnell College faculty since 1992;

and at the end of the Fall, 2007 semester:

**Martha Voyles**, Associate Professor of Education, a member of the Grinnell College faculty since 1980.

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

**Alexander Moffett**, Professor of Theatre, a member of the Grinnell College faculty since 1971.

Taking early retirement, with completion of teaching duties at the end of the 2006-07 academic year:

**Bobbie McKibbin**, Professor of Art, a member of the Grinnell College faculty since 1976.

We regretfully accepted the resignation of the following faculty members, effective at the end of the 2006-07 academic year:

**Alfonso, Rita**, Assistant Professor of Philosophy;

**Bateman, Bradley W.**, Gertrude B. Austin Professor of Economics and Associate Dean of the College; Accepted position of Provost and Executive Vice President at Denison University;

**Pegelow Kaplan, Thomas**, Assistant Professor of History; Accepted a Tenure Track position at Davidson College, for personal reasons;

**Spohnholz, Jesse**, Assistant Professor of History (resigned from term contract 06-08); Accepted a tenure track position at Washington State University;

effective the end of the Fall, 2007 semester:

**Ellison, David**, Assistant Professor of Political Science

and, effective the end of the Spring, 2008 semester (will be inactive 2007-08)

**Connelly, Christopher**, Assistant Professor of Theatre

### **Searches in 2007-08**

The Executive Council has recommended and the President has accepted the following searches during the 2007-08 academic year for tenure-track or regular positions:

#### Regular Searches

Computer Science (new EKI position)

English (Medieval Literature) (replacing Elizabeth Dobbs, who will move to SFS in 2008-09)

Film History and Theory (new EKI position)

History (replacing Marci Sortor, who is serving as Vice President for Planning)

Library (Data Services) (filling a vacant regular position, filled on a term basis)

Philosophy (Neuro-philosophy) (new EKI position approved but search delayed to 2008-09)

Political Science (Comparative) (continuation of search from 2006-07)

Political Science (Judicial Politics) (provisional approval of search, pending confirmation of expected SFS move)

#### Special searches emphasizing diversity

Gender and Women's Studies

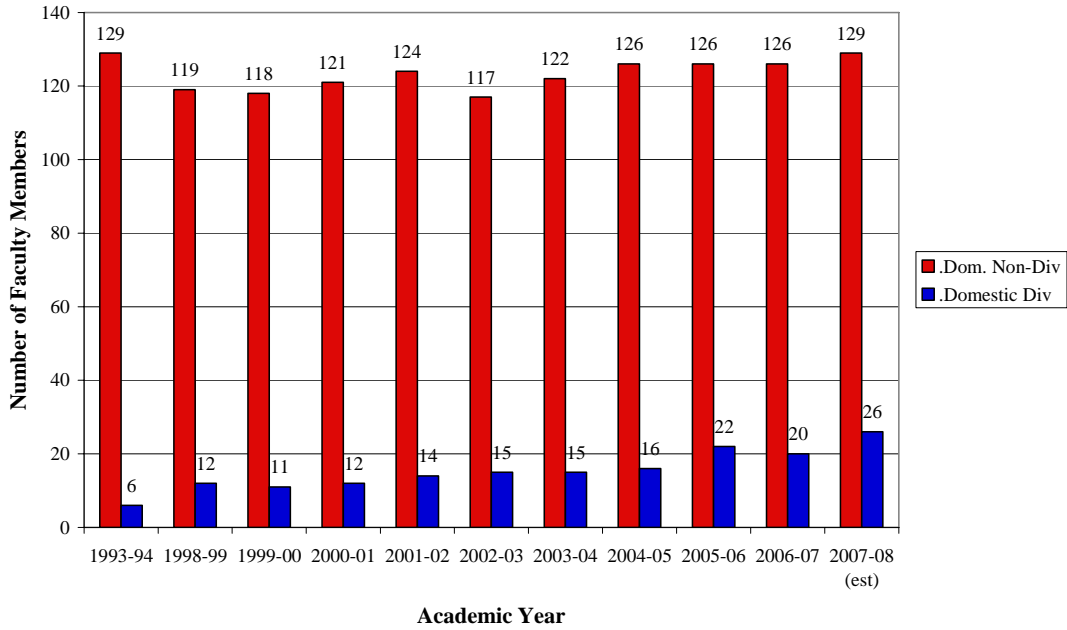
Music (Jazz) (continuation of search from 2006-07)

In addition, I expect proposals to be submitted in August for 2-4 additional searches which resulted from late departures (about which the departments did not know in time to submit a proposal in early April).

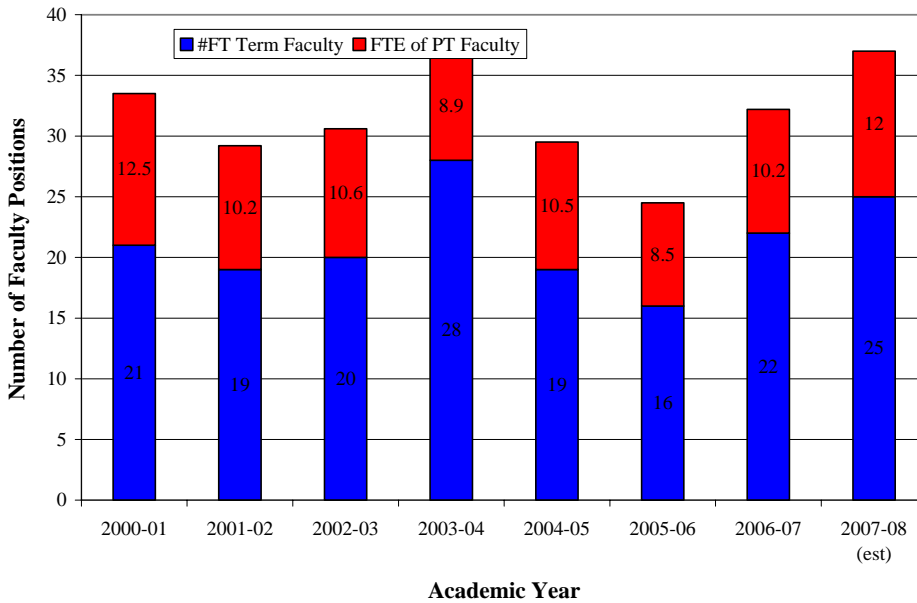
For the 2007-08 academic year we anticipate that four faculty positions will be vacant by virtue of the incumbents serving full-time in administrative positions. An additional ten authorized tenure track or regular positions are vacant due to departures during the academic year or searches that did not result in an appointment. In most (but not all) cases we have filled these positions with one year term appointments. In addition 21 faculty members are on one semester and 14 are on one year scholarly leaves, which create additional needs for term appointments. The number unfilled positions and leaves are quite high for the year resulting in more term appointments than in 2006-07. However that number is lower than it might have been due to a number of actions. In recent years we have appointed tenure track faculty members to new positions in Physics and Psychology successfully obviating the need for most leave replacements in those departments. This year we converted a term in dance in the Theatre Department to a tenure track positions. Graphs of the composition of the faculty are below.

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### Number of Domestic Non-Diverse and Diverse Faculty Members in Regular Positions



### Term and Part Time Faculty Members



## **THE ACADEMIC PROGRAM**

Much of our academic planning this year has focused upon and been informed by 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 2006-07 including:

- Experimentation with an online approach to teaching Arabic;
- Continued growth in the Mentored Advanced Projects (MAP) program;
- A banner year for off-campus study participation;
- Successful operation of a new configuration for the off-campus study board;
- A grant-supported study of the educational impact of having an internationally diverse student body;
- Departmental reviews for Economics, History, and Physical Education
- Leadership changes in two of the Centers; and
- Major Program (Centers, Rosenfield, Peace Studies, Wilson, Athletics) Activities.

### **Arabic**

For a number of years, we have offered Arabic at Grinnell as a self-instructional language under the auspices of our Alternative Language Study Option (ALSO). Growing student interest and a faculty committee's efforts to develop a plan for enhancing Middle Eastern Studies led us this year to experiment with an on-line version of ALSO Arabic. We secured the services of a Fulbright Foreign Language Teaching Assistant (FLTA) from Jordan and began offering the on-line course alongside self-instructional ALSO Arabic in the fall. The on-line course, offered by the U.S. Arabic Distance Learning Network coordinated by Montana State University, involved two hours per week of video-conferenced instruction and two hours per week of face-to-face instruction provided by the FLTA. The course met in the video conference facility in the basement of the Chrystal Center. Information Technology Services provided valuable start-up assistance to solve firewall and bandwidth problems and make the technology operate smoothly.

Student interest was strong, with 15 students registered for first-year ALSO Arabic, 11 in the online section and 4 using the traditional self-instructional method, and another 6 students in the second-year self-instructional Arabic class. Results reported by our ALSO Director, Dan Gross, suggest that the on-line students developed a better understanding of Arabic grammar and orthography while the self-instructional students may have had the edge in oral communication. Based on these results, we will continue offering ALSO Arabic online for another year but with encouragement for the FLTA to emphasize more oral practice. We have secured the services of another Arabic FLTA, an Israeli Arab, who will receive mentoring from Dan Gross as well as training provided by Montana State.

Jim Swartz and Jon Chenette attended a Mellon eight-college workshop on Arabic and Middle Eastern Studies at Williams College in June 2007. Several of these peer institutions are hiring one or two Arabic instructors and offering or moving toward offering a major or minor in Arabic or a concentration in Middle Eastern Studies. Whether such a direction would be right for Grinnell remains to be seen and depends heavily on the outcome of the discussions of the Middle Eastern Studies group and the priorities for faculty expansion set by the Executive Council.

### **Mentored Advanced Projects**

As of Spring 2007, the MAP program concluded its fifth year as a regular program of the College. <http://www.grinnell.edu/offices/dean/map>. Between the summer of 2006 and spring of 2007, students engaged in 196 MAPs. Much as in past years, Science MAPs comprise roughly half (96) the total and Humanities and Social Studies MAPs were fairly evenly divided (51 and 49 respectively). 79 MAP proposals were approved for summer 2007. The Dean's Office supports other forms of student-faculty research, including 299s (2) and 399s (5).

#### **Summer 2006**

<b>Division</b>	<b># Projects</b>
Humanities	16
Social Studies	22
Science	55

#### **Academic Yr. 2006-2007**

<b>Division</b>	<b># Projects</b>
Humanities	35
Social Studies	27
Science	41

#### **Summer 2007**

<b>Division</b>	<b># Projects</b>
Humanities	9
Social Studies	19
Science	57

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 2006 and June 2007, 29 students received funding to attend conferences and meetings nationally and regionally to present their research. During the past year, one Grinnell student won a Fulbright award to pursue the research she began in her MAP (with Dan Kaiser), two MAP projects were awarded Phi Beta Kappa awards, a MAP project won the best essay prize (undergraduate) from the Missouri Valley Historical Society, MAP students made 7 poster presentations at regional and national meetings, and there were seven essays written in MAPs that were published in scholarly journals. These are listed in Appendix 'A'.

### **Off-Campus Study and other International Education**

During the 2006-07 academic year, Grinnell students studied for 228 student-semester in 32 countries, including the United States. This represents the highest level of off-campus study participation since at least the year 2000. The top eleven countries where our students pursued their studies represented all continents except Antarctica. These 228 student-semester resulted after an attrition of 8.8% from the 250 student-semester approved in 2005-06 for 2006-07

Grinnell-in-Washington D.C., directed by Jean Ketter, Associate Professor of Education, had 10 participants. Grinnell-in-London had 35 participants and two Grinnell faculty members: Bill Ferguson, Professor of Economics, and Leslie Gregg-Jolly, Associate Professor of Biology.

Fall 2006 was the first semester during which Grinnell-in-London operated collaboratively with Oberlin-College's Danenberg Oberlin-in-London program. One Oberlin faculty member and 20 Oberlin students participated along with our 35 students and two faculty members. The programs shared a site and allowed cross-registration, while each employed its own administrative staff. The collaboration went smoothly and offered a richer curriculum, a more diverse student body, and financial benefits for both institutions. Students valued the opportunity to get to know one another socially and to learn from one another in an academic setting. Several expressed their appreciation that the arrangement "broke up the Grinnell bubble," allowing them to meet and study with non-Grinnellians without cultural barriers. As

Oberlin College shores up its commitment to sustain a program in London, we intend to deepen our collaboration. The next step will be joint contracting of administrative personnel, which will begin with the fall 2007 program.

The double-application for off-campus study, now in its third year, requiring that students plan off-campus study options for both the fall and the spring semesters, worked very well again in 2006-07. For the first time since we instituted this requirement, we had to rebalance students between semesters for 2007-08. We moved 10 students from the spring to the fall in order to come close to our desired differential of 30 more students studying off campus in the fall than in the spring. This imbalance stabilizes on-campus enrollment between fall and spring, compensating for mid-year graduation and attrition.

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

The Off-Campus Study Board and Office continue to monitor the quality of programs with the help of site visits by faculty members, the Director of Off-Campus Study, and the Coordinator of Special Off-Campus Study Programs. The Director of Off-Campus Study works closely with the OCS Board and the Center for International Studies to set priorities for on-site evaluations. Faculty and staff visits this past academic year reviewed the IES Milan and Vienna Programs and the American University of Cairo program. The latter visit led to a recommendation for exploratory discussions with the Associated Colleges of the Midwest about the possibility of an ACM program in Cairo. Our Coordinator of Special Off-Campus Study Programs traveled to review and make recommendations concerning program options in western and southern Africa. Our Off-Campus Study Office also worked closely this year with the French Department, Global Development Studies Concentration, and Minnesota Studies in International Development (MSID) office in order to ensure that the MSID program curricula in Senegal and Ghana meet requirements for department and concentration credit. Spanish Department and Art Department faculty members have been involved in reviews of IES programs in Argentina and Chile, through participation in an IES-sponsored seminar in Buenos Aires and a visit to Grinnell by the IES art history faculty member from Santiago.

Responding to a request from the Department of Chinese and Japanese, the OCS Board gave conditional approval for new program options in China (CET Harbin and Hangzhou). We will review this decision pending site visits by a Chinese and Japanese faculty member during 2007-08 and three years of successful student participation.

A comprehensive redesign of the Off-Campus Study Web site was completed in the fall semester, with the aid of a Grinnell computer-science student. A student photo gallery was added in the spring semester. We now intend to undertake a similar redesign of the Grinnell-in-London and Grinnell-in-Washington Web sites.

During 2006-07, we operated for the first time with a single faculty board overseeing all aspects of our off-campus study operations. We eliminated the separate Grinnell-in-London and Grinnell-in-Washington boards and brought their functions under the auspices of the Off-Campus Study Board. This change allowed for greater coordination of decision-making about off-campus study options and policies, based on a broad understanding of the full range of programs available to Grinnell students. The new structure worked well, and we plan to follow through next year with a reconfiguration of the reporting relationship for the administrators of the OCS and GiL/GiW programs. This reconfiguration will depend and build on our OCS Director's and Special OCS Program Coordinator's increasing knowledge about each others' operations, calling on them to advise students about the entire range of off-campus study offerings and support or step in for each other when necessary.

### **International Students and the ACE Internationalization Project**

An important contributor to international education at Grinnell is the interactions that take place in classrooms, residence halls, and co-curricular activities among the constituents of our internationally diverse student body. In order to better understand and enhance the contributions these interactions make to international education, we applied for and received a \$10,000 seed grant from the Innovation Fund of the Internationalization Forum of Chief Academic Officers of the American Council on Education (ACE). With this grant money we gathered and analyzed information from focus groups, surveys, transcript analyses, interviews, and student affairs to determine the impact and educational value of an internationally diverse student body. In June 2007, we held a faculty/staff workshop to analyze this information and identify steps we might take to enhance that value and impact.

Among the fruits of the workshop are a list of ten global understanding learning outcomes proposed for further campus discussion, suggestions on how to assess these learning outcomes, a strategy proposal for international student recruitment, suggestions for improving coordination among campus offices responsible for different areas of international education and student support, ideas for new student orientation, and suggestions for further faculty discussions of pedagogies appropriate for a diverse classroom. We are preparing a report on our ACE project, which we will present at the concluding meeting of the Internationalization Forum of Chief Academic Officers in Washington, DC in late October. We will seek appropriate on-campus venues for further discussion, development, and implementation of ideas emerging from this study and workshop.

### **Assessment Activities**

Student learning assessment is an important part of our work to continuously improve the education of our students. Assessment of student writing is a central feature of this work and we do so by asking faculty members to rate student writing in their first fourth, and seventh semesters. In particular, this fall when we surveyed the faculty to ask them to evaluate the writing of seniors who were then in their seventh semester, we completed the collection of data on our first graduating class for whom we have a full "life cycle" of evaluations (in the first, fourth, and seventh semester). We will be completing a full "life-cycle" for each graduating class and so will have excellent data for comparative purposes over the next several years.

This year's data for the class of 2007 is interesting, though difficult to interpret since it represents only one complete set of assessments. A total 53 students were assessed in all four semesters (out of a class of 349). Two different measures of statistical significance were used on the data and both indicated that there were statistically significant improvements between the first and fourth semesters in all 10 categories in which the students' writing is evaluated. The data for the improvement of their writing between the fourth and the seventh semesters was ambiguous, however. By one measure there were statistically significant improvements in all 10 categories; by a second measure there was not statistically significant improvement in any of the 10 categories. With a sample size of 53, it is possible to look at all the data and a quick examination helps to understand this result; for while there are clearly more students who work at the two highest levels in the seventh semester than in the fourth semester (and so fewer students working at the lower two levels), the improvement in the final assessment is not as great. But this is in part because many students already perform at the highest level in their fourth semester (scoring a four on a scale of four) and so there is little room to improve. Thus, with a four point scale and significant improvements from the first to the fourth semester, it is not clear how well we can measure any further improvement in our students' writing. Our measures are strong, but rough measures of the effectiveness of our teaching of writing.

At the end of each student MAP project, faculty members fill out an evaluation form on the student's work. The faculty ratings of the student work are overwhelmingly positive as indicated by the table below. This indicates that the students are well prepared for the level of work that a MAP presents and are able to meet the challenges of such independent work. In the area of critical thinking, we continue to collect data from every MAP project that tells us about the students' critical thinking skills before and after the project. In quantitative reasoning, faculty are considering a plan to collect pre- and post-course data in all our entry-level statistics courses. All assessment work indicates that this type of testing is the best way to determine the effectiveness of the learning that takes place in a course, and so we have decided that we will try this to see what we learn. We will use an on-line national assessment tool that measures students' statistical literacy and conceptual understanding. Shonda Kuiper, Assistant Professor of Mathematics and Statistics, has tested this assessment instrument with her classes. Our work in developing assessment of global understanding is still underway.

<b>Topic</b>	<b>% of Responses</b>
<b>1. Independence</b>	
Student is largely passive; depends on instructions and needs supervision	9
Student works independently with little supervision	20
Student has independent ideas; works with little or no supervision	32
Student takes ownership of the project, works as scholarly collaborator	39
<b>2. Research Design</b>	
Student can follow a structured plan, but does not contribute to the design of the project	7
Student can propose a research plan or method, but is unable to evaluate it or to consider alternative approaches	0
Student can propose several methods but cannot judge between them	22

Student can make reasonable decisions about design and methodology 71

### 3. Intellectual Curiosity

Student is passive 1  
Student asks questions for clarification 15  
Student asks questions that expand the topic 28  
Student asks creative and appropriate questions and introduces information that changes the nature of the topic 56

### 4. Critical Reading

Student has trouble understanding content 0  
Student can summarize material but cannot place it in context 6  
Student can place material in context but does not think independently 21  
Student thinks independently about the material 74

### 5. Sources of Information

Student does not search for information 0  
Student relies on summaries and secondary sources 7  
Student does incomplete search, finds some of the kinds of sources that a researcher should consult in this discipline for this research topic 32  
Student does comprehensive search for a sufficient amount and appropriate range of sources 62

### 6. Use and Integration of Information

Student cannot tell which information is relevant 2  
Student uses only one kind of information (e.g., a text) 2  
Student can use several types of information but does not link them 25  
Student links several types of information to present a coherent argument 71

### 7. Judging Information

Student believes what s/he reads 2  
Student responds to conflicting materials by saying everything is relative 2  
Student takes a position but does not make a supported argument 16  
Student makes an argument based on evidence 80

### 8. Argumentation

Student reports on a topic without reference to an argument 2  
Student reports on arguments in the field but takes no position 2  
Student makes an assertion but does not make an argument 20  
Student makes a well reasoned argument 76

### 9. Evidence

Student does not use evidence 0  
Student uses evidence without judging its quality 9  
Student manipulates evidence to fit his/her preconceptions 7  
Student considers relevant evidence fairly 84

## **10. Factual and Theoretical Context**

Student does not relate findings to their appropriate disciplinary context	<b>1</b>
Student attempts to relate findings to their context, but does so in an incomplete or flawed way	<b>10</b>
Student usually relates findings to their appropriate disciplinary context	<b>36</b>
Student consistently relates findings to their appropriate context as a means of analysis	<b>53</b>

### **Reviews of Departments and Centers**

In accord with our normal process of regular reviews of academic departments, the Economics, History, and Physical Education Departments each were visited in April 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. Two of the three review teams have submitted reports 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 2004-05, 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. Following those recommendations, appointments of new directors were made for the Center for the Humanities and the Center of International Studies, with terms to commence in 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. During the 2006-07 academic year, these new directors have worked cooperatively with the current Directors, staff, and advisory boards of the Centers to effect a smooth transition. The Centers are operating on firm footing and with an established record of excellence. We are already seeing some innovative ideas being proposed for implementation, and this affirms the value of fresh perspective in the Centers' leadership. We look forward to continued substantial contributions to the College's program from all three Centers.

### **MAJOR PROGRAM ACTIVITIES**

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

This was another successful year for the Center. Participation in the undergraduate seminar taught by our visiting professors enrolled eleven students from eight different majors across the three divisions, and participation in the faculty seminar brought together a diverse group of faculty from ten different departments or programs. Both seminars focused on the topic "Pleasure" and were led by four distinguished scholars served as Distinguished Visiting Professors in the Humanities: Carolyn Dean (Brown University); Shuen-fu Liu (University of Michigan); Jennifer Doyle (University of California-Riverside); and Claire Colebrook (University of Edinburgh) (see Appendix "A" for additional information concerning these and other visitors). Each of the Distinguished Professors also presented a public lecture and participated in a symposium during the Spring 2007 semester. A model for organizing the Fall

seminars with a series of four three-week visits has been developed over the last several years and is believed to work very well; there are plans to continue with that model for the next few years while exploring other kinds of activities that continue to bring the humanities and humanistic inquiry to the center of the College's mission. The Center also provided support for classroom visits of five speakers to upper-level classes or seminar, and organized a series of Humanities Lunches, attended by an average of fifteen to twenty faculty members.

A new governance policy for the center was implemented during the year, and there was also a smooth transition as the incoming Director, Dan Reynolds, worked with the outgoing Director, Alan Schrift. Among plans being developed and discussed are those to move the Center to a space of its own in a building to be shared with the other Centers.

I would like to take this opportunity to thank Alan Schrift for the leadership he has provided in establishing the Center during its formative years.

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

In the past year the Center further developed its central role with regard to both the John R. Heath Professorship, filled this year by Professor Ming Chang, who has published extensively on Chinese history and Hong Kong studies, and the International Fellows program, which hosted visits of five Fellows in a wide variety of disciplines including Japanese education; African Women Novelists; Melville; European Consumption and Citizenship (Economics); and Financial Conglomerates and Consumers (from a Japanese perspective). The Center also collaborated with other centers, departments and concentrations to bring a score of international visitors and events to campus. Please see Appendix "B" for further information about these and other visitors.

A questionnaire designed to help determine the international profile of Grinnell College faculty, developed collaboratively with the Institutional Research Office, ITS personnel, and faculty representatives and designed to help determine the international profile of Grinnell College faculty, will be introduced to faculty in the coming academic year.

In addition to continuing previous years' student-focused activities, the incoming CIS director worked with other administrators to define and convene a new committee, to be led by six students selected through an interview process, which will assist raising the profile of CIS among the student body.

Administrative efforts of the Director and Program Associate included participation on a variety of Grinnell College boards and committees which concern themselves with international issues and efforts and review of off-campus study sites. The Center's Program Associate, Lynn Stafford, also managed the college-owned apartments (numbering about a dozen) used for short-term housing of visitors, and assisted with visa procurement for both incoming guests and administrators and faculty members traveling abroad. I thank Todd Armstrong for his strong and energetic leadership of the Center in its inaugural years.

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

The Center enjoyed a busy year with high visibility both on the campus and in the wider Grinnell community, continuing its diverse program of lectures, art exhibitions, student internships, and

field trips; with programming ranging from rigorously academic programs to outreach activities in the community for both young and old. In the academic program, Prairie Studies components were included in at least twelve classes this year in all academic divisions; the Center also collaborated with other programs, expanding its circle to include the Latin American Studies Concentration, German Department, and Peace Studies Program. A major multimedia video production was released, capturing the beauty of the prairie as it changes throughout the seasons of the year. A celebration of our prairie heritage and enhancement of our collective sense of place was celebrated at the end of the academic year in a Festival of the Prairie, held at the Conard Environmental Research Area. Over 300 community members and students attended the festival. I thank Jon Andelson and his very able staff for their continuing work in developing this Center.

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

The 2006-07 academic year marked the twenty-sixth year of the Rosenfield Program. The Program Director reports a successful year in fulfilling the program's central mission to inform the campus community about important and sometimes controversial issues relating to public affairs, international relations and human rights. It coordinated events with first-year Tutorials, other classes, and complemented the curriculum in addressing topics not covered in classes. The Program continued a close relationship with the Centers for Prairie Studies and International Studies, Environmental Studies, and Global Development Studies, and increased its commitment to events in support of the EKI.

As was the case in 2005-06, the Rosenfield Program sponsored or co-sponsored four major symposia and one mini-symposium during 2006-07:

The Politics of Russian Popular Culture (October) Religion and Politics in the United States (November)

The Rise of China (February)

Global Climate Change and Our Energy Future: Will We Need to Rely on Nuclear Power? (April)

The Woodrow Wilson Visiting Fellow, Deborah Horan, was on campus in September and made three public presentations and visited seven classes, as well as meeting with a wide variety of students and faculty, with whom she established a fine rapport, providing a vivid picture of the Middle East and about the war in Iraq.

The Program also coordinated about two dozen talks, panels, and presentations on specific topics, and provided funding for 18 student internships (some of our most cost-effective activities) during Summer 2007. I thank Wayne Moyer for his sustained high quality leadership of the program in this, the penultimate year of his Directorship. We have begun an internal search for a replacement director to begin in 2008-09. Please see Appendix "B" for information concerning visitors.

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

The March 2007 visit of Professor Jayne Docherty from Eastern Mennonite University had a significant impact on the direction of the Peace Studies Program to (1) develop a list of competencies for Grinnell graduates which would include conflict resolution skills and (2) infuse the curriculum with the lens of conflict analysis. The PSP plans to bring in outside experts to

lead summer conflict analysis workshops for faculty, support faculty, staff and student attendance at conferences and workshops focusing on the field of peace and conflict studies, offering short courses on conflict resolution skills. This past year the PSP collaborated with many other programs on campus to bring a range of events focusing on topics such as genocide, micro-lending, immigration, civil liberties violations during WWII, perceptions of race on the Grinnell campus, and victims of war rape. Five summer internships are being supported this year, including two set up by alumni.

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

The Wilson Program invites alumni and other friends of the College from the non-academic world to help inspire, energize, and guide current students in their search for moral, fulfilling, and innovative careers. The Program focuses its efforts on recruiting alumni to teach appropriate courses and to participate in courses taught by faculty. In addition they recruit alumni to host current students for externships and internships, and award grants to students to participate in 8-week summer internships, with the goal of nurturing the development of Grinnell innovators who will change the world for the good and will build careers that are both fulfilling and morally consistent with the mission of the College. Two short courses taught by alumni, enrolling 49 students, were sponsored by the Wilson Program in 2006-07; three 4-credit courses enrolling 40 students and a 2-credit course enrolling 61 students taught by Grinnell faculty with alumni participants. In addition, 3 academic year MAPs were supervised by Wilson Program faculty. During the Summer 2007, 16 students are engaged in Wilson Internships, and 45 students are participating in externships. A very important facet of this program involves outreach to alumni, providing them with the opportunity to both give back "in kind" to their alma mater in helping educate and invigorate current students, and to refresh and strengthen their ties to the College as graduates.

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

Many Grinnell student athletes again attained Academic All-Conference honors, recognizing their dual excellence in academics and participation in competition, and Grinnell athletes won eight conference titles (four each for men's and women's sports.) Participation in intramural and club sports continued the growth begun in the prior year, most likely due to improved organization and publicity. Physical education classes enjoyed participation and enrollments on a par with those of the previous year, as did the College's Wellness Program activities. During the month of April, the academic and extracurricular programs of the Department of Physical Education underwent a ten-year external review. Finally, as noted above, a national search was conducted for a new Athletic Director, culminating in the appointment to this position of our own Associate Director of Athletics, Greg Wallace. I wish to thank Dee Fairchild for her sustained excellence in serving as Athletic Director at Grinnell College over the past eleven years.

## **FACULTY ACTIVITIES**

### Scholarly Leaves

Several leave programs to be used for scholarly projects for regular, full-time faculty members continue to be offered. Assistant Professors in full-time, regular 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; these leaves normally may be taken during the faculty member's fourth or fifth years at Grinnell College.

Associate Professors and Professors in full-time, regular 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. A Study Leave may either be coupled with a sabbatical leave to extend it to one-year at full pay, or may provide a leave between regular sabbatical leaves.

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

In 2006-07, Harris applications included four from women and three from men; fellowships were awarded to one woman and one man, from the Social Studies (History) and Humanities (Art), respectively. Study Leaves were awarded to three women and one man, from a field of eight women and two men. We were encouraged by the substantial increase in applications submitted this year by women faculty members. These leaves will be taken in 2007-08.

In 2006-07, ten faculty members took full year scholarly leaves. Of those, four were two-semester sabbaticals, one was a combination of a one-semester sabbatical with a one-semester leave awarded from our Mellon "Group of Eight" grant, two were a one-semester sabbatical or one-semester research leave coupled with a semester non-funded leave, two were Harris Faculty Fellowships, and one faculty member spent the year directing an ACM program abroad.

In 2006-07, five faculty members took one-semester scholarly leaves. Two took one-semester sabbatical leaves, one took a one-semester study leave, and two took one-semester research leaves.

Harris Fellowship leaves were taken in 2006-07 by:

Christopher French, Department of Mathematics and Statistics, for his project "Equivariant Splittings of a Component of the Zeroth Space of the Equivariant Sphere Spectrum," and to Vida Praitis, Department of Biology for her project, "Characterization of a Gene Required for Pharyngeal Morphogenesis in *C. Elegans*".

A one-semester Study Leave, during which work on four commissioned compositions was planned, was taken by John Rommereim, Professor of Music.

Mark Levandoski, Associate Professor of Chemistry, 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 "Single Channel Analysis of Allosteric Potentiation of Human Nicotinic Acetylcholine Receptors", a study which will contribute to analysis of compounds that modulate nicotinic receptor activities. This work was done in the laboratory of Steven Sine at the Mayo Foundation.

### Visiting Faculty

A list of visiting faculty who enriched our curriculum during the 2006-07 academic year is attached as an appendix to this report.

## FACULTY DEVELOPMENT

### External Grants

This year 21 grant proposals submitted to external institutions for funding resulted in awards totaling \$1,742,737; four additional proposals are pending for \$401,881. In addition, Research Corporation has commissioned Professor David Lopatto to write a book on undergraduate science research, and has provided compensated time for him to do so. Grants awarded include:

<u>Faculty Member</u>	<u>Amount. Granting Agency</u>	<u>Purpose of Grant</u>
Institutional	\$1,500,000 Andrew W. Mellon Foundation	Postdoctoral Fellows Program Endowment
Institutional	\$187,500 Andrew W. Mellon Foundation	Faculty Career Enhancement (part of Mellon 8 College grant formally awarded to Smith College)
Sam Rebelsky, Janet Davis, Matt Kluber	\$148,763 National Science Foundation	"Phase I: Reformulating Media Computation with Functional Programming, Scripting"
Keri Kornelson	\$35,000 Woodrow Wilson Center	Fellowship Support
Jin Feng	\$2,000 Associated Colleges of the Midwest	Travel to China; Archival Research
Sarah Purcell	\$1,200 Newberry Library	Archival Research in Residence
Sarah Purcell	\$1,000 American Antiquarian Society	Archival Research in Residence
Jin Feng	in kind Johns Hopkins University	Access to Scholarly Archives
Helen Scott	in kind Fulbright CIES Program	Arabic Language Instructor

### Committee for the Support of Faculty Scholarship

The Committee for Support of Faculty Scholarship awarded 41 grants to 40 faculty members during the academic year and 37 grants to 37 faculty members for summer projects. Funding for these grants totaled \$150,000. The Committee also made recommendations on grants for

summer research involving 94 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 \$340,000, of which \$257,000 was from institutional funds and \$83,000 provided by a grant from the Howard Hughes Medical Institute, Mellon FCE and Lilly grants. The Committee for Support of Faculty Scholarship also allocated \$219,000 to faculty members to support their travel to professional meetings. In addition, we expended a total of \$85,000 for faculty travel and other scholarship support for named chairs.

#### Instructional Support Committee

During the 2006-07 academic year, the Instructional Support Committee focused on supporting the Expanding Knowledge Initiative (EKI) as well as continuing its traditional support for classroom initiatives, local excursions, and faculty development. The College's copyright policy (<http://www.lib.grinnell.edu/research/copyright.pdf>) was thoroughly overhauled by a taskforce which included ISC members and others. Enhancements and adjustments to Pioneerweb, and further development of electronic storage, access, and usage of reference materials (Portico, DSpace) were made with input from the committee. As new facilities on campus (Joe Rosenfield Center; Kistler Science Library) were completed, the Committee supported and helped plan new utilization of spaces formerly housing some of their functions, including the Burling Reference Area, Creative Computing Lab (CCL), and Training Lab in the Forum. In support of both the EKI and faculty development, the ISC funded faculty luncheons on a broad range of topics, developed guidelines and provided stipends for course development in EKI-related areas, and encouraged faculty attendance at conferences related to interdisciplinary studies and interdisciplinary curricular development. The Committee also sponsored or co-sponsored interdisciplinary summer workshops on policy studies, technology studies, peace studies, and bioinformatics along with workshops focused on writing, oral communication, advising, global understanding, use of digital images in teaching, and liberal education.

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. Feedback from the orientation program will lead to revisions for next year, including an increased focus on balancing scholarship and teaching in our work as faculty members at Grinnell.

#### Mellon Faculty Career Enhancement Grants

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

As described under Off-Campus Study above, the fall of 2006 marked the initial collaboration between Grinnell and Oberlin on our study abroad programs in London. Our Mellon FCE grant with Oberlin funded faculty-to-faculty meetings between campuses that helped to facilitate this collaboration.

One disciplinary visit and scholarly exchange took place under the auspices of the Grinnell-Oberlin Mellon FCE grant this year. Faulconer Gallery and the Department of Art hosted Andria Derstine, Curator of Western Art at Oberlin's Allen Memorial Art Museum, in conjunction with the opening of a student-curated Faulconer exhibition on "Grandeur and Fantasy: Visions and views of Rome." While here, Ms. Derstine gave a public lecture, met with faculty members and students responsible for the exhibition, and consulted with faculty members about the uses of visual art in liberal education.

In January, 2007, our joint Mellon grant funded a Grinnell-Oberlin retreat in Chicago for recently tenured faculty members called "Changing Places: Making a Difference After Tenure." Approximately ten faculty members from recent tenure cohorts of each campus attended. Our keynote speaker and guest facilitator, Dr. Richard Guarasci, President of Wagner College, led participants in considering the nature of the faculty member's vocation at liberal arts colleges, brainstorming about ways to improve our institutions, and role-playing about working with others on campus to attain these improvements.

Our Grinnell-Oberlin Mellon funding 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 first eight-college Mellon grant wrapped up this year, and we were fortunate to secure funding for a follow-up grant to build on what was learned from the initial collaboration. Grinnell's portion of this 8-college FCE continuation grant (\$187,500) will be used to fund interdisciplinary scholarly research, an annual semester-long competitive leave geared toward faculty members pursuing new interdisciplinary work, support for interdisciplinary fellows of the Office of Interdisciplinary Studies, career stage support projects for early career faculty members and faculty members approaching retirement, and post-baccalaureate one-year research assistantships for recent Grinnell grads working with Grinnell faculty members or departments. The period of the grant is the calendar years of 2007, 2008, and 2009.

In the final year of the initial eight-college Mellon grant, an array of cross-campus faculty collaborative projects were funded. Alan Schrift and Dan Reynolds attended a meeting of Humanities Center directors held at Smith College. Marc Chamberland visited Reed College for a talk and curricular discussions on the topic of experimental mathematics. Williams College

math professor Ed Burger visited Grinnell to give a talk and discuss an introductory liberal arts math course and number theory research. Economists from Williams and Pomona visited Grinnell for a discussion of teaching the history of economic thought at liberal arts colleges prior to the 2006 meeting of the History of Economics Society. Pomona College Russian professor Larissa Rudova visited Grinnell to participate in the “Politics of Russian Popular Culture” symposium. Roger Vetter visited Skidmore College for a meeting with ethnomusicologists from liberal arts colleges, including faculty members from Pomona and Amherst. Catherine Rod attended the Association of College and Research Libraries Intentional Teacher Institute, interacting with faculty members from Mellon 8 and other institutions. Tammy Nyden-Bullock attended the Spinoza Day workshop at Princeton University.

In June, I attended, along with Associate Dean Jon Chenette, a Mellon 8 workshop at Williams College on “Arabic and Middle Eastern Studies.” We learned of efforts other colleges are making to build Arabic language instruction programs, and we reported on Grinnell’s experiment with on-line Arabic instruction. We reported as well on the recommendations of a Grinnell faculty/staff group that visited the American University of Cairo in March and assessed favorably the prospects for off-campus study in diverse disciplines at AUC’s new campus.

#### Associated Colleges of the Midwest Faculty Career Enhancement Activities

The ACM Mellon Faculty Career Enhancements (FaCE) grant funds scholarly projects, multi-campus workshops, visiting scholars, and leadership initiatives. A number of Grinnell faculty members attended FaCE-sponsored or subsidized workshops and conferences this year. We sent a team of six to a conference “Wearing Many Hats: The Department Chair at Liberal Arts Colleges” held at Macalester College last October. Kent McClelland, Professor of Sociology, and Briggittine French, Assistant Professor of Anthropology, received FaCE funding to attend a Beloit College workshop on “Teaching Peace, Justice and Human Rights” held January 26-28. In March, we hosted at Grinnell a department chair conference on “Mentoring and Evaluating Early Career Faculty Members,” and four of our faculty members participated. Sarah Purcell, Associate Professor of History, attended the workshop on “Teaching History Survey Courses” held at Monmouth College April 13-14. Shuchi Kapila, Associate Professor of English, attended the “Literatures in English” conference at St. Olaf College June 7-9.

Grinnell faculty members have also benefited from the visiting scholar and enhancing scholarly agendas programs sponsored by the ACM FaCE grant. Eric Carter, our new human-environment geographer and Assistant Professor in the Department of Anthropology, gained funding, along with colleagues at Macalester College and Colorado College, for a series of exchange visits over the next two academic years (6 visits in total.) The purposes of these visits will be to share examples of research within human-environment geography with students and faculty through classroom and public lectures, foster collaborations among the three geographers, and build awareness of this relatively new discipline on our campuses. Jin Feng, Associate Professor of Chinese and Japanese, received funding to advance her planning for sabbatical research on the experience of Chinese Americans during the WWII in this year’s round of Enhancing Scholarly Agendas awards.

ACM FaCE activities for the coming year include another round of Enhancing Scholarly Agendas research funding and a faculty leadership workshop titled “Leaders – Not Administrators.” In addition, the visiting scholars program will continue.

### **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 and professional 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, “Strategic Budget Planning” (with Jeff Abernathy, Augustana College), Project Kaleidoscope, Kansas City, November 2006

Jim Swartz, “Planning For Improved Science Facilities at Knox College: What to do for the Next 5, 10, 15, 25, 50.... Years?”, Knox College, December, 2006.

Jim Swartz, “Coalition for Faculty Diversity and Other Strategies for Diversifying the Professoriate at Liberal Arts Colleges,” Associated Colleges of the South Deans Meeting, Trinity College, San Antonio, TX, May 2007.

Jim Swartz, “What Works: Shaping Programs Built Around Goals for Student Learning”, “What Works: Administrators Recognizing and Rewarding Faculty for Attention to Student Learning”, Project Kaleidoscope Leadership Institute, Washington, DC, June 2007.

Jim Swartz, three presentations on various aspects of planning science facilities Project Kaleidoscope Leadership Institute, Washington, DC, June 2007.

Jim Swartz, “Faculty Development for Improving Science Education”, Project Kaleidoscope presentation at Connecticut Conference of Independent Colleges Meeting, Hartford, CT, July 2007.

Jonathan Chenette, Panel on “Program Development in Arabic and Middle Eastern Studies”, Mellon 8 Arabic and Middle Eastern Studies Workshop, Williams College, June 2007

Brad Bateman, “Advising and Liberal Education”,  
Knox College, July 2006  
Franklin & Marshall College, August 2006  
Austin College, June 2007

“Diversifying an Applicant Pool for a tenure track search”  
Lawrence University, October 2006  
Beloit, December 2006

## Participation in the Larger Community

Jim Swartz:

Chair, Advisory Council of the Iowa Energy Center  
Advisory Committee, Midwest Section of National Institute for Technology in Liberal Education (NITLE)  
Steering Committee, Consortium for Faculty Diversity at Liberal Arts Colleges (CFDLAC)  
Consultant/Evaluator, Team Chair, North Central Association, Higher Learning Commission  
Member of the Leadership Team, Project Kaleidoscope

Jon Chenette:

Board of Directors, Iowa Composers Forum  
Chair, Associated Colleges of the Midwest Chicago Arts Program curriculum committee  
External reviewer for Coker College (South Carolina) Liberal Arts Studies Program  
Fulbright Senior Specialists Program Review Committee for Music  
National Institute for Technology in Liberal Education (NITLE) liaison  
Preparing Future Faculty Panel at Iowa State University

Brad Bateman:

President, History of Economics Society  
Editorial Board, Journal of the History of Economic Thought  
Board of Directors, Episcopal Diocese of Iowa  
Reviewer for the National Humanities Center

Conferences Coordinated by or Hosted by Grinnell College (organizational and logistical support provided by the Dean's Office)

January 12-13, Grinnell-Oberlin Mellon-funded Faculty Career Enhancement retreat on "Changing Places: Making a Difference After Tenure" (in Chicago)

March 23-25, ACM Department Chairs Workshop on "Mentoring and Evaluating Early Career Faculty Members"

## **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.

The Executive Council received regular updates and engaged in discussions about the Expanding Knowledge Initiative. It 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, and the structure of interdisciplinary appointments. 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.

### Admission and Financial Aid Committee

Significant topics addressed by the Committee in 2006-07 included:

- Posse Foundation: The Committee met with the four campus-based Posse Foundation mentors; discussion focused on student adjustment to the College, academic progress, group dynamics, and writing skills in particular.
- SAT and ACT-Optional. The Committee held a discussion of the concept of SAT and ACT-Optional admissions. The Committee recommended no change at this time.
- Admission Board Charge (discussion to resume in 2007-08).
- Merit Aid
- Admission Rating System
- Participation in interviews of applicants for various positions in admission, including Dean, Associate Dean, Admission Counselor, Dean of Admission and Financial Aid.
- Review of admission and financial aid data and enrollment statistics throughout the year.

### Curriculum Committee

The Curriculum Committee's responsibilities include routine supervision and approval of specific course changes, and discussion of and recommendations on curricular policy guidelines. In 2006-07, the Committee considered a proposal for a new concentration in policy studies, ultimately approving the concentration as a concept, but waiting final approval until structural details have been determined. There were also changes in registration procedure considered and approved. An assessment of the MAP program was undertaken, with input by all departments and divisions; as a result of those activities, next year's committee will discuss emerging ideas and issues for possible action. The Committee also extensively discussed minimum distribution requirements that have been applied to students in specific programs and circumstances. Ultimately, upon Committee recommendation, the faculty voted to eliminate all divisional distribution requirements except for those students seeking to graduate without meeting the residency requirement, to go into effect in the 2007-08 academic year. The Committee also approved a recommendation that distribution requirements and procedures for declaring a second major no longer require the signature of the Dean. The role of the committee with respect to EKI was also discussed, and resulted in the Committee's recommendation to the Dean that periodic meetings between the EKI advisory board and the Curriculum Committee be started in Fall 2007.

### Committee on Academic Standing

CAS initiatives this year included clarifying the definition of "Good Academic Standing," clarifying the due date for accelerated graduation applications, regularizing the previously experimental exam schedule with a reading day on Monday of finals week, and requiring language assistants to register for 8 credits per semester for credit (rather than audit) in order to confirm their half-time student status. Further details on these actions are available in the CAS Annual Report online at <http://web.grinnell.edu/dean/Reports/06-07/CAS.pdf>.

Several student proposals that came before the Committee requested exceptions that the Committee decided not to grant because the proposals were judged to require general faculty sanction if they were to be allowed. These included a proposal for a triple major (not an option

presented in the *Academic Catalog*) and a proposal to allow students to count more than 48 credits in the Department of Chinese and Japanese toward graduation requirements in cases where the credits are split between the two languages.

The CAS docket and academic honesty actions resembled those of previous years. There were 4 dismissals and 19 suspensions compared to 5 dismissal and 23 suspensions in 2005-06. There were 14 academic honesty cases involving 28 students, with 16 found guilty (15 different students). The previous year saw 20 academic honesty cases involving 28 students and 26 guilty findings. In accordance with faculty legislation from 2004-05, three of the fifteen students from 2006-07 found guilty of academic dishonesty remain eligible for graduation with honors because of mitigating circumstances in their cases; the other 12 are ineligible.

### **SUPPORT FOR OUR ACADEMIC PROGRAMS**

The Grinnell College Libraries (<http://www.lib.grinnell.edu/>)

In his first year as Librarian of the College, Richard Fyffe has overseen an extensive change in facilities of the Grinnell College Libraries, and has encouraged and participated in discussion of future changes in physical facilities and emerging technologies which are changing the face of library services. The 10,553 sq. ft. Kistler Science Library opened at the end of the academic year, providing a spectacular environment for the collections of scientific materials, study spaces and group meeting and learning facilities. With the move of the science materials, Burling has more space to accommodate humanities and social science materials. Enhancement of Burling workstations, reference collections and the reference desk are all also being planned and implemented, with specific attention being paid to physical accessibility. Facilitation of inquiry-based learning through collaboration with classroom faculty, Curricular Technology and Faulconer Gallery personnel, and acquisition of collections of Spanish literature (Debicki collection), Iowa History (various collections); completion of licensure of digital collections of scientific and historical materials complementing the digital collections of art materials acquired during the previous years, have been major programmatic efforts. A major programmatic effort has been facilitation of inquiry-based learning. Collaboration with classroom faculty, Curricular Technology, and Faulconer Gallery personnel has been intensified, and acquisition of the primary information on which inquiry is based -- scholarly literature, historical primary sources, and data -- has received new emphasis. Digital formats increase the accessibility of this primary material to students and faculty alike, and this year the Libraries acquired an additional collection in the JSTOR digital archive of scholarly journals (the Biological Sciences Collection), a digital collection of early American newspapers, and Empire Online, a digital collection of printed, visual, and manuscript materials that document cultural contacts throughout five centuries of European empire, from Columbus to decolonization. Acquisition of primary materials in their original formats remains important, and the Libraries accepted a major gift of early 20th-century Spanish literature (the Debicki Collection) and added several items to an already fine collection of Iowa history. The personnel of the Libraries have also worked vigorously to assess the College community's satisfaction with library services, collections and spaces; have worked to improve communication with students to better understand their perspectives; and have hosted various events to contribute to the intellectual life of the community.

### Information Technology Services and Curricular Technology Support

During the past year, ITS reached its long-standing goal of bringing ITS staff together in one centrally-located facility, the Forum. This move has contributed to better communication among the ITS staff and better coordination with faculty and students through increased face-to-face contact. The new facility is serving the staff very well, and ITS appreciates its enhancement of their ability to provide technological support to the College community. ITS and the Library have worked cooperatively to plan development of facilities, training, and goals for technological support; the Creative Computing Lab and Gallery (see section on Facilities below) has supported media-intensive computing, creative projects, data representation and research. Internet video capability has allowed live streaming of College athletic events, and has supported the teaching of Arabic on campus. The campus AV services office staff was expanded, supporting state-of-the-art multimedia capabilities in seven new classrooms in the JRC and new Science building classrooms (and planned extension to previously existing classrooms across campus). Wireless technology now covers 80% of the campus, and use of the Pioneer Web as a teaching tool continues to increase steadily.

### 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.

Recurring annual work of the IR Office included the production of the College fact book, external reporting, end-of-course student ratings of instruction, and support for faculty reviews (Dean's and advisee surveys) and department self-studies.

We also worked collaboratively to plan and execute Grinnell College survey projects aimed at assessing and understanding student learning; College-wide health and wellness; and in support of self-study for the upcoming NCA reaccreditation. We provided operational data support and special purpose studies for administrative offices of the campus, as well as working closely with the Registrar to coordinate, process and complete external requests for information, reports, and surveys, including assessment components of external grants.

IR is working closely with the Dean's Office on a project to study the benefits of having international students on campus (supported by an American Council on Education grant), and managed Grinnell's participation in a national project coordinated by Penn State University, "Parsing the First Year of College".

Ann Gansemer-Topf, who joined the IR staff in July 2005, has recently left Grinnell to take a position at Iowa State University. Scott Baumler and I thank her for her many contributions.

### Copyright Policy

Recognizing the need to update the College's 1995 copyright policy in light of developments in technology and delivery of course materials, the Dean's Office convened a taskforce to develop a new policy which began work during 2005-06. The taskforce's efforts culminated in a new working policy, presented to the faculty at a meeting on May 7, 2007. This policy will undergo further review over the summer and discussion by faculty, students, and staff in the fall that may

lead to additional revisions. We will need to undertake educational efforts next year to ensure that members of the campus community understand the policy and their rights and responsibilities.

Highlights of the new policy include the following:

1. Provides more options for making determinations of fair use and other permitted uses
2. Encourages exercise of other rights, such as rights accorded to teachers in face-to-face and on-line mediated instruction and the right to negotiate with publishers on terms of copyright transfer agreements
3. Addresses ownership and usage rights for intellectual work created on campus by students, faculty, and staff members
4. Encourages awareness and use of Creative Commons licensing
5. Addresses a wide range of media, including print, images, music, drama, software, video, audio, and broadcast rights
6. Addresses rights of use for recordings of campus events
7. Provides tools for compliance

The full text of the new working policy is available at

<http://www.lib.grinnell.edu/research/copyright.pdf>.

## **FACILITIES**

### Noyce Science Center

Construction began on the Noyce Science Center project in June 2005. We moved into part of the new structure in March and the remainder in late May and early June. We are currently working on renovations in some areas of the 1951 and 1964 wings, which will be finished in August and early September, respectively. The 1986 wing is undergoing complete renovation and that work should be completed before classes start in January 2008, several months ahead of the original schedule. The new spaces are spectacular and are serving the program very well.

### Central Campus Classrooms

Classrooms in ARH, Carnegie, and Bucksbaum have received or are scheduled to soon receive upgrades in AV equipment and furniture. Drawing on our experience with AV setups in the Joe Rosenfield Center, ITS is upgrading and standardizing interfaces in classrooms in these three buildings. This should result in greater reliability and willingness among faculty to use technology in appropriate ways in teaching. This summer, Facilities Management has replaced 176 old wooden tablet-arm chairs in ARH with light-weight, flex tablet-arm chairs. Other classrooms in ARH and Carnegie have received higher-quality tables and chairs moved from their locations at the former Forum Grill and Coffeehouse.

### Joe Rosenfield '25 Center

The opening of this beautiful building made available eight high quality teaching and meeting spaces. These rooms are fully equipped with computer and projection equipment and whiteboards. Tables and chairs—all on casters—make multiple classroom configurations possible, and allow these rooms to serve as classrooms in the daytime and as meeting and activity rooms in the evening. Over the course of the past year, faculty members have made the

transition from complaining about being “forced” to teach in this new space to demanding that their courses be assigned to the “Joe”! Professors and students can conveniently continue classroom conversations after class at the Spencer Grill or in one of the “Joe’s” several study areas.

#### Audio-Visual Center

The process of merging the AV Center media collection into the administrative and support functions of the Grinnell College Libraries continued this year, with all the top-priority items now catalogued and items of unknown origin replaced by newly purchased copies where available. Library Catalog searches for media now report the location as either Listening Room or AV Center, and faculty members can request that materials be placed on reserve in either facility.

#### Creative Computing Lab and Gallery

Over the summer of 2006, we converted the former Forum Grill and Coffeehouse areas to an interdisciplinary media-oriented computing facility known as the Creative Computing Lab. The new space opened in September and gradually grew in popularity, particularly in the spring semester when we extended the hours into the evening and a class in Digital Art met there regularly. A variety of focused events helped promote awareness of the space. These included several presentations by faculty members (“Using GIS in the Classroom”, “Use of Digital Images in the Classroom”, and “Use of Digital Video in the Classroom”), a public presentation by Tim Halverson from the University of Oregon demonstrating the use of eye-tracking software to assist children with severe motor impairments, a student open house, and a Creative Computing Series coordinated by our CTSs and librarians <http://www.grinnell.edu/offices/instructionaltechnologies/ccs/>. Among the side effects of the opening of this space has been closer collaboration between ITS and the Libraries to coordinate policies and programming. We look forward to continuation and expansion of this collaboration as we move toward tighter integration of library, media, and information services and facilities.

### **CONCLUDING COMMENTS**

I believe that, by many measures, the academic program of Grinnell College is outstanding. We have a very strong group of faculty who are committed to providing an excellent educational experience to our students. Our Strategic Plan is helping us to focus the efforts to strengthen the academic program in exciting and meaningful ways. During this year, we recruited a very large number of new faculty members and substantially increased the diversity of the faculty. In the next year our students will see a number of new courses stimulated by the Expanding Knowledge Initiative. As I look toward my last year in the Dean’s Office, I am confident that the academic program of the college is excellent and continuing to evolve in ways that are exciting to our students and faculty members.

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.

**APPENDIX 'A'**  
**MENTORED ADVANCED PROJECTS**

MAP awards during 2006-07:

Steve Andrews:

Teodoro Recio: "Through a Pragmatic Lens: William James's Influence on Gertrude Stein and Alain Locke" (Summer MAP 2006), winner Joseph Wall Phi Beta Kappa Scholar's Award, 2007.

Katherine Diedrick: "Ralph Ellison, Grinnell College, and the Liberal Imagination" (Fall MAP 2006); published as "Ralph Ellison in Purgatory" in *Expose: The Journal of Interdisciplinary Inquiry*, Spring 2007, Connecticut College.

Jackie Brown:

Brown, J.M., M. Todd-Thompson\*, A. McCord\*, A. O'Brien\*, and B. O'Fallon\* 2006. Phylogeny, host association, and wing pattern variation in the endemic Hawaiian tephritids (Tephritidae: Tephritini). *Instrumenta Biodiversitatis* VII:1-16.

Brown, J.M., and I. Cooper\*. 2006. Evolution of wing pigmentation patterns in a tephritid gallmaker: divergence and hybridization. Pp. 253-261 in *Galling Arthropods and Their Associates – Ecology and Evolution*, K. Ozaki, J. Yukawa, T. Ohgushi, and P.W. Price, eds Springer-Verlag, Tokyo.

Poster presentation at the 2006 meeting of the Society for the Study of Evolution held at SUNY-Stonybrook:

Diversification of seed-feeding tephritids in the Hawaiian archipelago -- Jonathan Homans '06 and Jonathan M. Brown

Ann Ellis:

Ellis, A. E., Cesa, A., & Worzalla, S. L. ( 2007) The Way You Move, The Way You Look: Infants' Changing Attention to Object Appearance and Object Function. Poster presented at the Biennial Meeting of The Society for Research in Child Development, Boston, MA, March, 2007.

Ellis, A. E., Carson, E. J., & Peltan, J. R. ( 2007 ). Infants' Flexible Categorization: Effects of Object Familiarization, Vocabulary, and Motor Skills. Poster presented at the Biennial Meeting of The Society for Research in Child Development, Boston, MA, March, 2007.

Karla Erickson:

I completed a MAP called Laboring at the End of Life with M. Jenny Weber and Eszter Csicsai last summer. Their work was accepted at the Midwest Sociological Society meetings in Chicago in April, where they each presented.

Brigittine French:

Three MAP students, Mary Powell, Bristol Ivy, and Laura Shannon, presented findings of their original independent research projects at the annual meeting of the Society for Cross Cultural Research held in San Antonio Texas from February 21 to 24. Mary Powell presented *Crafting Family: Performing Forever in International Adoptive Children's Literature*. Bristol Ivy's paper was entitled: *Sex Education: Language, Gender, and Deviance in the Discourse of Homeschoolers* Laura Shannon's work: *This Is What Democracy Looks like: Costa Rican Women Envision Alternative Modernities* .

Dan Kaiser:

Sophie Church, "Naming Practices in Tula: Local Influences of Family and Religion, 1780-1804" (in English with a Russian precis), pp. 29-41.

Lindsey Martin, "Widows and Widowhood in Tula, 1780-1800" (in English with a Russian precis), pp. 41-57.

Leann Wilson, "Smertnost' v Tule: Analiz okruzhaiushchei sredy na osnove metricheskikh knig odnogo prikhoda, 1780-1804" (Mortality in Tula: An Analysis of the Role of Environment on the Basis of Parish Registers of One Parish, 1780-1804), pp. 57-71.

All three papers appeared in *Izvestiia Tul'skogo gosudarstvennogo universiteta, Serii Istorii i kul'turologiia (Transactions of Tula State University, Series on History and Cultural Studies)*, 2006, no. 5.

Martin, Lindsey [Professor Daniel Kaiser]. "Widows and Widowhood in Tula, 1780-1800." Fulbright Assistantship in Russia, 2007-08. Charles Payne Scholar (outstanding history major in rising senior class), 2006; Lura Camery Award for "most outstanding piece of historical work submitted to Department of History during the year," 2007; co-winner of award for Best Undergraduate Student Paper at Missouri Valley History Conference, 2007.

Wilson, Leann [Professor Daniel Kaiser]. "Mortality in Tula: An Environmental Analysis of Parish Register Data, 1780-1804." Fulbright Scholarship to Russia, 2007-8.

Elaine Marzluff:

"Hydrogen/deuterium exchange of small peptides containing aspartic acid" Spring Knapp and Elaine M. Marzluff, presented by Spring Knapp ('07) at the 233<sup>rd</sup> ACS National Meeting, Chicago, IL, March 25-29, 2007

"Effects of alkyl side chains on the hydrogen/deuterium exchange kinetics of tripeptides in the gas phase" Joe Jankolovits and Elaine M. Marzluff, presented by Joe Jankolovits ('07) at the 233<sup>rd</sup> ACS National Meeting, Chicago, IL, March 25-29, 2007

"Gas Phase H/D Exchange of Small Protonated Peptides: Side Chain Effects" Elaine M. Marzluff, Joe Jankolovits, Spring Knapp, Masayo Ozaki and Michael B. Satzer, presented at the "Gaseous Ions" Gordon Research Conference, Ventura, CA, Feb 25-Mar 2, 2007.

Martin Minelli:

Synthesis and Characterization of Molybdenum(VI) Imido Complexes with Salicylidene-2-aminophenol. Luis A. Arizpe, Zhenglong Hu, Ilia A. Guzei, and Martin Minelli, Department of Chemistry, Grinnell College, Grinnell, IA 50112

Sarah Purcell:

My student Katy Alexander won the Phi Beta Kappa Scholar's award at Grinnell for her MAP paper. She is also submitting the abstract to SHEAR for printing in THE JOURNAL OF THE EARLY REPUBLIC (as part of the seminar we did last summer), and she has the possibility it might be published in part. She will also have the paper read by an outside evaluator as part of the SHEAR program.

Elizabeth Trimmer:

Poster Presentations by MAP Students:

Moon (Ryan) Lee:

"Characterization of Methylenetetrahydrofolate Reductase (MTHFR) Mutant Enzyme Phe223Leu", *M. N. Lee* and E. E. Trimmer, poster presented by *M. N. Lee* at the Midwest Enzyme Chemistry Conference, (Chicago, IL), September 30, 2006, at the PEW Undergraduate Research Symposium in Chicago, IL, Nov. 4, 2006.

Sirui Cao:

"Characterization of Methylenetetrahydrofolate Reductase (MTHFR) Mutant Enzyme Gln183Glu", *S. Cao* and E. E. Trimmer, poster presented by *S. Cao* at the Midwest Enzyme Chemistry Conference, (Chicago, IL), September 30, 2006 and at the PEW Undergraduate Research Symposium in Chicago, IL, Nov. 4, 2006.

Poster Presentations by Trimmer, containing work from MAP students Moon (Ryan) Lee and Sirui Cao:

"Probing the Roles of Phe 223 and Gln 183 in Methylenetetrahydrofolate Reductase from *Escherichia coli*" by E. E. Trimmer, A. L. Jolly, D. Takawira, *M. N. Lee*, and *S. Cao*, and A. P. Nikolova, poster presentation by E. E. Trimmer at the 20<sup>th</sup> Enzyme Mechanisms Conference (St. Pete Beach, FL), Jan. 3-6, 2007.

"Probing the Roles of Phe 223 and Gln 183 in Methylenetetrahydrofolate Reductase from *Escherichia coli*" by E. E. Trimmer, A. L. Jolly, D. Takawira, A. P. Nikolova, *M. N. Lee*, and *S. Cao*, poster presentation by E. E. Trimmer at the 2006 Gordon Research Conference on Enzyme, Coenzymes, and Metabolic Pathways, (Biddeford, ME), July 17-21, 2006.

Henry Walker:

Christine Wang will present two posters at the 12th Annual Conference on Innovation and Technology in Computer Science Education 2007 in Scotland in June 2007. Within a couple months, this material will appear in the SIGCSE Bulletin *Inroads*.

**APPENDIX 'B'**  
**VISITING FACULTY AND SPEAKERS IN 2006-07**

**Center for International Studies**

John R. Heath Professor

Ming Chan (History); B.S., Iowa State University; M.A., University of Washington; Ph.D., Stanford University. Research Fellow and Executive Coordinator of Hong Kong Documentary Archives, Hoover Institution, Stanford University.

International Fellows Program

David Willis, Soai University, Japan (Education)

Abdou Ngom, Cheikh Anta DIOP University, Senegal (English)

Pawel Jedrzejko, University of Silesia, Katowice, Poland (English)

Onur Akmeahmet '94, Harvard University Turkey (Economics)

Masoyoshi Tsurumi, Japan (Economics)

Other Supported Visits:

Ken Bugul & Vernique Tadjou (Francophone African Women Writers)

Carmen Wickramagamage, Senior Lecturer, Department of English, University of Peradeniya, Sri Lanka

Piyasena Wickramagamage, Associate Professor of Geography, University of Peradeniya, Sri Lanka

Kenneth Harrow, Professor of English, Michigan State University;

Victoria Stanford, Associate Professor of Anthropology, Lehman College, CUNY;

Ian Taylor, School of International Relations, University of St. Andrews, Scotland;

Eluzabeth Heineman, Department of History, University of Iowa;

Maud Dahme. Past President, New Jersey State Board of Education.

**Center for the Humanities**

Distinguished Visiting Professors:

Carolyn Dean, Associate Dean of the Faculty and Professor of History, Brown University;

Shuen-fu Lin, Professor of Chinese Literature in the Department of Asian Languages and Cultures, University of Michigan;

Jennifer Doyle, Associate Professor of English, University of California-Riverside.

Claire Colebrook, Professor of English Literature, University of Edinburgh.

Other Supported Visits:

Daphne Berdahl, Associate Professor of Anthropology, University of Minnesota (visit will occur in 2007-08)

Philip Lutgendorf Associate Professor of Hindi and Modern Italian Studies; South Asian Studies Program, University of Iowa;

Bernard Sherman, Independent Scholar and Programming Director, KSUI-FM (University of Iowa);

Thomas Pletzinger, University of Iowa International Writers Workshop  
Veniamin Smekhov

**Center for Prairie Studies**

Herbert Giorgio, Duane Arnold Energy Center (IA)

Martha Norbeck, Architect (Iowa City, IA)

Robert Glass, Sandia National Laboratories

Tom Wind, Wind Utility Consulting (Jefferson, IA)  
Edward Woolsey, President, Chariton Valley Switchgrass Project  
Harrison Schmitt, Apollo 17 Lunar Module Pilot / former U.S. Senator, New Mexico  
Christine Taliga, Director, Iowa Valley Resource Conservation and Development  
Ken Meter, President of Crossroads Resource Center, Minneapolis.  
Wendy Hollender  
Clare Cardinal-Pett, Associate Professor, Iowa State University  
Robert Twombly, Professor, City University of New York

### **Rosenfield Program**

#### Politics of Russian Popular Culture Symposium

Hélène Mélat, Associate Professor, Department of Slavic Studies, Sorbonne University,  
France  
Marina Abasheva, Professor & Dean, Philological Faculty, Perm State University, Russia  
Galina Aksenova, Theatre & Film Critic, Russia  
Vitaly Komar (Artist)  
Marina Balina, Professor, Department of Modern & Classical Languages & Literatures,  
Illinois Wesleyan University  
Tomáš Glanc, Associate Professor, Department of Slavic & East European Studies,  
Charles University, Czech Republic  
Catharine Nepomnyashchy, Director, Harriman Institute at Columbia University; Ann  
Whitney Olin Professor of Russian Literature & Chair, Slavic Department, Barnard  
College  
Boris Briker, Visiting Assistant Professor, Department of Classical & Modern  
Languages, Villanova University  
Larissa Rudova, Associate Professor, Department of German & Russian, Pomona  
College  
Evgenii Bershtein, Associate Professor, Russian Department, Reed College  
Kirill Kobrin, Writer & Literary Critic, Russia  
Stephen Hutchings, Professor, Department of Russian Studies, University of Manchester,  
UK

#### Religion & Politics in the United States Symposium

Esther Kaplan, Radio & Print Journalist  
Kenneth D. Wald, Distinguished Professor of Political Science, University of Florida  
Elizabeth Castelli, Associate Professor of Religion, Barnard College at Columbia  
University  
Robert T. Pennock, Professor of History & Philosophy of Science, Michigan State  
University

#### Rise of China Symposium

Xiudong Jia, Counselor for Political Affairs & Chief of the Political Section, Embassy of  
China in the U.S.  
Joseph Fewsmith, Professor of Political Science, Boston University  
Byron Weng, Professor, National Chi Na University, Taiwan  
Kevin O'Brien '79, Professor of Political Science, University of California at Berkeley  
June Teufel Dreyer, Professor of Political Science, University of Miami  
Mary Gallagher, Associate Professor of Political Science, University of Miami  
Baizhu Chen, Professor of Economics, University of Southern California

Global Climate Change & Our Energy Future Symposium

Herbert R. Giorgio, Certified Health Physicist & Radiation Safety Officer, Duane Arnold Energy Center, Palo, IA

Martha Norbeck, Architect and Sustainability Specialist

Robert J. Glass, Jr., Complex Adaptive Infrastructures & Behavioral Systems, Sandia National Laboratories

Thomas A. Wind, Wind Utility Consulting

Edward L. Woolsey, President, Chariton Valley Switchgrass LLC

Harrison H. Schmitt, Apollo 17 Lunar Module Pilot/former U.S. Senator, New Mexico

Woodrow Wilson Visiting Fellow

Deborah Horan, Reporter, The Chicago Tribune

Other Supported Visitors

Peter Feindt, Research Center on Biotechnology, Society & the Environment, University of Hamburg

Paul Lang, President, Natural Products

Howard Raffety, local farmer;

Joel Severinghaus, International Trade Analyst, Iowa Farm Bureau

Dr. Natalie Hahn, President, Hahn Associates; founder and President, the Malaika Foundation; former Director, Program Funding Office, UNICEF

John Brady Kiesling, former U.S. Foreign Service Officer

Denise O'Brien, Organic farmer; former President, National Family Farm Coalition; Executive Director & Founder, Women, Food & Agriculture Network

Bill Northey, Farmer, Director Ag Ventures Alliance; former President, Iowa & National Corn Growers' Association

Ben Cohen, Founder, Ben & Jerry's

Dr. Edwin Gimode, Department of History, Kenyatta University, Nairobi, Kenya

Robert Hoderne '68, Journalist; Senior Managing Editor, Military Times

David McCord, Professor, Drake University Law School

Mark Bennett, Judge, U.S. District court, Northern District of Iowa

Robert Haveman, Professor Emeritus of Public Affairs & Economics; Faculty Affiliate, Institute for Research on Poverty, University of Wisconsin-Madison

Rebecca Whisnant, Professor, University of Dayton

Victoria Sanford, Associate Professor of Anthropology, Lehman College, CUNY

Ian Taylor, School of International Relations, University of St. Andrews, Scotland

Babak Armajani '68, Founder and CEO, The Public Strategies Group

David Shrivman, Executive Editor, Pittsburgh Post-Gazette

Dr. Samdani Fakir, Director of Training Division of BRAC

David Mosher '85, Senior Policy Analyst, The Rand Corporation

**Peace Studies Program**

Jayne Docherty, Professor, Conflict Transformation Program, Eastern Mennonite University

Hiroshima A-Bomb Survivors

Grameen Bank Presentation

Darfur Refugee and Activist

**Wilson Program in Enterprise and Leadership**

Clint Korver '89, MyDecide.com, (Short Course: Ethics in Business Life)

David Rosenbaum '78, intellectual property attorney, (Short Course: Intellectual Property)

Steve Smith, GCommerce

Max Cardenas '01, Diverse Innovative Solutions

Warren Morrow, '01, Diverse Innovative Solutions

Todd Linden, CEO, Grinnell Regional Medical Center

Amy Scott, The MarketPlace, American Public Radio

Alice Gates '97

Katie Mears '03

Arlene McAtee, Executive Director, Mid-Iowa Community Action

Judy Hunter, Founder and Board Chair, Grinnell-Newburg Educational Excellence

Babak Armajani '68, CEO, Public Strategies Group

Atul Gupta '88, ATG Systems

David Benjamin '84

Nora Bloch, '92

Luther Davis '93

Elizabeth Powley '93

**Nanjing Exchange Program**

Hong Gao, Nanjing Visiting Instructor in Chinese

Yingzi Wu, Nanjing Visiting Scholar in Sociology

**Waseda University Visiting Instructor in Japanese**

Sachiko Kitagawa

**Minority Scholar in Residence (MSIR)**

Aaron Carter (Theatre). Short course: Propheysin' Without Speechifyin': Crafting Theatrical Visions of the Future (Playwrighting)

**Iowa Writers' Workshop**

Marvin Bell

**German Writer-in-Residence**

Oliver Schütte

**Miscellaneous Visitors**

Herbert Hausmaninger, Austria (Transnational Legal Institutions)