

**Report to the President on Academic Year 2007-2008**  
**Jim Swartz**  
**Vice President for Academic Affairs and Dean of the College**

The academic leadership of Grinnell College has focused this year on implementing the academic components of the College's Strategic Plan and on staffing transitions for the future. We made our second round of EKI-related faculty appointments, in Gender and Women's studies (a replacement, appointed to the Department of English), in Film Studies (also to the Department of English.), and in Computer Science. Four EKI-related searches were approved for next year, in Middle Eastern studies, Policy Studies, Mathematics/statistics, and Neuro-philosophy. In addition we have approved an expansion in Latino(a) studies in Spanish. We have continued to encourage faculty conversations about interdisciplinary curricular development, repeated the successful second-year retreat, and worked extensively on indicators to assess 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 wonderful science facility that supports engaged pedagogies, interdisciplinary work, uses of technology, and sense of community. 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

Expanding Knowledge Initiative

At the beginning of the implementation of the EKI, I expressed the hope that this strategic initiative would not be simply additive but transformative. In this third year, this is indeed being realized. We saw the emergence of the next generation of new curricular efforts and new ways of bringing faculty and students together, and the EKI now permeates much of what we do. Its implementation is being normalized as part of the work of the Dean's Office, the Executive Council, and a number of faculty members. This year, for example, the Executive Council was deeply engaged in crafting policies for the review and promotion of interdisciplinary faculty, Associate Deans Jon Chenette and Kathleen Skerrett crafted a successful grant proposal that will support the goal of developing Middle Eastern Studies by funding a term appointment in Arabic, Mark Levandoski obtained HHMI funding for the next stage in interdisciplinary collaboration in the sciences, the Librarian of the College Richard Fyffe and Director of ITS Bill Francis crafted a vision of the way in which the library and ITS should support strategy one (of which the EKI is

an important part), both Jon and Kathleen helped groups of faculty members work on various interdisciplinary initiatives. It is becoming increasingly difficult to distinguish “regular” proposals for faculty positions from EKI position proposals, and new faculty members—regardless of whether they came to Grinnell as an EKI or a regular appointment—are eager to participate in the interdisciplinary enterprise. These changes are rapid and I believe will soon be dramatically apparent to us all. A good portion of the leadership in implementing the EKI has been accomplished by Interdisciplinary Fellows Bob Grey and Clark Lindgren, and Advisory Board members Vince Eckhart, Lesley Delmenico, Tammy Nyden, Wayne Moyer, Monty Roper, Sam Rebelsky, Susan Strauber, and student fellow travelers Eric Olson ’08 (SGA vice president) and Caitlin Carmody ’08.

### *EKI Appointments and Searches*

This year marked the second group of EKI faculty appointments. A multi-department search for a specialist in Film Theory and History resulted in the appointment of Theresa Geller. The appointment in Film Theory and History will add an important area of inquiry to our curriculum, build on existing faculty interest in teaching with film, and take advantage of our strong film collection. Computer Science also made an EKI-appointment, Jerod Weinman, whose addition to the department will enable all members of the department to involve themselves on a regular basis in interdisciplinary teaching and help leave-proof the department. These individuals will begin teaching at Grinnell fall 2008. The search for a third position approved in 2006-07, neurophilosophy, will take place next academic year. We also appointed Lakesia Johnson to apposition in the English Department with a major focus upon Gender and Women’s Studies courses, He appointment was a replacement for a faculty member who resigned last year.

Searches for appointments in Policy Studies, Mathematics/Statistics, and Middle East history/religion will begin next fall. The proposal in Policy Studies was the product of several years of discussions and recent summer workshops involving faculty members in science and social studies and to some extent the humanities. It has links to the Rosenfield Program and a number of EKI initiatives (GDS, the EKI earth systems science and geography appointments, and the “Environmental Challenges and Responses,” “Human Rights and Human Dignity” initiatives). It also builds on existing resources such as Grinnell-in-Washington, DC. Jointly proposed by the departments of History and Religious Studies, proposal to add a position in Middle Eastern History and Religion builds on considerable student and faculty interest in the Middle East and recent offerings in Arabic instruction. It will free up members of both departments to participate in collaborative and interdisciplinary teaching. The searches will take place during the 2008/09 academic year. An expansion of two contracts in Religious Studies will enable further contributions to the EKI, particularly to the Humanities Core initiative. An expansion of a shared contract position in Mathematics and Statistics will increase the ability of the department to focus upon inquiry based learning and decrease dependence upon term faculty positions.

### *Curricular Initiatives: Growth and Coherence*

Sixty-six EKI-type courses were offered this year (this figure is updated from my mid-year report). These included (1) collaboratively-taught, cross listed and concentration-specific courses, (2) courses added to the curriculum by our new EKI appointments, and (3) courses carrying a departmental designation but identified by the teacher as drawing in a significant way

on the methodologies and issues of more than one discipline. Over half of these courses (35) were new offerings and half courses that we have offered for some time, a testimony to the fact that while the EKI is new our interest in this kind of scholarship and learning is not.

At the time that I write this report, 62 courses planned for 2008/09 fall into the categories of collaboratively-taught, concentration specific, cross-listed, or divisional. Including departmentally-designated courses identified by their teachers as being interdisciplinary or integrative, Grinnell College will offer next year at least 109 EKI-type courses, forty-five of which are new.

EKI-Type Courses for 2008/09

Collaboratively-taught courses	9 (six of these are new)
New* interdisciplinary, integrative, concentration specific, cross or divisionally-listed courses, or offered by new EKI appointments	22
Ongoing interdisciplinary, integrative, concentration specific, cross or divisionally-listed courses**	31
New interdisciplinary or integrative courses carrying a departmental designation	17
Existing interdisciplinary or integrative courses carrying a departmental designation	30

\*Courses offered for the first time within the inception of the EKI are counted as new

\*\* On the advice of the AB, I do not include MAT/SST 115

Taking into account the fact that next academic year we will have on campus fewer than half of the projected EKI faculty appointments, the growth in the number of collaboratively-taught and otherwise interdisciplinary courses is impressive and strong evidence of the level of faculty involvement in the EKI. Furthermore, we are beginning to see curricular depth develop in some EKI areas. In 2008-09, six courses based on film (in the Tutorial, history, the languages, religious studies, and English) will complement and benefit from offerings by our new specialist in Film Theory and History, for a total of nine courses dealing with film. Nine new courses on the environment testify to the impact of our new appointments in earth systems science and geography and to the way in which the Advisory Board's (AB) invitation to the faculty to develop courses addressing Environmental Challenges and Responses has stimulated curricular innovation and built on our existing strengths in Environmental Studies and Prairie Studies. Four new courses will speak to Policy Studies next year.

*Initiatives Sponsored by the Advisory Board*

This year the AB initiated discussions regarding two areas that it believes offer good potential for the coordination of existing faculty and student interests and the development of new areas of

curricular development: “Environmental Challenges and Responses” and “Human Rights and Human Dignity.”

#### Environmental Challenges and Responses

This past fall, the AB issued an invitation to the faculty to explore ideas for curricular development and possible appointments addressing “Environmental Challenges and Responses.” This initiative builds on the strong foundations of our Environmental Studies concentration, the Center for Prairie Studies, the CERA field station, and long-standing interests of existing faculty members.

The results of the invitation have been encouraging. Thirty-five people joined a preliminary Common Ground Lunch on this theme and four spin-off groups formed. In all, nine new courses related to the environment will be offered next year, including a collaboratively-taught seminar on “Environmental Challenges and Responses” organized by Kathy Jacobson and administered this next year by Larry Aspler. As perhaps no other cluster of courses and interests has yet done, this effort has important extra-curricular impact as well. Students, staff and faculty members developed successful proposals for a student Eco House and Environmental Dorm Coordinators for 2008-09. A number of independent study courses (not counted above) related to Eco House are being planned for next year, too.

#### Human Rights and Human Dignity

The AB also issued an invitation pertaining to “Human Rights and Human Dignity.” This important theme draws on Grinnell’s existing strengths as represented by the Rosenfield Program, the Center for International Studies, Grinnell-in-Washington, DC, and Peace Studies, and encompasses faculty and student interest in issues of genocide and identity studies. We will begin a concerted effort to move this initiative along in 2008-09. Wayne Moyer has planned to bring a speaker or two next semester who can help frame the issues, and a Rosenfield Symposium addressing human rights is tentatively planned for 2009-10.

#### *Scholarly Communities and the EKI*

##### Common Ground Lunches

We have continued to facilitate faculty collaboration in the development of new curricular initiatives through Common Ground Lunches. This extremely popular vehicle for developing “grass roots” engagement with the Expanding Knowledge Initiative provides the venue for many discussions about (1) teaching and scholarly interests and how to support them, (2) course and program development, and (3) the development of EKI faculty position proposals. During the 2007-08 academic year we supported twenty-two lunches. Six of these lunches were organized by members of the Advisory Board on the topics of “Human Rights and Human Dignity,” “Environmental Challenges and Responses,” different kinds of collaborative teaching, early career faculty issues in regard to the EKI, and area studies concentrations (the last in partnership with the Center for International Studies). Ninety-four faculty members -- well over half of the regular faculty -- attended at least one of these lunches. Many were engaged in more than one (total lunch attendance for the year was 322). A list of the lunch topics for 2007-08 is attached at the end of this report. Descriptions of the lunch topics are at [http://www.grinnell.edu/offices/dean/eki/facultyresources/2007\\_08lunches/](http://www.grinnell.edu/offices/dean/eki/facultyresources/2007_08lunches/).

## Faculty Clusters

Faculty clusters are a “next generation” scholarly community that emerged this past year to facilitate curricular and scholarly collaboration. Faculty Clusters provide a framework for developing and maintaining a community interested in a particular set of issues. At present they exist for Peace Studies, Queer Studies, Early Modern Studies, Disability Studies, and the Study of Race, Ethnicity, Class and Gender.

### *Second Year Retreat*

The second annual retreat for second year students took place September 7-9, 2007. The theme for the retreat was taken from the lecture that Dr. Martin Luther King delivered at Grinnell College in 1967, “Remaining Awake during a Revolution,” and was connected to a Rosenfield Symposium celebrating the fortieth anniversary of the extraordinary symposium at which Dr. King spoke. As was the case last year, the retreat focused on challenging students to think deliberately about the nature of education and about their goals for their time at Grinnell College. Steve Andrews, Associate Professor of English, delivered the plenary lecture. End-of-retreat evaluations were extremely positive. Between 94% and 100% of participants agreed or strongly agreed with a series of statements about the goals of the retreat. There was one exception: a statement about gaining a clearer sense of life goals (admittedly a difficult and ever-changing prospect) garnered a somewhat lower 81% level of agreement. The summary of the retreat evaluation can be found at <http://www.grinnell.edu/offices/dean/eki/officeinterdiscstudies/reports/secondyearretreats/>.

Sixty-four second year students attended the retreat. While this represented a good increase over the 2006 retreat attendance of 48, it was still well below the 100 or so that we had expected. We had no difficulty recruiting volunteer faculty, staff, and upper-level students to help plan and run the retreat. I was particularly pleased to see the level of representation of our POSSE students among the retreat leaders. Associate Dean Kathleen Skerrett is in charge of next year’s retreat, and will work with Student Affairs to enhance the enrolment and program. I look forward to seeing how Kathleen applies her expertise in advising, student life, and teaching to the retreat.

### *Interdisciplinary Fellows*

Grinnell College has been well served by its Interdisciplinary Fellows Jin Feng, Bob Grey and Clark Lindgren. They have been instrumental in planning the second year retreat and in providing leadership in developing and offering interdisciplinary courses. In doing so, they succeeded in involving other faculty members and the effects of that involvement persist in the form of shared-theme Tutorials and collaboratively-taught courses. I cannot think of three better people to have performed this service for the college, its students and faculty. Interest in serving as a Fellow, however, has declined. We may want to revisit something like the Interdisciplinary Fellows in the future but (on the advice of the Fellows) are not at present seeking to fill the three positions.

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

The Dean’s office and the Diversity Officer have worked closely together to strengthen departments’ strategies for diversifying the applicant pool of tenure-track searches. When a tenure-track search is proposed, the Associate Dean meets with the search chair to develop a

strategy that is appropriate for the discipline and the department. In some cases, this involves providing information from the Diversity Officer about the demographics of recent Ph.D.s in the desired field, or information about societies or conferences devoted to diverse constituencies within that discipline. When appropriate the Associate Dean's office assists departments in contacting alumni/ae who may work in the discipline, as well as former applicants to the Consortium for Faculty Diversity. After a search is approved, the Dean's office sends a letter to the search chair outlining the approved strategy, and then follows up with the search chair to see if any further assistance or resources are required. This year, for example, we funded a faculty member and students to attend the Grace Hopper conference in Computer Science in order to raise the profile of the College among the small number of women and U.S. minority men who work in that academic discipline.

Once an applicant pool for a search is available, the Diversity Officer develops a quantitative picture of its diversity. This enables us to learn whether our procedures are working as we hope, and to consider options when they do not. In the 2007-2008 tenure-track searches, we have been very pleased in most cases with the diversity of our applicant pools relative to the diversity of the available graduates in the relevant disciplines.

Of the fourteen new tenure-track and regular non-tenure track appointments this year, five (36%) are from traditionally under-represented groups. This furthers the strong results, begun in the previous year, which reflects the fact that 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.

### 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 2007-08 we appointed eleven new tenure-track faculty and three renewable non-tenure track faculty. Two searches did not result in appointments. This number of searches reflects 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 several resignations of tenured faculty members. Departments and faculty committees expended much time and energy into recruiting and selecting candidates for these positions. We have recruited a very strong group of new faculty members who have expressed strong commitment to our mission.

As described in the Strategy 3 section above, to realize our goal of diversifying applicant pools, we have continued to be very aggressive in recruitment, and have instituted procedures to do so. Of the fourteen new tenure-track and regular non-tenure track appointments this year, five (36%) are from traditionally under-represented groups. This marks a continued strong showing begun in the previous year, 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 (economics 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 the majority of 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 again saw 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. We also significantly increased the amount of funding provided to assist with relocation expenses.

Eighteen term positions (including a CFD Fellow and a Mellon Postdoctoral Fellow) were filled. In two term searches (English and Political Science) the search did not result in a full-time appointment, but the departments' unmet curricular needs will be covered instead by part-time faculty or other adjustments. All but three of the remaining positions we filled with our first-choice candidates. In two of those three searches, our first offers were declined by candidates who accepted tenure-track appointments elsewhere; in the third - in which three offers were made before successfully filling the position, candidates cited spousal employment issue and a tenure-track offer elsewhere, respectively; we did, however, fill all of those positions with well-qualified applicants. Of our term appointments, two are persons of color. Four other term openings were filled by reappointment of current term incumbents.

The list below introduces new faculty members for 2008-09 who will shape and contribute to the College's future. This represents a net addition of three tenure-track faculty positions, in (Computer Science; Economics [Microeconomics]; Film History and Theory [appointment in English Department]).

#### **TENURE-TRACK AND REGULAR, CONTINUING POSITIONS**

Arner, Timothy D.	Assistant Professor of English; B.A., The American University; M.A., Ph.D. (2007), The Pennsylvania State University. Tenure-Track.
Bauder, Julia	Assistant Professor, Library; B.A., Simon's Rock College; M.L.I.S., Wayne State University (2007). Renewable Non-Tenure-Track.
Benjamin, Shanna G.	Assistant Professor of English; B.A., Smith University; M.A., Ph.D. (2002), University of Wisconsin-Madison. Tenure-Track.
Geller, Theresa L.	Instructor in English (EKI; Film History & Theory); B.A., University of California-Santa Cruz; M.A., University of Illinois-Urbana; Ph.D. (in progress), Rutgers University. Tenure-Track.
Gluckman, Kate	Assistant Professor of Physical Education; B.S., M.A. (in progress), Tufts University. Renewable Non-Tenure Track,
Graham, Bradley J.	Assistant Professor of Economics; B.S.E., J.D., University of Iowa; M.A., Ph.D. (2008), University of Colorado-Boulder. Term Position at Grinnell College 2006-2008. Tenure Track..

Hawsey, Max	Assistant Professor of Physical Education; B.A., M.A. (1998) Austin College. Renewable Non-Tenure Track
Johnson, Lakesia D.	Assistant Professor of English; (Gender and Women's Studies). A.B., Smith College; J.D./M.A. (1995), Ph.D.), The Ohio State University-Columbus (2008). Tenure-Track.
Kaufman, Andrew	Assistant Professor of Art. B.A., M.F.A. (2002), University of South Florida. Tenure-Track.
Phillips, Damani C.	Instructor in Music; B.Mus., DePaul University; M.Mus., University of Kentucky (1999); M. Mus, Wayne State University (2003); D.M.A. (in progress), University of Colorado. Tenure-Track.
Quintero, Craig	Assistant Professor of Theatre; B.A., Tufts University; M.A., Ph.D. (2000), Northwestern University. Tenure-Track.
Sala, Gemma	Instructor in Political Science; B.A., M.P.S., Universitat de Barcelona (Spain); M.A., M. Phil, Ph.D. (in progress), Yale University. Tenure-Track.
Wei, John	Assistant Professor of History; B.S.E., Princeton University; M.A., M.Phil. Ph.D. (2008), Yale University. Tenure-Track.
Weinman, Jerod J.	Instructor in Computer Science; B.S., Rose-Hulman Institute of Technology; M.S., Ph.D. (in progress), University of Massachusetts – Amherst. Tenure-Track.

## TERM POSITIONS

Borges, Walt	Assistant Professor of Political Science; B.A., Cornell University (1975); Ph.D. (in progress), University of Texas-Dallas. 1-Yr Term.
Bremm, Doris	Assistant Professor of English; M.A., Rheinische Friedrich-Wilhelms Universität Bonn (Germany); Ph.D., University of Florida (2007). 1-Year Term.
Butcher, Charity K.	Instructor in Political Science; B.A., Transylvania University; Ph.D. (in progress), Indiana University. 1-Yr. Term.
Castillo, José A.	Instructor in Spanish; B.A., Cornell University; M.A., The City College of New York; Ph.D. (in progress), The University of California- Irvine. 1-Yr. Term.
Cave, Philip G.	Instructor in Music; B.A., M.A., Oxford University; Ph.D. (in progress), University of Maryland. 1-Yr Term.
Fowler, Ryan C.	Assistant Professor of Classics; B.A., University of Arizona; M.A., San Francisco State University; M.A., Columbia University; Ph.D., Rutgers University (2008). 1-Year Term.
Henry, Astrid	Visiting Associate Professor of Gender and Women's Studies; B.A., Sarah Lawrence College; M.A., New School for Social Research; Ph.D., University of Wisconsin-Milwaukee. 1-Year Term.
Hilton, Charles E.	Assistant Professor of Anthropology; B.A., University of Oklahoma; M.S., Ph.D., University of New Mexico. 1-Yr Term.
Johnson Bidler, Tiffany A.	Instructor in Art; B.A., Vassar College; M.A., Ph.D. (in progress), University of Minnesota-Minneapolis. 1-Year Term.
Leung, Maxwell S.	Assistant Professor of Sociology. B.A., M.A. (1996), San Francisco State University; Ph.D. (in progress), Claremont Graduate University. 1-Year Term.

Mehta, Nirav P.	Assistant Professor of Physics. B.S., University of Texas-Austin; M.S., Ph.D. (2004), University of Colorado - Boulder. 1-Year Term.
Odom, Glenn A.	Assistant Professor of English. B.A., M.Ed., Vanderbilt University; M.A., Ph.D., University of California - Irvine. 1-Year Term.
Rodrigues, Elizabeth S.	Instructor in Library. B.A., Kenyon College; M.F.A. (in progress), Florida Atlantic University; M.L.I.S. (in progress), University of South Florida. 1-Year Term.
Ruthig, Gregory R.	Assistant Professor of Biology. B.S., Washington and Lee University; Ph.D., University of Virginia. 1-Year Term.
Thomas, Jennifer E.	Assistant Professor of Classics; B.A., University of North Carolina-Chapel Hill; Ph.D., Brown University (2007). 1-Year Term.
Whitworth, Gregg B.	Assistant Professor of Biology; B.A., Grinnell College ('00); Ph.D. (in progress), University of California - San Francisco. 1-Year Term.
Youssef, Mervat	Assistant Professor of French (Arabic Language); B.S., Helwan University (Egypt); M.S., South Dakota State University; Ph.D., University of Iowa (2008) 2-Year Term.

Postdoctoral and/or CFD Fellow

Hernandez-Soto, Heriberto	CFD Fellow and Lecturer in Chemistry, 2008-09. B.S., M.A., University of Puerto Rico at Mayaguez; Ph.D., Purdue University (2006). 1-Year Term.
Western, David S.	Mellon Postdoctoral Fellow and Lecturer in Peace Studies (Political Science Department); B.A., University of Victoria (British Columbia); A.M., Ph.D. (in progress) Brown University. 2-Year Term.

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.

Raquel Greene, Department of Russian  
 Vida Praitis, Department of Biology  
 Nancy Rempel-Clower, Department of Psychology  
 Maria Tapias, Department of Anthropology

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

Jonathan (“Jackie”) Brown, Department of Biology  
 Timothy Chasson, Department of Art  
 Leslie Gregg-Jolly, Department of Biology  
 Jean Ketter, Department of Education  
 Tyler Roberts, Department of Religious Studies  
 Roger Vetter, Department of Music

Moving to Senior Faculty Status at the end of the 2007-08 academic year are:

Elizabeth Dobbs, Professor of English, a member of the Grinnell College faculty since 1976;  
 Dan Kaiser, Professor of History, a member of the Grinnell College faculty since 1979;

and at the end of the Fall, 2008 semester:

Ira Strauber, Professor of Political Science, a member of the Grinnell College faculty since 1973.

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

Eugene Herman, Professor of Mathematics, a member of the Grinnell College faculty since 1965;

Harold Kasimow, Professor of Religious Studies, a member of the Grinnell College faculty since 1972;

Also moving to Emeritus status:

Elliott Uhlenhopp, Professor of Chemistry, a member of the Grinnell College faculty since 1977.

We received the resignations of nine faculty members during the year, some of which are effective at the end of the 2007-08 academic year and some at the end of the 2008-09 academic year.

#### Searches in 2008-09

The Executive Council recommended and the President accepted the following searches during the 2008-09 academic year for tenure-track or regular positions to start in 2009-10:

Economics (Macroeconomics); search continued from 2007-08

Education (Secondary Social Science), (replacing K. Lycke)

English (Renaissance Literature), (replacing T. Prendergast)

History (Modern European), (replacing T. Pegelow-Kaplan)

History (Modern Russian), (replacing Dan Kaiser)

Mathematics and Statistics (3 positions, partial new EKI), (replacing and expanding shared position of Emily and Tom Moore, who will move to SFS in 2009-10, and replacing K.

Kornelson):

Algebra and /or Combinatorics

Analysis and/or Applied

Statistics

Middle East History and Islam (History/Religious Studies), (new EKI position)

Philosophy (Neurophilosophy), (new EKI position, approved in 2006-07)

Policy Studies (Economics/Political Science) (new EKI position)

Political Science (American Politics), (replacing I. Strauber)

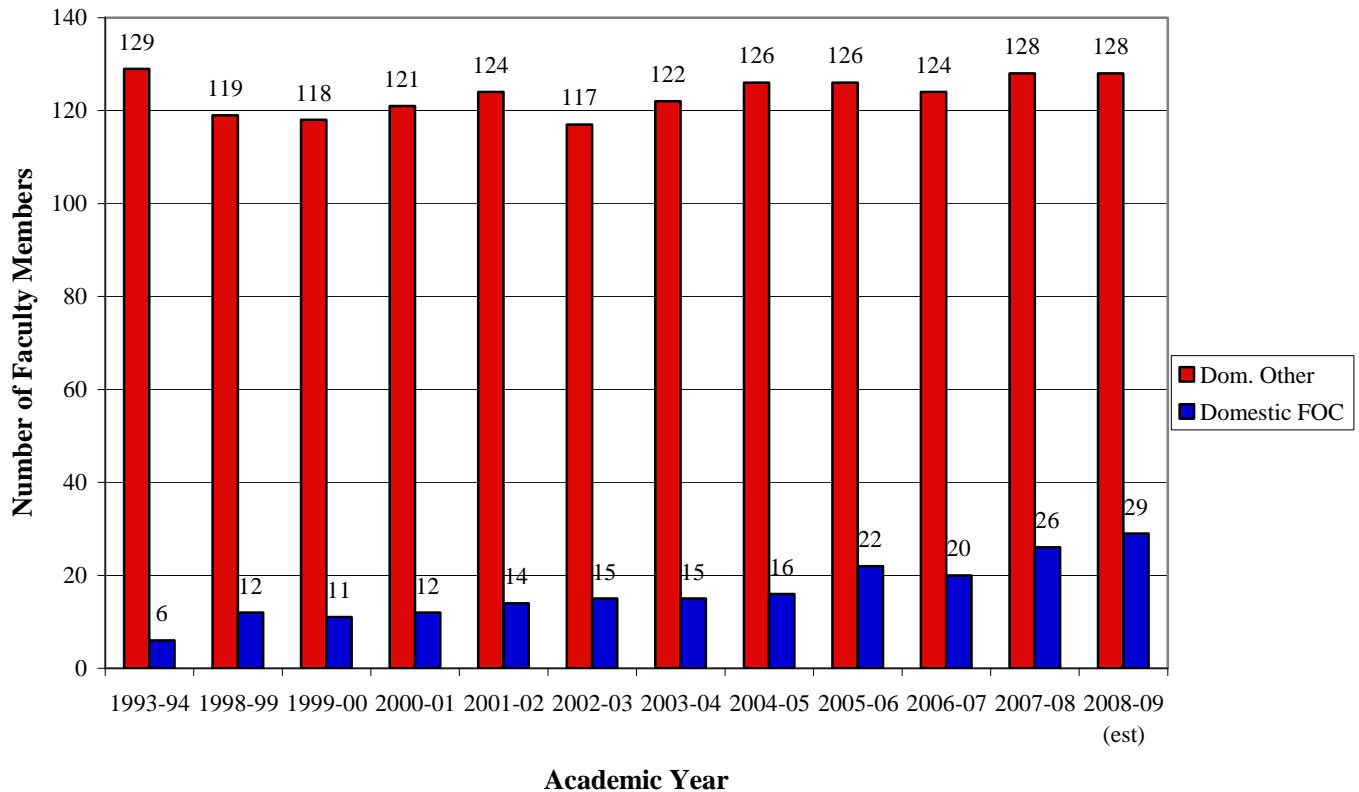
Spanish (Peninsular), (replacing E. Fernandez)

Spanish (Latino/a Studies), (new position)

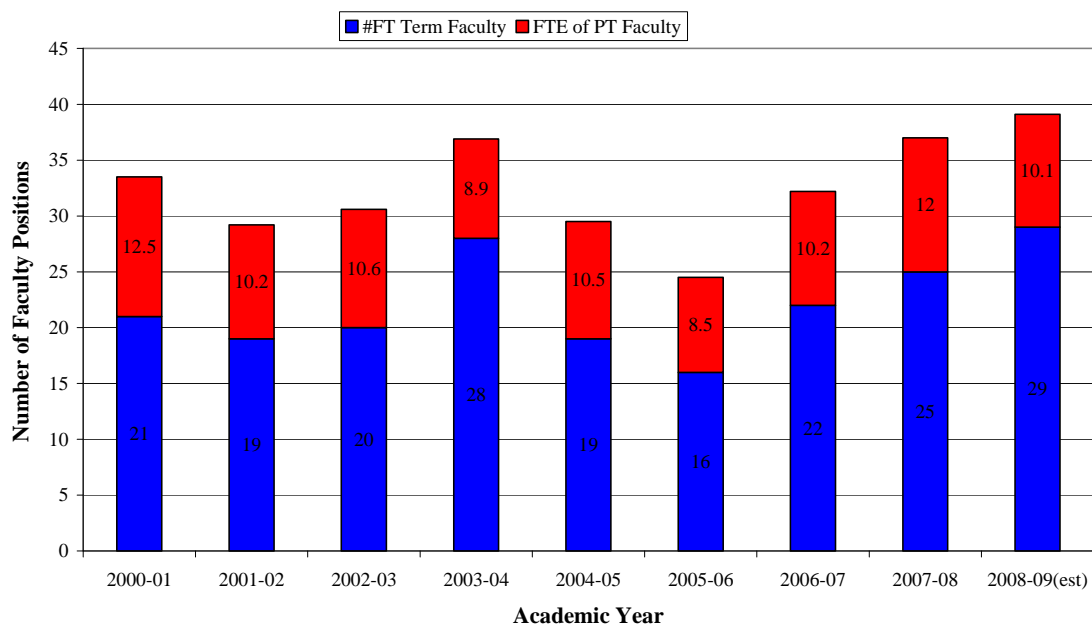
In addition, I expect proposals to be submitted in August for one or two additional searches which resulted from late departures (about which the departments did not know in time to submit a proposal in early April).

In 2008-09 we anticipate that four faculty positions will be vacant by virtue of the incumbents serving full-time in administrative positions in the Office of Academic Affairs. An additional 9 authorized tenure track or regular positions are vacant due to departures during the academic year, searches that did not result in an appointment, or partial expansion of previously shared positions. In most (but not all) cases we have filled these positions with one year term appointments. In addition, 21 faculty members will be on one-semester and 14 are on full-year scholarly leaves, which create additional needs for term appointments. The number of unfilled positions and leaves is again quite high for the year. However, that number of term positions is lower than it might have been due to a number of actions including appointments of tenure-track faculty members in new positions which obviate the need in those departments for most leave replacements with term appointments.

**Number of Domestic Faculty of Color and Other Faculty Members in Regular Positions**



## Term and Part Time Faculty Members



### Dean's Office

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

This year has been a year of significant transition in the Dean's Office. Since President Osgood announced the appointment of Paula Smith as Dean of the College starting in July 2008, we have worked closely together. Paula has conducted a successful search for an associate dean. Val McKee, Administrative Assistant to the Dean, is retiring this summer, and Paula selected Tammy Prusha, (currently Technical Assistant), to serve as her Assistant. Gerry Adams, Registrar, is also retiring and, after a national search, Cheryl Chase, Associate Registrar, was selected as the Registrar. Successful searches have occurred to replace Tammy and Cheryl in their current positions.

It is with mixed feelings that we bid farewell to Jon Chenette, who left to accept the position of Dean of the Faculty at Vassar College. Jon has been a wonderful teacher, scholar, and mentor to students and faculty alike. He has provided outstanding 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 Vassar College that he has been able to move into this position.

I am very pleased that we have been able to attract Leslie Gregg-Jolly, Professor of Biology, to join the dean's office as Associate Dean. Leslie, like Jon, is a strong teacher, scholar, and mentor. She has provided leadership not only within her department but also as a member of the Executive Council and Personnel Committee. She is an excellent addition to the team.

## THE ACADEMIC PROGRAM

Our academic planning this year has focused on continued implementation of the Expanding Knowledge Initiative process as outlined in the Strategic Planning section of this report.

There are a number of important items to report regarding academic program developments during 2007-08 including:

- Preparation and successful submission of two grant proposals totaling over \$2.1 million to support EKI related activities;
- Continued experimentation with an online approach to teaching Arabic, and successful submission of a grant proposal and appointment of a term full-time faculty member to teach Arabic;
- Continued growth in the Mentored Advanced Projects (MAP) program;
- An excess of applications for Grinnell-in-London leading to some students being directed to other programs;
- Changes to the Grinnell-in-Washington program for fall 2008;
- Reconfiguration of staffing in the off-campus study office and appointment of a new Assistant Director of Off-Campus Study to replace the former Coordinator of Special Off-Campus Study Programs;
- Progress on institution-wide learning assessment activities;
- Strengthening and improved coordination of learning support labs;
- Departmental reviews for Mathematics/Statistics and Computer Science;
- Increased collaboration between the Dean's Office and Student Affairs;
- Major program (Centers, Rosenfield, Peace Studies, Wilson, Athletics) activities.

### Arabic

After offering Arabic instruction for a second year in a video conference format in conjunction with the U.S. Arabic Distance Learning Network and a Fulbright Language Teaching Assistant, we are pleased to report the start of regular classroom Arabic instruction for a three-year trial period beginning in 2008-09. A successful grant proposal to the Mellon Foundation provides matching funding for this experiment. In a tight job market for Arabic teachers, an *ad hoc* search committee led by David Harrison, Director of the Center for International Studies, successfully concluded a search with the appointment of Prof. Mervat Youssef, who recently completed her Ph.D. in communications at the University of Iowa. Prof. Youssef will offer first- and second-year Arabic plus a topical course in English, assisted by an Arabic Fulbright Language Teaching Assistant. As part of the grant-supported trial, we will explore possibilities to enhance Arabic or topical courses through collaboration with other colleges in our region. For Arabic instruction to continue beyond the grant period, the Arabic position will require scrutiny through the normal position proposal process and will need to be incorporated into the College's base budget.

### Mentored Advanced Projects

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

As of Spring 2008, the MAP program concluded its sixth year as a regular program of the College. Between the summer of 2007 and spring of 2008, students engaged in 191 MAPs. Much

as in past years, Science MAPs comprise roughly half (102) the total and Humanities and Social Studies MAPs were fairly evenly divided (48 and 41 respectively). 81 MAP proposals were approved for summer 2008. The Dean’s Office supports other forms of student-faculty research, including 299s and 399s.

**Summer 2007**

Division	# Projects
Humanities	9
Social Studies	15
Science	54

**Academic Yr. 2007-2008**

Division	# Projects
Humanities	39
Social Studies	26
Science	48

**Summer 2008**

Division	# Projects
Humanities	4
Social Studies	25
Science	52

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 2007 and June 2008, 31 students received funding to attend conferences and meetings nationally and regionally to present their research. During the past year, two students were co-authors of publications written pursuant to their MAP research, and four students won awards for their presentations of MAP work at academic conferences. These are listed in Appendix ‘A’.

This year, we have begun to experiment with embedding MAPs in “learning cohorts”, or independent projects that are thematically bundled together to enable regular conversation with others. In Spring 2008, for example, a group of MAP students organized their studies around the common theme of a Culture of Food. Each MAP student met weekly with his/her mentor to work on an individual project. But each week the learning cohort met as well in a seminar, usually with one of the mentor professors as guest leader, to work on common readings or topics. These MAP students planned an “alternative” break together, visiting a Grinnell alumna’s eco-village where they learned about locally grown foods. We look forward to this sort of innovation in strengthening both inquiry-based learning and interdisciplinary connections through the success of our MAP program.

This year we have identified issues that need to be addressed in order to streamline and rationalize the opportunities for independent study at the College. In particular, we need to simplify the MAP application and to better coordinate the deadlines for faculty mentors and student proposals for MAPs. There is also interest among faculty to reflect on how the MAP program may enable students to do research in archives off campus.

Off-Campus Study and other International Education

During the 2007-08 academic year, Grinnell students studied for 199 student-semesters in 36 countries, including the United States. Grinnell continues to offer two of its own off-campus study programs: Grinnell-in-London (GIL) and Grinnell-in-Washington, DC (GIW).

In 2007-08, Grinnell-in-Washington D.C., directed by Victoria Brown, Professor of History, had 11 participants. Grinnell-in-London had 25 participants and two Grinnell faculty members: Charles Cunningham, Professor of Physics, and Chris Hunter, Professor of Sociology.

This was a banner year for applications for GIL (for the fall of 2008), with 52 students making application for a total of 35 available places in the program. Unfortunately, since this was the first year in which not all qualified students could be admitted to the program, none of the students had submitted a backup program, which precipitated an unprecedented round of admission decisions and student moves to other programs. At this writing, 34 students plan to participate in GIL. The application is being redesigned to require that students submit a back-up program with their proposal, providing a ready alternative for those students who are not admitted. The OCS office will also forewarn student applicants that there may be a need to turn some eligible students away if last year's unprecedented situation recurs.

We continued our collaboration with Oberlin on our London programs, although Oberlin is not seeing the enrollments it needs and is currently reassessing its long-term commitment to the collaboration. Our current collaboration runs until the fall of 2009.

GIW participants next year will have the option of participating in internships arranged by the Washington Internship Institute or arranging their internships independently (although in coordination with WII), if they feel this would better suit their interests and abilities. Boston University in Washington will provide a new housing option and additional classroom space in Fall 2008 beyond what WII provides. The program will also keep the same format throughout the semester rather than shifting from internship- to policy studies-intensive phases as in the past.

The application process for OCS involving a second choice in the alternate semester for off-campus study worked very well again in 2007-08. No rebalancing of students between semesters was necessary.

On-site evaluations to monitor quality of programs continued this year with visits to:

- \*Institute for International Education of Students (IES) program in Delhi, India;
- \*CET Harbin and Hangzhou Programs;
- \*Denmark International Study Program (DIS) (visit in June 2008);
- \*Grinnell-in-London;
- \*University of Bristol and University of Exeter;

Additional programs were approved as follows: AMIDEAST (Rabat, Morocco); Intercollegiate Center for Classical Studies (ICCS) (Catania, Sicily). The School for International Training (SIT) program in Madagascar was dropped due to concerns over program quality.

The College joined two programs: AMIDEAST Academic Consortium Board (provides oversight for Arabic language off-campus study programs in North Africa and the Middle East); Forum on Education Abroad. The Forum's Standards of Good Practice are recognized as the definitive means by which the quality of education abroad programs may be judged.

In October 2007 the Director of the Center for International Studies and the Director of Off-Campus Study attended the IES Annual Conference in Chicago, opening discussions with several potential university partners.

In January, 2008, Neela Nandyal was appointed to fill the position of Assistant Director of Off-Campus Study, a position which bears primary responsibility for the GIL and GIW programs and assists with other off-campus study programs. This was an expansion of the position formerly held by Anne Geissing, who resigned in December 2007.

### Writing, Reading, Math Labs and Science Learning Centers

This year the Dean's Office strengthened its leadership of the Writing, Reading, Math Labs and the Science Learning Center. Kathleen Skerrett met with the Directors as a group once each semester to discuss common problems and set priorities. Together we want to foster a culture of innovation in the centers and improve the status of the faculty instructors who carry out the mission of the labs.

This year, the Writing Lab, under the direction of Judy Hunter, engaged in a significant restructuring of its services. Students can now register on-line for appointments with Writing Lab instructors, and regular appointments have been shortened from 50 to 40 minutes to meet a greater number of student requests. The Writing Lab has been invited to reflect on integrating its services into a campus-wide Writing Program. <http://www.grinnell.edu/academic/writinglab/>

The Science Learning Center, having completed a Self-Study last summer, organized by the director Minna Mahlab, reflected on opportunities to meet student needs. In Spring 2008, the Director experimented with new ways of delivering peer tutoring through a drop-in tutoring program. Assessment of this new program is ongoing to enable flexible response to student use. In addition, the Director gathered qualitative data about the peer mentors' pedagogical experience and philosophies. These responses will become the basis of an HHMI-funded research project on the effect of peer mentors experiences to subsequent science careers.

The Reading Lab, under the Direction of Joan Mohan, has strengthened its ESL services. As the College has increased its enrollment of international students, we need to reflect systematically on supporting these students' success.

The Math Lab expanded its service in Computer Science with the addition of Marge Coahran as a part-time instructor.

### Assessment Activities

The Associate Dean's office has worked closely this year with the Office of Institutional Research to enhance cohesion and validation of assessment activities at Grinnell College. Over the past decade, various constituencies at the College have pioneered and administered innovative assessment instruments. Our goal this year was to reflect on our current activities, and to develop a strategy that joins what we are doing well to a central philosophy and program of assessment. Most importantly, in this next phase of our Assessment Program, we aim to route analyses of data into pedagogical and policy outcomes.

We believe that the mission of the College and our core values should inform both the outcomes we assess and the kinds of activities we use in evaluation. Therefore, although we do use standardized surveys, such as NSSE, we are conscious that students and faculty grow tired of

responding to surveys unless they are able to derive analyses that help advance core values and mission. An inquiry-based approach to assessment will help us to propose and answer meaningful questions in our assessment activities. To this end, the Office of Institutional Research has begun to inventory the many local as well as campus-wide activities that we do in order to enhance the validity and richness of research we do on student learning outcomes. The Office of Institutional Research is creating inventories of assessment activities and enhancing technological links among them so that queries can be researched and validated through a variety of sources. Finally, an inquiry-based assessment program demands leadership that poses salient questions to our inventories of information and analyzes the results to produce knowledge for wise use. Our major task now is to ensure that our assessment queries reflect issues of priority to campus and external constituencies, that our research is responsive and richly validated, and that our analyses become the basis for significant policy discussions and innovations on campus.

We continue to share ideas, instruments, and leadership with our peers. The College is a partner in the Collaborative Assessment for Liberal Learning (CALL) consortium, funded by the Teagle Foundation. This year Grinnell faculty traveled to Carleton College in order to share Grinnell's Writing Assessment program and to learn about other approaches. At a small conference at St. Olaf College, Dave Lopatto presented the Grinnell's MAP assessment rubric, which we use to learn about the intellectual independence and critical abilities of our seniors. In April, under the leadership of David Harrison, Grinnell hosted a small conference on establishing priorities, benchmarks and assessment activities for students' global understanding. This conference allowed us to share work that Grinnell faculty and academic leaders began last summer on student learning outcomes and internationalization.

Among more routine and local assessment activities, we conducted campus-wide major assessment activities this year. These include the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSE), and the Faculty Survey of Student Engagement (FSSE). Results will be available in the fall of 2008.

We have continued to administer the Writing Assessment Inventory with minor modifications that we hope will improve response rates without compromising comparison among years. Assessment of the Second Year Retreat will help change the way we recruit students to participate in the Retreat and help us focus the content of the program. The Office of Institutional Research worked with the Tutorial and Advising Committee to design rubrics for a proposed ongoing transcript analysis project that may be brought forward in Fall 2008. We also administered the MAP assessment instrument. We have also furthered initiatives of assessment of "internationalization" at Grinnell College as well courses developed for the Expanding Knowledge Initiative (EKI). Finally, in connection with the College's Reaccreditation Self-Study, we conducted student and alumni surveys. We found that our graduates consistently value over time the "habits of mind" developed in their undergraduate years.

### Reviews of Departments

In 2007-08, the Mathematics/Statistics and Computer Science Departments each prepared an extensive self-study, and were visited by teams of external reviewers. In preparation for these visits, each department brought forward from its self-study a series of questions posed to the

reviewers for their advice and to serve as stimulus for internal development. Both review teams have submitted reports to the Dean's Office, including helpful suggestions and advice.

### Dean's Office and Student Affairs

This year the Dean's office has become more intentional about strengthening communication and involvement between Academic Affairs and Student Affairs offices. Jim Swartz chaired the search committee that resulted in the appointment of Houston Dougharty as the new Vice President for Student Affairs. Kathleen Skerrett was a member of the search committee that appointed Travis Greene as the new Dean of Students. Changes in leadership offer mutual opportunities to reflect on the importance of our intensive residential life to the distinctive liberal arts education that Grinnell offers. We have begun to explore ways to better integrate student life with the demands of the academic program in order to foster student thriving.

The most significant collaboration between these offices has been our work on New Student Orientation. Over the course of the year, drawing leadership from Student Affairs, Athletics, the Center for Spirituality, Religion and Social Justice, Communication and Events, SGA and the Dean's Office, we have jointly undertaken to redesign the New Student Orientation programs. Under the guidance of Dean of Students, Jennifer Krohn, we have had many meetings to develop a cohesive orientation program with clear priorities and simplified structure. The focus is to introduce students to the concept of self-governance--with its roots in the history of Grinnell College--and its ethical significance for a student of the liberal arts. This year we have planned a major welcome ceremony for new students and their parents for August 2008. In addition, we have worked with student leaders to design three evening programs that focus on self-governance, diversity, and sexual ethics, respectively.

Kathleen Skerrett served on the Mental Health Review Task Force. She also participated in interviews for new Residence Life Coordinators. These involvements increase our knowledge of each other's work and enable us to discover shared opportunities to foster students' thriving.

## MAJOR PROGRAM ACTIVITIES

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

The Center invited four scholars, each a pioneer in their own practices of interdisciplinarity. Their names are included in the list of visitors attached to this report as Appendix "B". Each person conducted a seminar during their period of residency on their respective work in progress. The seminars were attended by a total of 15 people, representing faculty in all three divisions, a staff member, students, and post-baccalaureate fellows. In addition, the four visitors each presented a section of a semester-long seminar, presented a lecture of public interest, and re-visited campus during the spring 2008 semester to participate in a Humanities Symposium, "Thinking Interdisciplinarity." The Center also provided funding for various classroom visits in French, Philosophy, and GIS; co-sponsored a conference with the Center for International Studies; and organized a series of Humanities lunches at which Grinnell faculty members gave presentations on their current research projects. The Center also physically moved to permanent new facilities in Jesse Macy House, where it is supported by a new Program Associate. The Center wishes to recognize Sondi Burnell, Technical Support Assistant in Goodnow Hall, for her

capable and organized support of the Center during its first seven years. In the coming year, the Center will experiment with fulfilling its mission by bringing a visiting scholar for an entire year on campus, emphasizing a collaborative approach to research and faculty development, and addressing local interest in an emerging field in the humanities. Jeanette Roan, Assistant Professor at George Mason University who works on Visual Culture and Film Studies will teach two undergraduate seminars, participate in workshops, and meet with other faculty engaged in work on “Visual Culture” throughout the 2008-09 academic year.

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

The Center for International Studies had a very successful year that included an engaging series of international visitors (see list included in Appendix “B”, arranged both through the International Visiting Fellows and Heath Visiting Professorship programs), strengthened relations with our Nanjing University partners, forged new partnerships with foreign universities, increased opportunities for faculty, students, and curricular development, as well as developing new technological and administrative structures to enhance the international awareness of the campus.

The Nanjing University exchange program, in its twentieth year, continued to bring benefits to the college through extended visits to Grinnell of Chinese academics, a visit from an administrative delegation, and a twenty-year reunion of Nanjing Teaching Fellows, attended by fourteen alumni and honoring the role of Professor Andrew Hsieh (Department of History) in inaugurating the partnership with Nanjing. The Center also worked on developing partnerships between Grinnell College and leading universities outside of the United States, including the possibility for Grinnell faculty to visit the University of Granada (Spain) and University of Melbourne (Australia) through the Institute for the International Education of Students (IES).

Co-curricular events were supported by the Center, either independently or in conjunction with other programs. These events included speakers, film screenings, workshops, lectures, exhibits, and performances. The Center continued the previous year’s Seminar on Genocide and the Holocaust, and began work on a faculty seminar during the summer of 2009, planning a focus on and travel to the region of the Mediterranean Sea.

Curricular development efforts culminated in the appointment of a faculty member in a two-year term appointment in Arabic language and work on the cooperative development (with the Center for Prairie Studies) of a course on sustainable living throughout the world.

Launched this year were the Student Internationalization Group (to increase visibility of the Center among the student body), renamed for 2008-09 to “CIS Interns”; a Faculty Database of International Experience and Interests, and, for Fall 2009, a student international experience database.

The Center moved to its new quarters in Jesse Macy house in January 2008, and is now in close proximity to members of the OCS Staff, with whom much cooperative work is done. Reflecting that fresh start, the Center has also completely redesigned its website. Assessment of Center programs is a high priority to be pursued in the coming year.

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

The Center offered a range of programs in 2007-08, including workshops, exhibitions, lectures and symposium, and field trips, many of which involved the topic of agriculture. These programs were attended by 800 individuals, comprised of students, faculty, and community members. Of special note were an evening event at CERA held in the fall, a short course on sustainable energy, and culmination of a three-year photographic project on "The Vanishing Agrarian Landscape." Prairie Studies components were included in at least eight courses; the Center or an aspect of its work were also featured in three State and local publications. A list of individuals who made significant presentations is included in Appendix "B" attached to this report. The Center's move to Jesse Macy House provides facilities and support that are much appreciated. The Advisory Board invested considerable time in planning for 2008-09 activities, interdisciplinary course offerings, and initial discussion of a proposal to develop an interdisciplinary prairie studies magazine.

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

Public events sponsored during the 2007-08 academic year by the Rosenfield Program in Public Affairs, International Relations and Human Rights included symposia, lectures, and campus visits, addressing a wide range of issues. Collaborating with other organizations on campus helped to reach diverse audiences and insured effective utilization of financial resources and planning of the calendar of campus events. A list of visitors and program titles associated with the Program in 2007-08 is included in Appendix "B", attached to this report. Four major and two minor symposia discussed farm policy; a commemoration of Dr. Martin Luther King (an interdisciplinary event which brought together speakers, musical performance, and tied nicely into an exhibition of memorabilia associated with Dr. King's 1967 visit to Grinnell College); health care reform; Korean politics and economic development; public school education and reform initiatives; and (co-sponsored with Environmental Studies) issues related to the Arctic. Woodrow Wilson Visiting Fellow Robert Peck March visited campus in March, giving three public presentations, visiting with several classes, and participating in a wide variety of informal discussions with faculty and students. In this Presidential election year, the program also hosted in cooperation with the University of Iowa and Drake University a series on U.S. foreign policy, prior to the Iowa caucuses. This proved particularly successful. A wide range of other events, individually a bit more narrowly focused, completed the program's efforts for the year. A Fall, 2007 colloquium of summer '07 student internship participants helped to foster cooperation and interest among students who have completed internships and those contemplating future internships.

As this academic year ends, Wayne Moyer has completed an outstanding term of twenty-three years as Director of the Rosenfield Program at Grinnell College. The College salutes Professor Moyer for his meticulous, tireless, and insightful planning and leadership that has brought such enrichment to the campus and has informed the campus community about important and sometimes controversial issues related to public affairs, international relations and human rights. We are indebted to him for shaping this program into such a vital facet of the gem of a Grinnell College education. Sarah Purcell '92, an accomplished member of the History Department, begins her term as Director this summer.

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

This past year has been very productive for Peace Studies, beginning with a well-attended and inspiring presentation by Craig Kielburger, founder of "Free the Children," followed by a conference which brought participants from six colleges to campus, presentations by invited speakers and students throughout the year and the implementation of programs which will impact the curriculum. Peace Studies' most significant projects included a three-day Prison Education Conference in November, a two-day visit by the esteemed "father of restorative justice," Howard Zehr, and two well-attended faculty workshops focused on conflict analysis. Peace Studies continues to give students opportunities to experience peace-building in the field through internships and attendance at programs in post-conflict areas abroad, as well as networking with other students by attending conferences including the recent one at the Kroc Institute for International Peace. Peace Studies worked very hard to expand peace studies offerings in the curriculum, which next year will include mediation training during fall break, a three-week short course on negotiation, and a peace studies course to be offered by the new Mellon Post-doctoral Fellow/Lecturer in peace and conflict studies.

Donald L. Wilson Program in Enterprise and Leadership  
(<http://www.grinnell.edu/academic/wilson/>)

The Wilson Program offers liberal arts courses drawing on the skills, experience, and passions of alumni to prepare students for innovative careers in business, non-profit, and government sectors, with the goal of changing the world. During the 2007-08 academic year, two alumni short courses were offered during fall semester (a list is included in Appendix "B" to this report); Chris Hunter taught a course in the spring, and Doug Caulkins, Director of the Wilson Program, offered one course each semester. Caulkins also stepped in to offer two additional short courses in the spring, due to scheduling difficulties encountered by the alumni instructor planned for that semester. A total of 133 students participated in seven Wilson courses during the year. In all, 20 alumni returned to campus to participate in the Wilson courses in various ways. As a direct result of his enthusiasm engendered by the program he experienced, one of those participants has agreed to teach a Wilson short course next year.

The Program sponsored 11 mini-internships at Grinnell Regional Medical Center, with students spending 4-6 hours per week over a 6 to 8 week period working with staff. The Program also funded travel for 8 students during the spring break to participate in GRINNELLINK Externships with alumni. Each student spent 3-7 days of life and job shadowing while living with their host family. This summer, 12 summer internships are sponsored by the Program.

The Wilson Program is currently working on development of local partnerships among regional and county non-profit agencies, providing interns to develop opportunities in Grinnell and the "Golden Circle" area. Last, the Wilson Program is cooperating with Alumni Relations in the planning stages of a project to create and energize affinity groups among alumni interested in furthering socially responsible innovation in creative ways. These "Creative Clusters" can become entrepreneurial or leadership clusters. Mark Montgomery has agreed to accept the leadership of this program when Doug Caulkins retires at the end of the 2009-10 year. They will work closely together over the next two years to continue the successes that Doug has built and to ensure a smooth transition as Mark plans his vision for the future.

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

A total of six team and fifty-six individual conference championships crowned the year's accomplishments of Grinnell College athletes in 2007-08. Accomplishments on the field, on the court, on the track, and in the pool were achieved while our student-athletes have remained some of our best students in the classroom; we are proud of their accomplishments in both athletic and academic arenas. Intramural sports and outdoor recreation programs have met the interests of students, faculty and staff in improving their physical fitness and their social involvement in team sports; club sports rounded out the extracurricular athletic offerings of the college. In addition, 534 students enrolled in 49 physical education classes during the year. In 2008, several new classes will be added to the curriculum, and a wellness coordinator will oversee the campus wellness program for students, faculty and staff.

### Visiting Faculty

A list of visiting faculty who enriched our curriculum during the 2007-08 academic year is attached as Appendix 'B' to this report.

## 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.

In 2007-08, Harris applications included five from women and three from men; fellowships for 2008-09 were awarded to one woman and one man, from the Social Studies (Sociology) and Science (Physics) Divisions, respectively. Study Leaves for 2008-09 were awarded to three women and two men. We are pleased that applications for these competitive leaves are sought with increasing frequency by women as well as by men.

In 2007-08, 18 faculty members took full-year scholarly leaves. Of those, 10 were two-semester sabbaticals, 4 were a combination of a one-semester sabbatical and a one-semester study leave, 2 were a one-semester sabbatical or one-semester research leave coupled with a semester non-funded leave, and 2 were Harris Faculty Fellowships.

In 2007-08, 14 faculty members took one-semester scholarly leaves (9 took one-semester sabbatical leaves, 1 took a one-semester study leave, and 4 took one-semester research leaves). In addition, two faculty members in a shared contract spent a semester co-directing an ACS program in Turkey.

Harris Fellowship leaves were taken in 2007-08 by:  
 Matthew Kluber, Department of Art, for his project “Firewire Pictures,” and to  
 Elizabeth Prevost, Department of History for her project, “Feminizing the World: Women’s  
 Missionary Encounters in Colonial Africa and the British metropole, 1865-1930”.

Study Leaves were awarded to and taken in 2007-08 by:  
 Leslie Gregg-Jolly, Department of Biology;  
 Sarah Purcell, Department of History;  
 Alan Schrift, Department of Philosophy;  
 Elizabeth Trimmer, Department of Chemistry; and  
 Barb Trish, Department of Political Science

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

### FACULTY DEVELOPMENT

#### External Grants

32 proposals submitted to external institutions for consideration of funding this year resulting in awards totaling over \$2.7 million and five are pending for \$355,620. We are particularly happy to have received two major institutional grants (from the Howard Hughes Medical Institute and the Andrew W. Mellon Foundation) totaling over \$2.1 million to support the interdisciplinary and new area of knowledge goals of EKI. Those grants that were awarded include:

<u>Faculty Member</u>	<u>Amount, Granting Institution Project Title</u>	<u>Purpose of Grant</u>
Institutional	\$1,200,000, Howard Hughes Medical Institute Interdisciplinary Faculty and Curricular Development Across the Sciences	Undergraduate Science Ed. Research
Institutional	\$965,000, Andrew W. Mellon Foundation Expanding Knowledge: Enhancing Interdisciplinary Inquiry at Grinnell College	EKI
Institutional	\$7,400, National Institutes of Standards and Technology Summer Undergraduate Research Fellowship	Research
David Cook-Martin	\$67,543, National Science Foundation Collaborative Research with UCSD: Race, Immigration, and Citizenship in the Americas	Research
Ben DeRidder	\$147,731, National Science Foundation Role of Rubisco Activase Gene Regulation in Acclimation of Photosynthesis to Heat Stress	Research

Ben DeRidder	\$47,974, National Science Foundation Acquisition of a Quantitative Real-Time PCR System for Biological Research	Instrumentation
Peter Jacobson	\$20,000, The Nature Conservancy Groundwater and Surface Water Hydrology at Swamp White Oak Savanna	Research Eqpt.
Eric McIntyre	\$1,400, Iowa Arts Council Theatrical Chamber Music and Narrative Improvisation	Public Recitals
Tammy Nyden	\$30,000, American Council of Learned Societies De Volder and the New Physics at the University of Leiden	Research
Tammy Nyden	\$4,000, American Philosophical Society De Volder and the New Physics at the University of Leiden	Travel
Asani Seawell	\$2,000, Iowa Arthritis Foundation The Role of Hope among Women with Osteoarthritis	Research
Karen Shuman and Keri Kornelson	\$183,938, The National Science Foundation Mathematics Research	Research
Sujeev Wickramasekara	\$31,183, Research Corporation Relativistic Dynamics of Quasistable States	Research
Lesley Wright	\$53,625, Portuguese Embassy & Foundations Where are You From? Contemporary Art from Portugal	Gallery Exhibit
Emna Zgal	\$10,000, Creative Capital Foundation “Dark Turquoise”	Creative Project in Visual Art

Committee for the Support of Faculty Scholarship <http://www.grinnell.edu/offices/dean/csfs/>  
The Committee for Support of Faculty Scholarship awarded 38 grants to 38 faculty members during the academic year and 39 grants to 39 faculty members for summer projects. Funding for these grants totaled \$172,500. The Committee also made recommendations on grants for summer research involving 97 students, including Mentored Advanced Projects (MAPs) and Directed Summer Research to be conducted by students and faculty in the summer of 2008. Total funds supporting summer student-faculty research amounted to \$375,000, of which \$297,000 was from institutional funds and \$78,000 provided by a grant from the Howard Hughes Medical Institute Mellon FCE grants. The Committee for Support of Faculty Scholarship also allocated \$240,000 to faculty members to support their travel to professional meetings. In addition, we expended a total of \$75,000 for faculty travel and other scholarship support for named chairs.

Instructional Support Committee <http://www.grinnell.edu/offices/dean/committees/isc/>

During the 2007-08 academic year, the Instructional Support Committee continued to support class-related field trips, classroom visitors, interdisciplinary faculty discussion groups, interdisciplinary common ground lunches, and individual faculty curricular development projects. The Committee, through representatives, participated in searches for a new data librarian and a curricular technology specialist and in the interim review of the Librarian of the College. They provided advice on an ITS/Library vision statement, development of a digital repository, copyright education, and best practices in handling student academic records in accordance with FERPA. 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.

ISC engaged in extensive discussions of proposals to provide Google Apps to promote greater collaboration among computer users on campus and to recommend open document formats as the default on campus computers.

To introduce new faculty members to the teaching culture and support systems at Grinnell, the Dean's office continued to run an orientation program for new faculty beginning with a 2-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 revamping the library and curricular technology introduction and highlighting the early career faculty group's peer mentoring activities.

Mellon Faculty Career Enhancement (FCE) Grants

<http://www.grinnell.edu/offices/dean/supfac/oncampusopportunities/>

Grinnell College participates in four 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, a third with our regional consortium, the Associated Colleges of the Midwest, and a fourth with twenty-three national liberal arts colleges. Funds support teaching and research initiatives from individuals, departments, and cross-disciplinary groups.

### ***Grinnell-Oberlin Faculty Career Enhancement Activities***

In this final phase of our Grinnell-Oberlin Mellon FCE grant (grant ends in January 2009), we are focusing increasingly on support of Grinnell-specific initiatives. By tapping funds from the Grinnell-Oberlin grant, we are able to support four post-sabbatical research assistants for faculty members during 2008-09 rather than the two supported by our 8-college FCE grant. This program, piloted at other colleges in the first phase of the Mellon 8 grant, appears to be popular with our faculty. If the assistantships work out as proposed, the College will need to consider whether to wrap funding for such assistantships into the base budget. We have one more year of funding for post-baccalaureate assistants under the Mellon 8 budget.

The Grinnell-Oberlin grant continues to support Scholarly Women's Achievement Groups which provide peer communities for discussion of scholarly pursuits among women faculty members.

Other areas of support include travel, pedagogical development, and scholarly initiatives of individual faculty members involving collaboration with colleagues on other campuses in the U.S. and abroad.

In April 2008, our portion of the Grinnell-Oberlin FCE grant supported a pair of book publishing workshops with consultant Beth Luey. These were organized through the initiative of our early career faculty group, coordinated by David Cook-Martin. Several Oberlin faculty members attended via video conferencing. The workshops covered a wide range of topics, from identifying discipline-specific publishers to putting together a book prospectus to negotiating book contracts.

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

Our eight-college Mellon faculty career enhancement grant supports collaborative activities to enhance faculty teaching and scholarship. We are in the closing phases of one Mellon 8 grant and embarking on a second round. Primary projects supported during the past year, as we have wrapped up the first grant, included:

- A Center for International Studies faculty trip to Arles for interactions and cultivation of relationships with IES faculty in Europe.
- Collaborative elements of a Peace Studies summer 2008 workshop
- Summer research/travel for Tammy Nyden and Sujeev Wickramasekara to work on development of an innovative EKI course called “Space, Time, and Motion” in which students will study the philosophy and practice of science at two different historical periods.
- Faculty delegation travel to IES Delhi to initiate faculty partnerships and exchanges.

The second round of the Mellon 8 grant will support post-sabbatical research assistants, interdisciplinary research leaves, and career stage and scholarly support groups. Because of the number of applications for the post-sabbatical research assistant positions, we are drawing on Mellon Grinnell-Oberlin FCE funds to support four such leaves during 2008-09 rather than the two originally envisioned (see Grinnell-Oberlin FCE Activities section above.)

***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. The Project's successful Phase I wrapped up with several workshops in April 2008. Doug Caulkins, Professor of Anthropology, attended the FaCE workshop at Lawrence University on “Teaching the City.”

In the meantime, FaCE Project Phase II has begun. A \$600,000 grant to extend the project from the Andrew Mellon Foundation is supporting a new phase of research, workshops, and conferences that build on lessons derived in the first years of FaCE activity. Guidelines for phase II are posted on the CM Web site: <http://www.acm.edu/faculty/face/index.html#Overview>.

***Twenty-Three-College Grant Faculty Career Enhancement Activities: Amherst, Barnard, Bryn Mawr, Carleton, Denison, DePauw, Furman, Grinnell, Harvey Mudd, Haverford, Macalester, Middlebury, Oberlin, Pomona, Reed, Rhodes, Scripps, Smith, Swarthmore, Vassar, Wellesley, Wesleyan, and Williams***

The Mellon Foundation grant provides funds to support workshops that enable faculty members from Mellon 23 institutions to gather and work together on a subject of mutual interest. Designed and organized by the faculty, the workshops may focus on topics relating to research, curricula, or pedagogy and, where relevant, may be either disciplinary or interdisciplinary. The workshops may take place during the academic year or break time and may be held on member institution campuses or may extend a stay at professional meetings by a day or two. One of the 2008-09 workshops, on Middle East Studies and the Liberal Arts, will take place at Grinnell next November 6-9 with 22 participants from 11 of the Mellon 23 colleges and two guest speakers.

The Mellon 23 grant also provides funding for assemblies involving faculty and dean's office representatives from all 23 campuses. The first of these, on interdisciplinary studies, was organized by Jim Swartz and took place at Macalester College in February. The second assembly is scheduled for February 2009 at Wellesley College and will focus on student-faculty collaborative scholarship.

#### 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 and Consultations

Jim Swartz (with Judith Dilts, Louise Hainline, Bradford Lister, Jeanne Narum) , AAC&U, "Transforming the Undergraduate STEM Community", Association of American College & Universities (AAC&U), January 23-26, 2008 (Washington, DC).

Jim Swartz, Center for the Integration of Research Teaching and Learning "Aligning the Preparation of Graduate Students for STEM Early Faculty Careers; Preparation for Liberal Arts College Careers", June 16-17, 2008 (Madison, WI)

Jim Swartz, American Council on Education Consultant on Internationalization, St. Mary's College (IN); Colorado College.

Jim Swartz, Consultant on Science curriculum and facilities, Willamette University.

Jim Swartz, Reaccreditation Reviews: St. Lawrence University, Amherst College

## 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, Pedagogies of Engagement Project

Jon Chenette:

Board of Directors, Iowa Composers Forum  
External review team for Kenyon College Music Department  
National Institute for Technology in Liberal Education (NITLE) liaison  
Preparing Future Faculty Panel at Iowa State University

Kathleen Skerrett:

Co-Chair, Feminist Theory and Religious Reflection, American Academy of Religion

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

April 11-12, 2008, Assessing Global Understanding Among Liberal Arts Undergraduates,  
Collaborative Assessment for Liberal Learning (CALL) Meeting, Global Understanding Group

## FACULTY GOVERNANCE

Executive Council <http://www.grinnell.edu/offices/dean/council/>

The Executive Council again had a very productive year. After several years of discussion, the Executive Council brought proposals to the full faculty to amend the Faculty Handbook to create a new process for reviews of interdisciplinary faculty members who teach substantially outside of departmental courses. Ultimately the amendment to the Handbook was passed unanimously and approved by President Osgood and the Board of Trustees. The second major issue was changing policy and clarifying eligibility for voting. This proposal for Handbook amendment was approved, pending careful review, by a unanimous vote of the full faculty. Stimulated by a large number of proposals from assistant professors for partial leaves without pay to work on scholarly projects, the Executive Council adopted and then modified a policy on such leaves. The Executive Council spent considerable time addressing issues related to the Expanding Knowledge Initiative (EKI), advising President Osgood on the selection of the next Dean of the College, and considering candidates for tenure-track faculty positions. Finally, the Executive Council spent nearly all of April and May discussing the 22 proposals that had been submitted for tenure-track faculty positions. Of the 14 approved, 9 were replacements for faculty departing Grinnell (to SFS or otherwise) and 5 for full or partial new positions.

Admission and Financial Aid Committee <http://www.grinnell.edu/offices/dean/afa/>

This committee's monthly meetings during the academic year considered issues affecting the admission and aiding of students at Grinnell College. Key topics addressed in 2007-08 included:

- Review of admission materials and the utility and use of the "No Limits" theme;
- Defining the "Grinnell College story" for admission audiences and what makes Grinnell distinctive among its peers;
- The timing and role of publications in student recruitment;
- Alternate ways to identify and admit the 'best' students to Grinnell;
- The role and use of Early Decision, and of admission application deadlines more generally;
- Discussion of the role of international admission and of the possibility of awarding credit to students who had successfully completed either the French Baccalauréat or German Abitur examinations (this discussion was referred to the Committee on Academic Standing);
- Discussion and approval of a proposal to recognize coursework in American Sign Language as meeting the College's entrance requirement for the purpose of admission.

Curriculum Committee <http://www.grinnell.edu/offices/dean/curcom/>

The Curriculum Committee's responsibilities include routine supervision and approval of specific course changes, and discussion of and recommendations on curricular policy guidelines. In 2007-08, the Committee spent much of its time working on a re-design of the class registration system for new students in the fall semester. The new system will be more fair and efficient in use of student and faculty time. The Committee also discussed the role of independent study in the curriculum and policies dealing with independent study courses in a Grinnell education. Finally, the Committee discussed policies for summer internships, reaffirming earlier policies that most summer internships should be not-for-credit, but that some, under special circumstances, should be credit-bearing.

Committee on Academic Standing <http://www.grinnell.edu/offices/dean/cas/>

The Committee on Academic Standing fulfilled its responsibility this year, under NCAA rules, of defining "Good Academic Standing." Prior to this year, any student studying on campus was *de facto* in good academic standing. After consultation with athletic coaches and other faculty, the Committee approved the following language for the *Student Handbook* clarifying the definition of "Good Academic Standing:"

GOOD ACADEMIC STANDING: "Good academic standing is defined as making normal academic progress with GPA and credits and having no academic sanctions more severe than probation. Strict probation or suspension removes a student from good academic standing."

The committee considered and approved language regarding the appropriate advisers for independent majors. The new language stipulates that advisers must be from two different departments with courses included in the major.

The committee approved in principle two proposals from the Committee on Admission & Financial Aid from that would award credit for the completion of French Baccalauréat and

German Arbitur studies. The committee has asked that the Office of Admission work with the office of the Registrar and the Dean's office to develop a proposed procedure for establishing appropriate score levels for awarding credit in the relevant subject areas. This agenda item will return next year.

The CAS docket and academic honesty actions resembled those of previous years. There were 6 dismissals and 10 suspensions. During the January docket, 1 student was dismissed and 7 students were suspended; in June, 5 students were dismissed and 3 suspended. In 2006-07 a total of 4 students had been dismissed and 19 suspended. After fall 2007, 19 students were placed on probation. 10 were placed on probation in spring 2008. In 2006-07 a total of 48 students had been placed on probation.

In his annual report, outgoing CAS chair Jon Chenette calls attention to a surprising rise of 3.4% in the frequency of A and A- grades, after years of more gradual increases in the awarding of A grades. Grades of A or A- now constitute roughly half of all grades in four- and five-credit courses at Grinnell. The report suggests that the faculty may wish to consider this issue next fall:

“I urge the faculty next year -- whether through CAS, Executive Council, or general faculty meeting discussions -- to take up the issue of the causes and impacts of this increase in frequency of A and A- grades. Possible topics for consideration include whether and how to counter this trend, whether to adjust GPA criteria for honors or off-campus study, whether to add normative information to our academic transcripts for clarification of Grinnell's norms, and whether departmental reviews or even individual faculty reviews should include a look at their own grade-frequency distributions compared with those of the College as a whole.”

#### SUPPORT FOR OUR ACADEMIC PROGRAMS

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

The Libraries continued their focus on inquiry-based learning, beginning to articulate a deeper understanding of “information literacy” as part of liberal education, and investigating ideas through discussion with teaching faculty. A new Data Services Librarian was recruited to work with students and faculty in identifying, evaluating, and curating numeric and spatial data. Reaching out to faculty through the liaison program and working more closely with students through SEPC and Student Government have enhanced communication. A growing program of readings and musical events in Burling Library is part of that engagement, helping to demonstrate the connection between current scholarship and creativity and the documentary record of past creativity preserved and made accessible by libraries. Several improvements have been made in services and processes in response to student and faculty feedback. A consultant studied various workflows in acquisitions, cataloging and processing and his report will be analyzed to begin implementation of recommendations. Collaboration with other liberal arts colleges in the development of a shared digital repository for scholarship in various media has continued and is being refined.

The Libraries' facilities include the spectacular Kistle Science Library, which was completed in June 2007; encouraged by that project, there was a thorough reorganization of Burling's book and journal collections, improvement in lighting, including upgrading and replacement of incandescent bulbs with CFLs. The configuration of the reference areas in the summer of 2007 has been very successful both for its function and its visual impact.

Semi-annual planning meetings for the library staff assist with setting priorities, reviewing progress, and keeping all library staff informed of ongoing work and activities. A self-study has been begun which eventually will inform an external review, anticipated in Spring 2009.

#### Information Technology Services and Curricular Technology Support

During the past year, ITS continued to make progress on wireless access and classroom AV reliability and ease of use. The area of campus covered by wireless data signals (including Athletic fields, CERA) has now reached 90%, with an ultimate goal of 100%. Standardized, user-friendly AV interfaces and projection equipment have now been installed in 65% of classrooms, again with an ultimate goal of 100%.

ITS, the Dean's office, and the Library, with advice from the Instructional Support Committee, collaborated on a vision statement for how the Libraries and IT could better support inquiry-based learning under the College's Strategic Plan, and presented this to the Trustees' Academic Affairs Committee for discussion at the fall 2007 Board meeting. A revised version, crafted in November, will guide budgeting and decision-making for library and IT services over the next five years.

Two curricular technology specialists have resigned over the past year in order to accept positions with higher levels of responsibility or better proximity to family. Jared Price's departure in summer 2007 led to two rounds of searches that culminated in the appointment of Joseph Kerkman. Joseph has backgrounds in visual art and music and will start work at the College on July 1, housed in the Bucksbaum Center for the Arts. Fred Hagemeister's resignation came late in the year and takes effect on August 1. A search is underway to replace Fred. We hope to have a reformulated CTS team in place early in the fall 2008 semester.

#### 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, end-of-course student ratings of instruction, and support for faculty reviews (Dean's and advisee surveys) and department self-studies. IR managed the College's participation this year in surveys conducted by the National Science Foundation and the U.S. Department of Education, and worked closely with the Office of the Registrar to process required reports and external requests for information; nearly 120 data reports were coordinated, and we anticipate that external reporting will continue to grow over the coming years. We also worked collaboratively to plan and execute Grinnell College survey projects in support of self-study for the upcoming NCA reaccreditation, and participated in associated faculty discussion venues.

Carlie VanWilligen joined the IR Office in October 2007 as Assistant Director. Both she and Scott Baumler, Director of Institutional Research, obtained human subjects research certification from the National Institutes of Health. VanWilligen participated in the Iowa Higher Education Research Conference, and completed the eight-week Trainer's Institute. Baumler served on the Association for Institutional Research's AIR-US U.S. News Advisory Committee and the Harvard Business Review's Advisory Council.

## FACILITIES

### Macy House

Over the winter break we moved our interdisciplinary centers, the Rosenfield Program, Off-campus Studies, and Peace Studies into their new home at 1205 Park Street. The project entailed nearly doubling the original size of the house, extensively renovating the interior of the existing structure, adding an elevator, and providing seminar, meeting and reception space. The result is a beautiful and fully accessible facility that architecturally showcases some of the college's signature programs.

### Noyce Science Center

We were able to teach, do research, and use the new addition to the Noyce Science Center including the Kistle Science Library in the summer and fall of 2007. The entire 1986 wing and spaces in the 1951 and 1964 wings were closed in the fall semester for renovation, and by January all spaces were completed and ready for use. The facility has been spectacularly successful, providing excellent teaching and research spaces, as well as helping to build community among all students. The library and common spaces are attracting non-science as well as science majors to use them. We also taught 19 non-science classes in the excellent new classrooms. That number should increase in 2008-09.

### Central Campus Classrooms

Over the past year we have replaced the furnishings in nearly all the ARH classrooms. We have also replaced or installed new computers and projection equipment in almost all central campus classrooms, using the successful set-up used in the Joe Rosenfield Center and Noyce Science Center. By the end of the Fall 2008 semester we should have nearly all classrooms outfitted with appropriate computers, projection, and audio-visual equipment, all with a common interface so that operation of equipment nearly every place on campus should "look" the same.

### Joe Rosenfield '25 Center

The Joe Rosenfield Center continues to not only serve as a dining and office facility and one to support community, but the meeting rooms are (after a period of skepticism) highly sought-after classroom spaces.

### Audio-Visual Center

The process of merging the AV Center media collection into the Grinnell College Libraries continued this year. After the May 2008 Commencement, the Libraries moved video tapes from ARH to Burling that were not checked out or shown to classes during the previous two academic

years. This was in accord with a March 2006 agreement between the Dean's office and the Committee to Foster Foreign Language Study.

### *CONCLUDING COMMENTS*

During 2007-08, some major themes have emerged in the College's curricular vision and articulation of its mission for the twenty-first century.

#### 1. Interdisciplinary and Collaborative Teaching and Research

Two major awards from HHMI and the Mellon Foundation, respectively, represent an impressive external approbation of our strategic initiative for enabling interdisciplinary and collaborative teaching and research. In our proposals for these awards, we emphasized our need to enable faculty to pursue new skills, areas of knowledge, and non-traditional opportunities in order to ensure the rigor as well as the agility required to engage in sophisticated interdisciplinary research. Our faculty members across divisions have responded to opportunities for collaboration with excitement and creativity. We are at a moment where we need to think systematically and structurally about how to integrate these opportunities without simply adding to the burden of faculty time.

One motivation of the EKI was to provide additional teaching capacity to allow existing faculty members more flexibility to teach in new areas. Thus far, our faculty additions have been more focused on the new appointments teaching in new areas as opposed to providing more flexibility to existing faculty members. In addition, we need to take care that we do not spread ourselves too thin and start so many new things that we will not do any of them well.

#### 2. Internationalism and Global Understanding

Under the new leadership of David Harrison, Director of the Center for International Studies, and Jon Chenette, Associate Dean, the campus has begun to reflect on priorities and opportunities for international learning. A systematic emphasis on internationalism will shape various dimensions of the campus, including admissions strategies, academic language programs, travel opportunities for faculty and students, hosting international guests, and outreach to alumni/ae.

#### 3. Libraries and Liberal Arts

Under the leadership of the Director of Libraries, we have begun to reflect systematically on the design of new library spaces that would support inquiry-based learning across the curriculum with rich databases and professional assistance in accessing them. "Information literacy", will become increasingly important among the skills that liberally educated students must acquire. Further, how we envision and plan for the use of a new library is likely to have a major impact on the way we realize our mission as a distinctive liberal arts college.

#### 4. Assessment

The College is moving towards a more strategic, campus-wide assessment program that will link our assessment inquiries to a rich inventory of regular, timely assessment activities that we engage as routine matters. Our aim is to develop an inventory of these activities, enable ready access and comparison among them. The overarching purpose is to refine an assessment program

that allows us to generate meaningful inquiries to rich sources of data, and to generate analyses that become the basis of significant discussion of priorities and policies.

### **Reflections on the past decade**

As I finish my ten and a half years term as Dean of the College, I will offer a few reflections on the state of the academic program

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 the last two years, we recruited a very large number of new faculty members and substantially increased the diversity of the faculty. Our students are seeing a growing number of new courses stimulated by the Expanding Knowledge Initiative. As I look toward the future, 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. I have even more confidence that the Dean's office is in excellent hands and the pace of improvement will continue or accelerate.

Below I outline a few of the academic accomplishments in the past 10 years:

#### Grinnell College Education

- Conduct transcript analysis to examine the breadth of Grinnell students' education and use that to revise the articulation of the curricular structure and goals.
- Creation of workshops on advising and mentoring
- Creation and approval of Mentored Advanced Projects as a capstone to student's curriculum
- Creation of the Expanding Knowledge Initiative to enrich teaching and curricula through interdisciplinary and newer areas of knowledge.
- Addition of over 30 tenure track faculty positions to better support our model of inquiry and apprenticeship based education
- Increase by more than two-fold the number of African American, Latina(o), and Asian American faculty members

#### Support for Faculty Development

- Creation of one semester pre-tenure Research Leaves and post-tenure Research Leaves
- Creation and external funding of Mellon Postdoctoral Fellowships to provide flexibility to faculty teaching and scholarship

- Creation of second Associate Dean position to support faculty development activities
- Simplification and consolidation of funding sources for travel to professional meetings and support for scholarly work
- Establish a standard end-of course evaluation form and survey for use in faculty evaluations
- Redesign of the faculty salary process to both make it more effective and save faculty time in administration of it

#### National Prominence of the Academic Program

- Three successful Howard Hughes Medical Institute Grants totaling \$3.5 million
- Successful Andrew Mellon grants to support postdoctoral fellowships, Faculty Career Enhancement projects, and the Expanding Knowledge Initiative
- Successful Freeman grant proposal to support development of Japanese
- Successful Lilly Endowment proposal on vocation
- Many presentations about our academic program and invited consultations at other colleges.
- Perhaps I am most satisfied with having the pleasure of working with a fabulous group including the following Associate Deans have gone on to very responsible positions; Paula Smith--Dean of the College, Marci Sortor—Vice President for Planning, Brad Bateman—Provost Denison University, Jon Chenette—Dean of the Faculty Vassar College

#### Academic Spaces

- Opening of the Bucksbaum Center for the Arts
- Completion of Phase II of the Noyce Science Center
- Addition of classrooms on the Joe Rosenfield Center
- Conversion of Mears and Macy Houses for academic use
- Replacing furnishings in nearly all older classrooms
- Installation of computers and projection equipment in nearly all classrooms

Finally, while it is nearly always the case that improvement is possible, I believe that there remain a number of areas where we could improve substantially:

- Our faculty governance system is cumbersome, and while taking much faculty time, also leaves many feeling like they waste time on governance.
- A constant refrain is a sense of overburden on the part of faculty members. While I believe that we assemble a group of faculty members committed to excellence and driven to do wonderful things, we also need to give one another permission to decide to not do some things, even if they are good things. I do not believe that the institution can or should say no more often, but we need to work on our culture and give individuals permission to not over-extend.
- For the past 30 years the college has grown substantially with respect to the student body, faculty, and staff. We are nearing the maximum size of the current campus. Unless there is significant decision for the campus to grow further, we will need to change not by addition but by reallocation of faculty and staff from lower to higher priority areas.

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 Jon Chenette, Kathleen Skerrett, Val McKee, and Marci Sortor.

APPENDIX 'A'  
MENTORED ADVANCED PROJECTS

MAP recognitions during 2007-08:

**Publications**

Vince Eckhart

King EG, Eckhart VM, Mohl EC (2008) Magnitudes and mechanisms of shoot-damage compensation in annual species of *Linum* (Linaceae) in Iowa. *American Midland Naturalist* 159:200-213.

Sujeev Wickramasekara

V. [Victor] Colussi and S. Wickramasekara "Galilean and U(1)-gauge symmetry of the Schroedinger field." *Annals of Physics*, 2008.

**Presentations**

Elaine Marzluff

*American Society of Mass Spectrometry Meeting, June 1-5, 2008, Denver*

**Gas Phase Hydrogen/Deuterium Exchange of Peptides Containing Acidic Sidechains**

Elaine M. Marzluff ; Ning-Shiuan Lee; Spring Knapp

**Gas Phase Hydrogen/Deuterium Exchange of Peptides: Effect of Intramolecular Interactions**

Elaine M. Marzluff, Young Lee, Laura Simpson

*Midstates Undergraduate Research Symposium at the University of Chicago, November 9-11, 2007*

Ning-Shiuan Lee "**Synthesis and Gas Phase Hydrogen/Deuterium Exchange of Small Peptides Containing Glutamic Acid**" (poster presentation)

Young Lee [Professor Elaine Marzluff] "**Hydrogen/Deuterium Exchange Studies of Intramolecular Interactions of Peptides in the Gas Phase**" (poster presentation)

Sarah Purcell

Amy Drake. "Flowers at the Funerals of Winnie and Varina Davis." *The PAS/Associate for the Preservation of Artifacts and Landscapes*, Maryland, October 2007

**Awards**

Amy Drake received The Hubert H.G. Wilhelm Student Research Award for her presentation on "Flowers at the Funerals of Winnie and Varina Davis." Maryland, October 2007.

Young Lee received an "Undergraduate Research Poster Award" for her presentation at the American Society of Mass Spectrometry meeting, June 2008. Denver, CO.

Ning-Shiuan Lee received the Luther Erickson summer research fellowship for the Summer of 2008.

Idelle Cooper received Best Student Talk given at Evolution 2008, June 2008.

**Kathryn Mohrman Fellowship**

2007: Holly Lutwitze

2008: Catherine Scott

**The following are not directly MAP related, but they speak to the quality of students involved in the MAP program.**

**Since 1999:**

Five MAP students have earned the **President's Medal**.

2006 Eli Zigas

2003 Lise-marie Monroe

2002 Kendra Young

2001 Nicole Nelson

2000 Ilana Golin

Two students have been granted the **Beinecke Scholarship**.

2004 Ilana Meltzer

2007 Holly Lutwitze

One student has been named **Rhodes Scholar** (Kendra (Young) Harris '02)

**Harry S. Truman Scholarship**

2006-07 Hannah Garden-Monheit (finalist)

Christina Reynolds (nominee)

2005-06 Katherine Jares (scholar)

Elena Rubin (nominee)

2004-05 Jason Rathod (nominee)

Eli Zigas (scholar)

**Thomas J. Watson Fellowship**

Matthew Magee, '01

Hai-Dang Phan, '03

Devan McGranahan, '04

Qi Zheng, '04

Kyle Marquardt, '05

Jason Rathod, '06

Sarah Parker, '07

Graciela Paz Arias, '08

APPENDIX 'B'  
VISITING FACULTY AND SPEAKERS IN 2007-08

**Center for International Studies**

International Fellows Program

Glenn Myrent, French Film Historian, Editor of Cinémathèque; short course 9/24-10/19/07

Suzhou Kunqu Opera Company, China, short course 1/21-2/15/08

Mordechai Aviam, Senior Archaeologist, Department of Excavations and Surveys, Israel Antiquities Authority; short course, 4/7-23/08;

Mohamed Kacimi, Algerian poet, novelist, playwright, essayist, journalist; mini symposium 4/3-7/08

Alexander Militarev, President of the Jewish University in Moscow; 4/7-5/7/08;

John R. Heath Professor

Konstanty Gebert, Polish journalist; Heath visiting Professor, Spring 2008.

Other Supported Visits:

Dr. Nasser Elahi, Professor of Economics, Mofid University, Iran; guest lecture.

Alhaji Papa Susso, Master Musician from Gambia, West Africa; performance and lecture;

Anna Kushkova, Dept. of Ethnology, European University of St. Petersburg, Russia; guest lecture;

Dr. Niraja Gopal Jayal, Professor in Centre for Law and Governance, Nehru University, New Delhi, India; guest lecture;

Dr. Jan Miernowski, Professor of French, University of Wisconsin-Madison; guest lecture and panel participant;

Delegation of Nanjing University Administrators: Dr. Pan Yi, Dr. Zhang Junnfeng, and others.

**Center for the Humanities**

Distinguished Visiting Professors:

Robert J. Richards, Morris J. Fishbein Professor of the History of Science and Medicine; Professor of History, Philosophy, Psychology; Director of the Fishbein Center for the History of Science and Medicine; Committee on the Conceptual and Historical Studies of Science, University of Chicago (9/3-21/07; 4/9-11/08)

Lawrence Grossberg, Morris Davis Distinguished Professor of Communication Studies and Cultural Studies; Chair of the Executive Committee of the University Program in Cultural Studies; University of North Carolina at Chapel Hill (10/1-19/07; 4/9-11/08)

Lennard Davis, Professor of English, University of Illinois-Chicago (10/29-11/16/07)

M. Jacqui Alexander, Professor of Women's Studies and Gender Studies, University of Toronto (11/19-29/08)

Other Supported Visits:

Mohamed Kacimi; Playwright and novelist, Algeria

Christia Mercer, Gustave M. Berne Professor of Philosophy, Columbia University (4/17/08)

Jeffrey Stone (expert on advanced cartographic visualization techniques (4/28/08)

## **Center for Prairie Studies**

Lawrence (“Lonnie”) Gamble, Fairfield, IA (green developer and electrical engineer;  
short course on sustainable energy, 2/11-3/5/08)

David Ottenstein, New Haven, CT (photographer)

### Symposium on the Farm Bill

Carl Zulauf, Ohio State University, Professor of Agricultural Economics

Craig Lang, President, Iowa Farm Bureau Federation

Frederick Kirschenmann, Leopold Center for Sustainable Agriculture, Iowa State  
University

Panel of Local Farmers: Howard Rafferty, Grinnell; Dennis Vanderweerd, Kellogg;  
Donna Winburn, Grinnell; Mark Kennett; Grinnell

### Speaker Series on Sustainable Agriculture

Teva Dawson, Parks and Recreation Department, City of Des Moines

Tim Wilson, Director, City Farm, Chicago

Amy Broadmoore, University of Minnesota

### Other Lectures/Events

Martha Norbeck, Iowa green architect

Thomas Dean, University of Iowa

Andy Kropa, photographer

## **Rosenfield Program**

Farm Bill Symposium (with Center for Prairie Studies; see above)

### Symposium: Commemoration of Dr. Martin Luther King

John Lewis, U.S. House of Representatives (Georgia)

Romand Coles, Associate Professor of Political Science and Germanic Languages, Duke  
University

Chandra Talpade Mohanty, Professor of Women’s Studies, Syracuse University

Michael Sells, John Henry Burrows Professor of Islamic History and Literature,  
University of Chicago Divinity School

Panel of alumni: Frank Thomas ’71; Mary Brooner ’71; Hubert Farbes ’69; Henry  
Wingate ’69; Ric MacDowell ’68

John Rommereim and Grinnell Singers, *Convivencia*

### Health Care Reform Symposium

Carmela Coyle, Senior VP for Policy, American Hospital Association

Grace Budrys, Professor of Sociology, DePaul University, Chicago

Joseph Fins, Chief, Div. of Medical Ethics, Weill Cornell Medical College

Henry J. Aaron, Senior Fellow, The Brookings Institution

Alan Cohen, Senior Budget Advisor, Senate Finance Committee staff

Panel participants: Todd Linden, CEO and President, Grinnell Regional Medical Center;  
J.R. Paulson, M.D.

Daniel Callahan, Director of International Programs, The Hastings Center

Alumni panel: John Canady ’80; Joe Hart ’91; Paul London ’74; Pixie Plummer ’94; Eric  
Whitaker ’87; Kendra Young ’02; Marilyn Musser ’74.

Bruce Cryer and Rollin McCraty, Heartmath LLC; Sita Ananth, Health Forum, American  
Hospital Association

Economic and Political Developments in Korea Symposium

John Merrill Chief of the Northeast Asia Division, Bureau of Intelligence and Research,  
U.S. Dept. of State

Jeffrey Schott, Senior Fellow, Peterson Institute for International Economics

Louellen Stedman '85, Senior Advisor at the Korean Economic Institute

Public School Education Reform Symposium

Mary Cohen, U.S. Dept. of Education Regional Representative, Kansas City

Kevin Carey, Education Sector, Washington DC

Douglas Christensen, Commissioner of Education, Nebraska Dept. of Education

Judy Jeffrey, Director, Iowa Dept. of Education

Deborah Meier, Steinhardt School of Education, New York University

Doug Cameron, Principal, Davis Elementary, Grinnell; Pam Ewell, Principal, Grinnell  
Middle School

Alumni Panel: Erin Stutelberg '03; Abby Boehm Turner '98; Brian Stoffel '04, Chris  
Drake

Arctic Climate Symposium (with Environmental Studies Concentration)

Elizabeth Grossman, Author

Scot Nickels, Senior Science Advisor, Inuit Tapiriit Kanatami

Don Forbes, Research Scientist, Geological Survey of Canada

Nikita Ovsyanikov, Senior Research Scientist, Russian Academy of Sciences

Thomas Berger, Former Justice, Supreme Court of British Columbia

Jeffrey Chiarenzelli, Dept. of Geology, St. Lawrence University

William Shilts, State Geologist; Chief, Illinois Geological Survey

Woodrow Wilson Visiting Fellow

Robert Peck March (March 2-7, 2008); President of the Center for Constitutional  
Litigation, Washington, DC

Pre-Caucus Foreign Policy Lecture Series

Andrew Nagorski, Senior Editor, Newsweek International;

Christoph von Marschall, Editor, Der Tagesspiegel, Berlin

Ambassador Robert Hunter, Senior Advisor, the Rand Corporation

Ambassador Wendy Sherman, Principal for Albright Group LLC

Lawrence J. Korb, Senior Fellow, Center for American Progress

Greg Thielmann '72, Senate Intelligence Committee Staff

Janne Nolan, Professor of International Affairs, University of Pittsburgh and Georgetown  
University

James Leach, Director, Harvard Institute of Politics;

Ambassador Samuel Lewis, U.S. Institute of Peace

Dan Restrepo, Director, The Americas Project at Center for American Progress,  
Washington

Arvind Dadekar, CEO/President, Fastek International

Carl Czarnik, Vice President, Gerdau Ameristeel

Peter Soverel, President/CEO, wild Salmon Center

Mary J.R. Gilchrist, Director, Bureau of Laboratory Sciences, State Laboratory Institute,  
Massachusetts Dept. of Health

Michael Schoenbaum, Senior Economist, RAND Corporation

### Other Speakers

Dr. Nasser Elahi, Iranian Economist, Qom, Iran  
Lorelei Kelly '89, Policy Director;  
Dana Eyre, U.S. Army Reserve Civil Affairs Officer  
Erin Vilardi, National Policy Defense  
Josh Dorner, Associate Press Secretary, Sierra Club  
Dr. V. Prakash, Director-General, Central Food Technological Research Institute (India)  
Dr. Patch Adams  
Steven Dunaway, Deputy Director, International Money Fund  
Kenneth J. DeWoskin, Prof. Emeritus of Chinese, University of Michigan.

### **Peace Studies Program**

#### Conflict Analysis Faculty Workshop - August 2007

Michelle Tooley, Berea College  
Jayne Docherty, Eastern Mennonite University  
Robert Redsteer, Navajo/Dine peacebuilder

#### Prison Education Conference - November 2007

Judith Tannenbaum (writer)  
Max Kenner - Director, Bard Prison Initiative

### Other Speakers

Howard Zehr  
Craig Kielburger, Founder, "Free the Children"  
James Zogby, Arab American Institute

### **Wilson Program in Enterprise and Leadership**

Babak Armajani '68, CEO, The Public Strategies Group (Minnesota): "Servant Leadership: Leading Without Authority"  
David Rosenbaum '78, Intellectual property attorney, "Intellectual Property and its Role in Global Socioeconomic Shifts"

### **Nanjing Exchange Program**

Ya-Li Tong, Nanjing Visiting Instructor in Chinese (August - December)  
Yi-Yun Zhang, Nanjing Visiting Instructor in Chinese (January - May)  
Yunjun Wang, Nanjing Visiting Scholar in Political Science (Fall 2007)  
Liangqin Jiang, Nanjing Visiting Scholar in History (Spring 2008)

### **Waseda University Visiting Instructor in Japanese**

Jinhwa Chang

### **Iowa Writers' Workshop**

Tessa Rumsey

### **John Chrystal Program**

Herbert Hausmaninger, Austria (Transnational Legal Institutions)