

Report of the Chair of the Faculty Academic Year 2007-2008

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In this report I have attempted to summarize the main discussions, decisions, and recommendations in which I participated in during my second year as chair of the faculty. This report is divided into five sections. Section I describes changes made in the merit review process for faculty salaries, summarizes the Faculty Budget Committee's recommendations on distributing the salary pool and compares Grinnell salaries with peer institutions. Section II summarizes Executive Council's recommendations in response to requests for tenure-track replacements. Section III discusses the progress on key issues brought to the faculty for discussion and action during faculty meetings. Section IV provides a brief review of other significant matters of interest to the faculty. Section V reports on my interactions with the Board of Trustees. Section VI offers final reflections on community and faculty governance.

Section I: The Merit Review Process and the Allocation of the Salary Pool

A. Revisions to the Salary Review Process

The 2007-2008 academic year marked the beginning of the second **three-year** cycle in the three-year salary review process. In response to consultations with members of the faculty (see Chair of the Faculty Report for 2006-2007), three significant changes were made in the salary review process this year. First, the Faculty Budget Committee (FBC) made significant adjustments in the rubrics applied to evaluate merit. Second, based on a recommendation from the Executive Council and following a vote of the faculty, the FBC now receive limited numerical results from the end-of-course evaluations. Finally, the FBC adjusted the percentages used to weight performance in teaching, scholarship and service.

The FBC, in consultation with the Personnel Committee, department chairs and other members of the faculty, revised the rubrics used to evaluate faculty merit in teaching, scholarship and service. A copy of the revised rubrics is available at <http://web.grinnell.edu/Dean/Reviews/RubricsAssessingMerit.pdf>. In developing these criteria, the FBC aimed to address the main sources of faculty dissatisfaction with the original "rules of thumb" that failed to capture the full range and level of faculty accomplishment. The rubric for teaching replaces the previous five-point scale with a three-point scale. Throughout the years, FBCs have had difficulty making fine-grained distinctions about teaching, and the new scale is simpler. In addition, the first rubric for triennial reviews emphasized innovation. In discussions with the faculty, concerns were raised about this emphasis. The current rubric, while still recognizing the value of innovation, also places great weight on refinement and success as measured by peer observation and student response. The new rubric created for scholarship provides a more detailed set of criteria for assigning the merit score on a five-point scale. The FBC wished to develop a set of criteria that would accurately capture the specific character of scholarly success in individual disciplines. Changes to the rubric for service attempt to capture the full range of faculty contributions both inside and outside the college. It emphasizes both the time commitment and level of responsibility entailed in each type of service.

While these rubrics informed the FBC in the assignment of merit scores, they are also intended as guidelines for the department letter and the context statement. Both the department letter and

context statement provide the FBC with a more complete understanding of the significance of individual accomplishments in teaching and scholarship within a given discipline. In some respects the three-year review cycle has placed a greater burden on chairs/reviewers and faculty under review but the enhanced quality of the information received has greatly aided the FBC in awarding merit. FBC members who have done merit reviews under the old, annual system, and the new triennial system commented that much more information was available under the new system and, therefore, merit scores appear to be even more in line with performance.

A second important change in the evaluation process in 2007-2008 entailed access to limited numerical information from the end-of-course evaluations. In a meeting held on October 1, 2007 the faculty voted to allow the FBC to see the proportion of “moderately agree” and “strongly agree” responses for these questions. Scott Baumler and Carlie VanWilligen of the Office of Institutional Research produced a report summarizing results from review period for each individual under review as well as a document containing College-wide benchmark statistics. The benchmark statistics were disaggregated according to level of course and disciplinary category. The FBC used these benchmarks to make appropriate comparisons between individual and college-wide statistics. Samples of these documents are included at the end of this report.

Viewed in conjunction with peer observation, the department letter and the context statement, the FBC found these data useful in evaluating merit in teaching. More importantly, in contrast to the past, we received these complete data on every faculty member under review and not just those whose department letter or context statement included this information on a selective basis.

In a third significant change in the merit system, the FBC adjusted the percentages allocated to the three areas of merit. During the first cycle of the three-year review process, teaching received the greatest weight (50%) followed by scholarship (30%), and service (20%) in the merit formula used by the FBC. Under the current system, the percentages for teaching and scholarship were changed to 45% and 25%, respectively. The percentage of the merit score allocated to service remained the same. The FBC applied the final 10% to the area of “focused excellence” apparent for each individual under review. For example, strong teachers may have received 55% of their merit score from teaching while highly accomplished scholars may have had 35% of their score based on scholarship. While in most cases the application of this percentage did not affect the final score, in some cases it did lead to a higher merit score.

B. Distribution of the Salary Pool

Thanks to the support of President Osgood and the Board of Trustees, the salary pool for 2008-2009 was set at 6.5%. Both the Board and the Administration offered a larger than normal pool to help enhance the competitiveness of Grinnell salaries vis-à-vis our peers, especially for non-tenured tenure-track faculty.¹

The Faculty Budget Committee decided to allocate the salary pool as follows:

Distribution of the 6.5% Salary Pool

¹ For the past several years Grinnell’s official peer list has included Amherst, Bowdoin, Carleton, Colorado, Davidson, Kenyon, Macalester, Oberlin, Reed, Swarthmore and Washington and Lee. Beginning in 2008-2009 Kenyon will be replaced by Pomona in the peer list. This change will likely shift the mean of peer salaries higher and, accordingly, make it more difficult for Grinnell to reach parity.

- Across-the-board adjustment of 3.6%
- Each merit point was worth \$675
- Continuing assistant professors and instructors on the tenure track received an adjustment of \$900
- An adjustment of \$250 was made for individuals reviewed in the previous two years to compensate for the recalibration of the merit scoring system this year
- First-year faculty were assigned a merit score of 2

It has been customary for the FBC to make an across-the-board adjustment taking into account changes in the cost of living. We based this adjustment on the CPI plus 0.75%. In keeping with the faculty’s previous endorsement of the principle of awarding merit, we decided to dedicate most of the additional pool in the form of a higher dollar amount per merit point.² Therefore, we increased the dollar amount per merit point to \$675 from \$650 last year.

The FBC made adjustments for three groups of faculty. First, we added a \$900 rank adjustment for continuing assistant professors. Second, with Dean Swartz’s approval and support, we recommended that first-year faculty receive a merit score of two. It is our hope and expectation that these additional increments will make Grinnell’s salaries more competitive at the pre-tenure level. Finally, we recommended allocating an additional \$250 to faculty members who had been reviewed according to the previous merit criteria. We felt this adjustment was needed to compensate for the higher average merit scores awarded under the revised criteria applied this year.

These computations resulted in the following average salaries and raises by rank:

**Grinnell Faculty Salaries by Rank
2008-2009***

Rank	Maximum	Minimum	Average	Average % Raise
Professor	\$190,000	\$85,000	\$112,661	6.1%
Associate Professor	\$114,100	\$72,800	\$84,400	6.7%
Assistant Professor	\$80,600	\$59,200	\$67,700	8.5%

**Includes all full-time tenure-track faculty. Average percentage raises do not include individuals whose contracts begin in the 2008-2009 academic year.*

C. Grinnell Salaries in Comparative Perspective

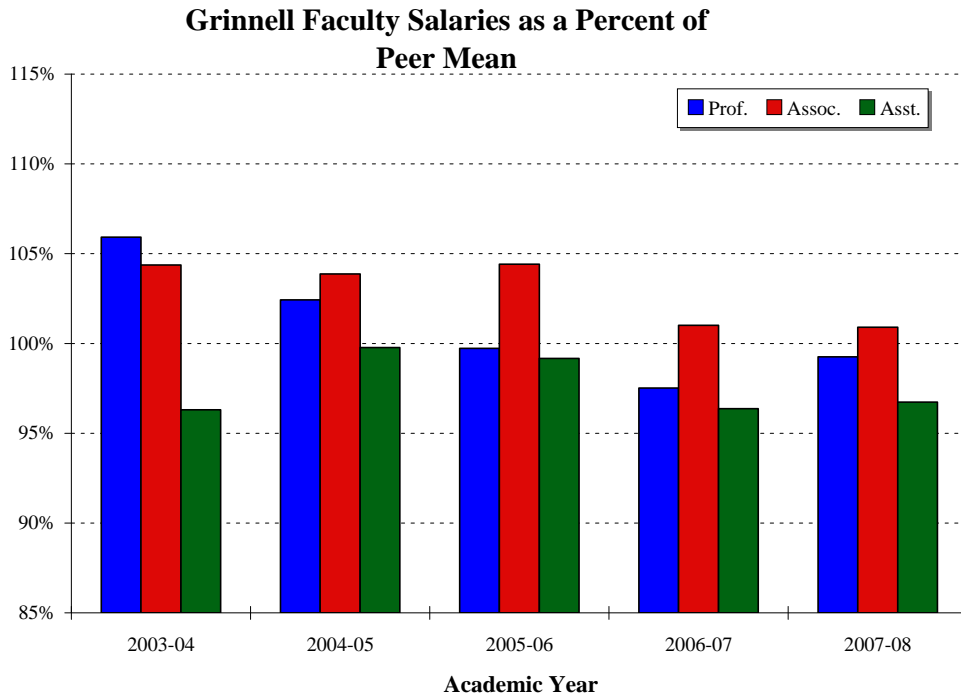
Comparative salary data from designated peer institutions provides us a means for gauging the competitiveness of Grinnell salaries among top liberal arts colleges. Using data made available by ACA and AAUP, we can compare our average salaries with those at our official peer institutions as a whole and at peer institutions, i.e., (Carleton, Macalester, and Oberlin) in the Midwest. For the past several years the College has made achieving parity with our official peers our minimum goal.³ Unfortunately, that goal remains elusive especially at the rank of instructors and assistant professors. Our failure to

² We followed the precedent set by the two previous FBCs that opted to base merit increases on a dollar amount instead of applying a percentage at each rank.

³ Past faculty chairs have argued that the College should make 104% of parity our goal. We (briefly) reached that goal for full and associate professors in 2003-2004 but fell short for instructors and assistant professors.

reach the minimum goal of parity for not yet tenured faculty is disappointing and poses a continuing challenge to our ability to build strong and deep applicant pools. Although the 6.5% salary pool this year and the \$900 increment added to salaries for instructors and assistant professors will take us closer to parity next year, the College should remain vigilant about competitiveness.

In the period 2007-2008 Grinnell salaries at all ranks changed very little in relation to our peers. As the bar graph below illustrates, the salaries for full professors and instructors and assistants moved a little closer to parity while the salaries at the associate level slipped slightly though still remaining at above parity.



The small improvement in the competitiveness of salaries for full professors and instructors/assistant professors led to upward movement in the ranking of both groups relative to peers.

Table 1
Rank of Grinnell Salaries Relative to Official Peers, 2006-2008

Faculty Rank	Full Professors	Associate Professors	Instructors/Assistant Professors
Grinnell as % of Mean 2007-2008	99.3%	100.9%	96.7%
Grinnell Rank 2007-2008	#5	#7	#7
Grinnell as % of Mean 2006-2007	97.5%	101.0%	96.4%
Grinnell Rank 2006-2007	#8	#6	#8

Grinnell salaries at all ranks look slightly more competitive when compared to our Midwest peers. As Table 2 shows, both full professors and associate professors gained on parity with peers in 2007-2008. Instructors and assistant professors came closer to parity than in 2006-2007 but still fell short of our minimum goal of 100% parity. Full professors and instructors/assistant professors improved their rankings vis-à-vis this peer group while the ranking of associate professors was unchanged.

Table 2
Grinnell Salaries as a Percentage of Midwest Peers

Faculty Rank	Full Professors	Associate Professors	Instructors/Assistant Professors
Grinnell as % of Mean 2007-2008	102.9%	101.3%	97.7%
Grinnell Rank 2007-2008	#1	#2	#3
Grinnell as % of Mean 2006-2007	100.2%	100.7%	95.2%
Grinnell Rank 2006-2007	#2	#2	#4

Finally, it is always instructive to look at salary trends over time to gauge changes in competitiveness relative to our peers as a whole. If we define competitiveness as maintaining parity with our peers, the bar graph strongly suggests that Grinnell's salaries have not maintained competitiveness for full professors or, more importantly, instructor and assistant professor ranks. Even associate professors have lost ground in relative terms since 2003-2004. Several factors may explain our inability to keep pace with the peer mean. For example, until very recently we were slow to promote associate professors to the rank of full professor. The notable increase in promotions may have put downward pressure on average salaries at the rank of full professor. However, compared to our peers, Grinnell has had a longer period between promotions and this has tended to skew the salaries of both associate and full professors. The failure to meet parity for instructors and assistant professors may reflect the large amount of hiring Grinnell has done in recent years at those ranks. Of course, it may also be true that several of our peers have simply had larger salary pools over the last few years and Grinnell simply has not kept up.

Whatever the causes behind our inability to maintain parity, there are reasons for optimism. We did see a small improvement in the relative positions of full professors and instructors/assistant professors in 2007-2008. Moreover, the 6.5% salary pool approved by the Board of Trustees for 2008-2009 and the FBC's decision to allocate an additional \$900 to instructors/assistant professors should take us a significant step toward achieving parity. The average raise of 8.5% for assistant professors should help us close the parity gap.

Section II: Allocation of Tenure-Track Positions

Each year the Executive Council is responsible for recommending to the president which requests for tenure-track positions should be approved for searches. The Council must carefully weigh the merits of many excellent proposals, for both replacements and expansions. Even in our current context of growth in faculty size, Executive Council has received more proposals than the number of positions it has to allocate. Making recommendations this year proved particularly difficult as we received a total of 20 requests (17 full-time positions and 3 for partial positions) for 12½ available positions. Of the requested positions, seven were for full-time replacements, three were for partial expansions and the rest were for full-time expansions. Council recommended eight full-time replacements, two partial expansions and three full-time expansions. Table 3 provides a summary overview of the requests, Council's recommendation and President Osgood's response.

Table 3
Executive Council Recommendations in Response to Position Requests

DEPARTMENT OR GROUP	REQUEST	EXPLANATION OF REQUEST	EKI RATIONALE	COUNCIL VOTE	KEY ELEMENTS OF DISCUSSION	FINAL DECISION
Chemistry	Expansion position	Enrollment pressures and possible interdisciplinary teaching	Yes, partial	Recommended rejection this year	Council found this a strong proposal with good connections to the curriculum and encourages resubmission if enrollments remain high	President accepts recommendation
Chinese & Japanese	Expansion position in Chinese	Contribute to Chinese offerings to help meet larger enrollments at the introductory level and allow department faculty to teach more courses beyond the introductory level	No	Recommended rejection this year but recommended funding a search for a two-year term position in 2009-2010	Enrollments in introductory Chinese courses have grown substantially but demand at upper levels still uncertain; a temporary addition to the department would allow for testing demand	President accepts recommendation denying request for a tenure-track position and defers decision on term position to the fall of 2008
Chinese & Japanese	Expansion position in Japanese	Expand course offerings in Japanese to permit three years of language study on campus	No	Not recommended	Council acknowledges successful enrollment in Japanese courses may justify an addition to the department in the future	President accepts recommendation

Economics	Expansion position in Microeconomics	Expansion to meet enrollment pressures and partial reduction in reliance on term faculty	No	Recommended approval	Enrollments in economics courses continue to be high and the department anticipates several leaves in the near future that would require many replacement hires	President accepts recommendation
Education	Replacement position in social science education		No	Recommended approval pending curricular clarification	Enrollments and coverage of certification in secondary social studies. Dept. and administration will discuss future direction of the department.	President accepts recommendation
English	Replacement position in Medieval Literature		No	Recommended approval	Replacement of subfield essential for adequate coverage of the discipline	President accepts recommendation
French	Expansion position in French Cinema	Contribute to interdisciplinary area of Film Studies and support high enrollments in French seminars	Yes	Recommended rejection this year	Council found much merit in the proposal but felt it advisable to wait and see how film studies develops over the coming year	President accepts recommendation
History	Replacement position in Modern European		No	Recommended approval	Replacement position justified by curricular and enrollment needs	President accepts recommendation
History	Replacement position in Russian history		No	Recommended approval	Replacement position justified by curricular and enrollment needs	President accepts recommendation
Human Difference and Disability Studies	Expansion position, department home to be determined	Contribute course offerings in new interdisciplinary area	Yes	Recommended rejection this year	Council was receptive to expanding the curriculum; suggests building a broader interest on campus to provide curricular support before adding a position	President accepts recommendation
Linguistics Concentration	Expansion position in structural linguistics; department to be determined	Position would stabilize offering of LIN 111 and incorporate more 200-level linguistics courses in the curriculum	Yes	Recommended rejection this year	Council affirmed its support for this curricular area; recommended formation of a task force to study staffing and curricular needs of the concentration	President accepts recommendation
Mathematics and Statistics*	Replacement and partial expansion position in abstract algebra and/or combinatorics		No	Recommended approval	Replacement and partial expansion justified by curricular and enrollment needs	President accepts recommendation
Mathematics and Statistics*	Replacement and partial expansion position in statistics		No	Recommended approval	Replacement and partial expansion justified by curricular and enrollment needs	President accepts recommendation

Mathematics and Statistics	Replacement and partial expansion position in analysis and/or applied mathematics		No	Recommended approval	Replacement position justified by curricular and enrollment needs	President accepts recommendation
Policy Studies Concentration	Expansion position, department home to be determined	Contribute introductory and advanced courses to support Policy Studies Concentration**	Yes	Recommended approval	Contributes to Expanding Knowledge Initiative in area of substantial faculty and student interest	President accepts recommendation
Political Science	Replacement position in Judicial Politics and Processes		No	Recommended approval	Continuation of previously approved search	President accepts recommendation
Religious Studies	Partial expansion of two courses in shared contract	Provide curricular flexibility	Yes	Recommended approval	Expansion permits faculty in Religious Studies to offer more courses outside the department	President accepts recommendation
Religious Studies and History	Expansion position in History of the Middle East and Islam	Contribute course offerings in new area studies of the Middle East	Yes	Recommended approval	Contributes to Expanding Knowledge Initiative in area of substantial faculty and student interest	President accepts recommendation
Spanish	Replacement in Peninsular		No	Recommended approval	Position needed to meet enrollment and curricular needs	President accepts recommendation
Spanish	Expansion position in Latino Studies	Enrollments and offering new courses in Latino Studies	Yes, partial	Recommended approval	Expansion justified by enrollments; new course offerings	President accepts recommendation
Theatre and Dance	Partial expansion in costume position	Converting current three-quarter time staff position to full-time position, part faculty and part staff	No	Recommended rejection this year	Nature of position not defined as a faculty position; recommends department seek additional support through the regular budget process	President accepts recommendation

*Council supported the request that these two positions be expanded to full-time which entailed a partial expansion for the Department of Mathematics and Statistics.

**In Spring 2007 the divisions and the Curriculum Committee approved the creation of the concentration in Policy Studies. Curriculum Committee's approval was contingent upon meeting staffing requirements for newly created courses.

As Grinnell entered the third year of the five-year Expanding Knowledge Initiative, and the student body grew significantly, Council members found it necessary to need to balance our commitment to interdisciplinary studies with other needs of the College. These include meeting intense enrollment pressures in some departments⁴, diversifying the faculty, and supporting our core commitment to

⁴ The size of the student body has undergone a rapid increase over the last few years. These larger enrollments have so far outpaced the growth in faculty size and have contributed to intense enrollments pressures in some departments. Dean Swartz has suggested that enrollments have now reached the intended level, so additional pressure is unlikely.

liberal education. In recognition of these various goals, the Executive Council revised the guidelines for proposals for tenure-track positions. These guidelines can be reviewed at http://www.grinnell.edu/offices/dean/chairinfo/fac_alloc/. While EKI has provided the primary rationale for most recent expansions, Council also weighed other considerations in making its final recommendations to President Osgood.

Table 3 provides summaries of key aspects of Council's discussions and final recommendation about each proposal. Council members found compelling elements in all the proposals and discussed each one in considerable detail. Council recommended replacements in Political Science, Education, English, History (2 positions), Mathematics and Statistics and Spanish. In response to many years of high and expanding enrollments, Council recommended expansion positions for Economics and Spanish.⁵ Other recommended additions to the faculty fall squarely under EKI; they include a position in Public Policy Studies and History of the Middle East and Islam (joint proposal from History and Religious Studies). Both of these proposals came to Council after many on-campus discussions among interested constituencies. The final recommended positions entailed partial expansions in Mathematics and Statistics and Religious Studies. When added to a partial expansion made during the first year of EKI, these two partial expansions complete the allocation of one faculty position.

It is always difficult to turn down good proposals; this year was no exception. In some cases departments or concentrations were encouraged to resubmit proposals in the future when a stronger case, based on enrollments or other factors, might be made. I encourage those who submitted proposals to talk with me if they wish to discuss Council's recommendations in more detail.

In reviewing proposals this year Council members discussed how the College might provide support for departments with expanding enrollments to seek a term expansion as a means of testing demand. Under our current system term hires are generally restricted to replacements only. If a department wishes to determine whether student demand is constrained by the size of the faculty, the department must apply for a tenure-track expansion. In some cases enrollments may be growing but they have not yet reached a size that justifies adding another faculty member. Yet the enrollments may be constrained by the small number of courses offered at the upper levels or the inability to gain entry into the lower-level courses. Departments facing this kind of Catch-22 will find it difficult to compete for the few precious expansion positions.

In response to this situation, Council members recommended that the College allow departments to apply for term positions that would temporarily expand the number of faculty in a department. Introducing some flexibility into this process would provide a means for a department to test demand for the major. Some concern was raised about the difficulty of later removing the term position if the need was not deemed sufficient.

While it does not appear in Table 3, Council also discussed the desirability of adding a senior-level position to provide more stable staffing for the concentration in Gender and Women's Studies. Over the past several years the GWS Concentration has had to rely on a number of term appointments to meet student demand and maintain coverage of the curriculum. Council supported President Osgood's

⁵ In Fall 2007 the Executive Council decided, on a split vote, to expand the Department of Economics by one faculty member. A majority of Council members felt that the continuing enrollments pressures and the desirability of reducing reliance on term faculty justified making this decision before the usual April 1 deadline so a search could occur in 2007/08. Due to potential conflict of interest, Bill Ferguson and Eliza Willis abstained from this vote.

recommendation that we appoint a senior person in a term position with the possibility of conversion to a tenure-track position in 2009-2010 following an appropriate review.

We are making good progress in fulfilling the goals of the Expanding Knowledge Initiative. According to current budget models, the College anticipates making approximately 14 EKI hires through to the 2011/12 academic year. Counting the expansions (including partial increments) approved for searches in 2008/09, eight of these positions have been allocated. Drawing on newly hired and existing faculty, these additions have brought several exciting new areas of interdisciplinary study to our curriculum. We can look forward to expanding these opportunities further with additional expansions over the next two years. More detailed information on how EKI has advanced can be found in Marci Sortor's annual report available at

<http://www.grinnell.edu/offices/dean/eki/officeinterdiscstudies/reports/includes/OIS%20Annual%20Report%202008.pdf>

Section III: Issues Brought to the Faculty for Discussion

This year's Executive Council brought several issues of substantive interest to the faculty for discussion in regularly scheduled faculty meetings and in specially organized meetings. These discussions helped guide Council in making recommendations to the administration and proposing motions for faculty consideration.

Comments received from colleagues, both in and outside of formal meetings, enriched, informed and shaped deliberations by Council over a broad range of issues including

- Reconsidering the rubrics used in for assessing merit in salary reviews
- Allowing the Faculty Budget Committee to see limited information from end-of-course evaluations
- Eliminating of the requirement for class visitation for merit reviews of tenured faculty
- Designing models for appointment, review and contract renewal procedures for faculty with interdisciplinary appointments
- Extending the maximum probationary period from three to four years for new faculty appointed at the rank of Associate Professor
- Increasing the elected term on Curriculum Committee from one to two years
- Changing the distribution rules governing the Harris Fellowship
- Making improvements to teaching spaces in ARH/Carnegie
- Clarifying faculty voting rights
- Sharing the departmental letter for interim and complete reviews

Discussion of these issues led to several concrete actions:

- ✓ Faculty Budget Committee produced new rubrics for assessing in salary reviews (<http://www.grinnell.edu/offices/dean/facrevs/>)
- ✓ On October 1, 2007 the faculty passed the following motion:
"The Budget Committee for the faculty may receive the total number of responses and proportion of those responses in the agree and strongly agree categories for questions #2 and #6 on the end-of-course evaluations for each course taught by faculty members under review. For comparative purposes, the Budget Committee may receive appropriate aggregate data for the faculty as a whole."

- ✓ On October 1, 2007 the faculty rejected a motion eliminating mandatory class visits for salary reviews
- ✓ On October 15, 2007 the faculty voted to amend the Faculty Handbook to permit an extension in the maximum probationary period for individuals initially appointed at the rank of Associate Professor from three to four years
- ✓ On December 3, 2007 the faculty voted to amend the Faculty Handbook to change the term of divisional Curriculum Committee representatives from one to two years effective Spring 2008.
- ✓ In an informal meeting with members of Executive Council, faculty members spoke strongly in favor of retaining the Harris Fellowship Program in its current form but adding a third fellowship when the budget allows. President Osgood indicated his support for a third Harris Fellowship during the December 3rd faculty meeting.
- ✓ In Spring 2008 the faculty approved an addition to the Faculty Handbook allowing for the formation of interdisciplinary review committees for individuals teaching two or more courses outside of a department.
- ✓ While no official vote was taken, on May 5, 2008 the faculty took a straw vote unanimously supporting proposed changes to faculty voting rights. This proposal should come back to the faculty for final approval in the fall of 2008.
- ✓ In their joint meeting held on May 20, 2008, members of the Personnel Committee and the Executive Council endorsed a proposal to share all departmental letters following interim and complete reviews. Beginning in fall 2008 individuals under review will receive the departmental letter along with the dean's letter reflecting the recommendations of the Personnel Committee.
- ✓ Executive Council and Curriculum Committee sought to improve the fairness of course registration procedures through the introduction of a new registration system to be implemented in Fall 2008. The new system is fully described at <http://www.grinnell.edu/offices/registrar/courseinfo/2008-2009/newstudentinfo/>

Section IV—Other Issues of Interest to the Faculty

Several additional issues were discussed in other meetings that I attended and conversations with faculty I had over this past year. Here I highlight some of the issues that I believe will require more faculty discussion in the next few years.

A. MAPs

Over the past few years Curriculum Committee has had many extended discussions about various aspects of the MAP Program. In 2006-2007 Curriculum Committee surveyed departments to gauge opinion about the strengths and weaknesses of our experience with MAPs to date. Several compelling questions arose during the committee's discussion of the survey results.

- What effect has the introduction of the MAP Program had on the availability of other forms of independent study?
- Has the College followed good procedures that ensure that all MAPs are meeting the original goals of the program and living up our expectations regarding quality?
- Is there effective monitoring to ensure that faculty members do not exceed the maximum number of MAPs allowed during the summer and the semester?
- Should there an upper limit be placed on the number of MAPs a student can complete during his/her Grinnell education?

This year's Curriculum Committee engaged some of the issues raised by the survey in a proposal shared with Executive Council. CC proposed implementing a department-based discussion of all MAPs prior to submission to the dean's office; imposing a limit of eight MAP credits per student; enforcing an upper limit on the number of MAPs for which a faculty member can be compensated during the academic year; developing an evaluation process for MAPs similar to the end-of-course evaluations, and requiring the submission of a plan for presenting research findings off the Grinnell campus prior to approval. The proposal also suggested compensating non-MAP independents to reward individual work with students on projects that do not meet the criteria of the MAP.

Executive Council discussed these proposed changes but did not formally endorse any of them. Council was reluctant to introduce any additional forms of compensation for independent work with students. Council members expressed concern about the potential adverse effects of such a compensation scheme on an already overburdened faculty. As the Grinnell faculty has increasingly shifted attention toward MAPs and away from other forms of independent study the average number of independents has declined. Some might regard this trend as a more productive application of precious faculty time. However, others may regret the passing of forms of individual work that both students and faculty have found rewarding in the past.

In light of Council's response, Curriculum Committee reached consensus on the following recommendations.

- Move up the deadline for submission of MAP requests by one week to permit departmental colleagues more time to share and provide feedback on individual proposals. Curriculum Committee strongly recommends that departments take this opportunity to confirm their expectations about the quality and final product of MAPs.
- Include a question on the MAP proposal form for students to list MAPs they have already completed in the past.
- Request that the dean's office implement a procedure to monitor and enforce established limits on the number of MAPs individual faculty members can supervise during the academic year.
- Provide alternative paths for students to complete a major or concentration that does not require doing a MAP. Requiring MAPs to complete a concentration or major means that students must do a MAP even if they are not able to fulfill all of the program's goals such as presenting their work off campus.

While relatively modest, these changes will provide an additional measure of accountability that is important to protect the integrity of the MAP program. Based on my experience over the past two years, I believe it is advisable for the administration and the faculty as a whole to evaluate, in a more systematic way, the benefits and costs of the current compensation scheme, the impact MAPs have had on course offerings, and the role MAPs have in our liberal arts curriculum.

B. Providing Better Quality Classroom Spaces for Faculty Teaching in the Humanities and Social Sciences

During this academic year I spoke with faculty members, administrators and members of the Board of Trustees about the inadequacy of ARH/Carnegie as teaching spaces. The growth in the size of student body has led to an intense problem of overcrowding in most classrooms in ARH/Carnegie. Overcrowding interferes with our ability to use technology and various innovative pedagogies. Although the completions of the JRC and Phase II of the Noyce Science Building have alleviated this problem somewhat, the College still faces a shortage of classrooms that can accommodate class sizes between 22

and 35. Moreover, many faculty members in the Humanities and Social Studies strongly prefer to teach in classrooms close to their offices and departmental staff.

As a first step toward addressing this pressing issue, President Osgood and Dean Swartz agreed to undertake a classroom usage study. With this study in hand the College will be able to analyze our current classroom situation. While I agree that the study is a necessary first step, I urge the faculty to continue pressing the case for building new classrooms that support the pedagogical needs of faculty in Humanities and Social Sciences.

Section V: Faculty-Trustee Relations

During my two years as faculty chair I placed a high priority on finding effective ways to represent the interests of the faculty to members of the Board of Trustees. In addition to making three public presentations at Board meetings, I faithfully attended sessions of the Academic Affairs Committee and recommended faculty members to present and dine with trustees. I believe all these interactions helped build better communication between the faculty and the board.

This year I focused my public presentations on the general theme of how to recruit and retain an excellent faculty. Despite some notable successes, I believe there is much we must do to increase Grinnell's attractiveness in a highly competitive environment. In my October presentation I shared my ideas about the importance of offering competitive salaries, fostering a robust intellectual and diverse community, taking affirmative steps on spousal/partner hiring, providing outstanding classroom space, and continuing to recruit the best students for Grinnell. I devoted my February talk to showing how Grinnell compared to other top liberal arts colleges in terms of salaries, support for leaves and teaching loads. In my final presentation to the board in April, I reviewed some of our accomplishments over the past two years and shared my top 10 list of things I have learned as faculty chair. My personal favorites were #9 (one term as faculty chair is enough) and #3 (it is a miracle that anyone is willing to move to (and stay in) Iowa, especially after the winter we've just had).

The trustees heard four wonderful presentations from members of the faculty. Jenny Anger and Dan Reynolds spoke about their co-taught course on Berlin, Ed Gilday and Henry Rietz discussed the benefits of the faculty study tour to Japan, Vida Praitis's presented her research on changes in the shape of epithelial sheets and Christopher French demonstrated how he incorporates writing in math courses. All of these individuals did an outstanding job of representing the range of accomplishments of Grinnell faculty members as teachers and scholars.

On a personal note, I have learned a great deal from interacting with members of the Board. I cannot say that we always agreed on the issues we discussed but I hope we achieved a level of mutual understanding. Prior to becoming a member of Executive Council in 2004, I had had few personal contacts with trustees. Like many faculty members I would occasionally attend receptions organized during Board meetings, but I do not recall actually talking with a trustee. I now think that I should have done more to engage trustees on these occasions. I have discovered that the trustees and the faculty share a deep affection for the College and the desire to see it thrive. That is strong foundation on which to build a better relationship.

Looking forward, a good working relationship with the trustees will be critically important when the time comes to choose a new president. Looking forward, a good working relationship with the trustees will be critically important when the time comes to choose a new president. Although primary

responsibility for selecting a new president rests with the Board, best practice suggests including representatives from the entire campus community—faculty, students and staff—in the search process.

Section VI: Final Reflections

In my four years on Executive Council I have witnessed a tremendous change in the make up of the Grinnell faculty. Through EKI, diversity initiatives and increased enrollments we have experienced a steady growth in the size of the faculty. These changes have invigorated intellectual life on campus and have provided students with a broad range of exciting courses from which to construct their liberal arts curriculum. Our notable success in hiring our first-choice candidates is testament to Grinnell's growing reputation as a national liberal arts college. As chair of the faculty I have been privileged to learn about the extraordinary accomplishments of our faculty as both teachers and scholars. If we measure Grinnell's greatness by the quality of its faculty, then we can confidently say that Grinnell is a great institution.

Changes in the size and composition of the faculty, while a source of strength, present a challenge to our sense of community. Faculty attendance at campus-wide events, such as the Faculty Potluck, Scholar's Convocation or some activities organized at Faculty House, has declined in recent years. Many faculty members have expressed their perception that our sense of community has eroded.

Clearly, we should not exaggerate the significance of these signs of declining community. For example, faculty participation in the Common Ground luncheons has been high and assistant professors and instructors have been very well organized in recent years. Yet I am concerned that we remain vigilant in protecting this valuable aspect of Grinnell's culture. As faculty chair I have come to appreciate how unusual Grinnell is in the degree of self-governance we enjoy. The weight of our influence extends beyond the curriculum to encompass a range of decisions related to salaries, personnel evaluation, funding for scholarship and teaching, and many other policy issues. We experience a degree of faculty representation that is unusual even among our peers. But strong representation builds on a sense of shared interests and values. Without a robust sense of community our voices are substantially weakened in College governance. As a faculty member, I look forward to supporting the efforts of faculty leadership to build on our sense of community.

Acknowledgements

My duties in the last two years have brought me into close contact with the occupants of Nollen House. Though we sometimes adopted opposing perspectives on the issues before us, I appreciated the respectful reception I received in these interactions. I thank President Osgood for sharing his views with me and keeping me informed on decisions facing the College. Special thanks are due Dean Jim Swartz and Associate Dean Jon Chenette for their dedicated and excellent service to the College. I also thank Marci Sortor and Kathleen Skerrett for keeping open the lines of communication and soliciting my opinion on issues of interest to the faculty. I again marveled at the efficiency and kindness of the support staff in Nollen House. On behalf of the faculty I thank Susan Schoen, Val McKee, Jean Cousins, Angie Story, Terri Phipps, and Tammy Prusha for their assistance this past year.

On behalf of the Executive Council, I thank Karen Wiese for her extraordinary efforts to translate our jumble of words into coherent minutes.

Nollen House will undergo significant change with the departures of Jim, Jon, and Val this year. Although we will continue to benefit from their positive legacies well into the future, they will be missed.

I feel most fortunate to have worked with a very dedicated and talented group of faculty elected to the major committees upon which I actively served. I could not have done this job without their guidance and support. In carrying out their duties, they each showed a strong collegial spirit and a commitment to making decisions in the best interests of the College. For their hard work and contributions to making Grinnell a great place to work, I thank colleagues who served on the Executive Council (Sam Rebelsky, Johanna Meehan, Kathy Jacobson, Bill Ferguson, and Joe Cummins), the Personnel Committee (Jenny Anger, Ed Gilday, Mark Montgomery, Clark Lindgren, and Elaine Marzluff), and the Curriculum Committee (Karla Erickson, Erik Simpson and John Stone).

I want to single out Sam Rebelsky's outstanding, tireless and patient work on the proposed revisions to the Handbook on faculty voting rights. Sam would remind me to acknowledge the contributions of other members of the Ad Hoc Committee. They are Karla Erickson, Pablo Silva and Anatoly Vishevsky. I hope the faculty will reward their efforts by supporting this legislation next year.

Finally, I also wish to thank all members of the faculty who served the College as department chairs and members of our many committees. While service is sometimes burdensome, I am grateful for the large degree to which the Grinnell faculty govern themselves.

I am happy to leave the position of faculty chair in Mark Schneider's capable hands. I am confident he will do a superb job of leading us over the next two years.

End-of-Course Benchmark Statistics

Individual Faculty Results

Academic Years 2004-05 through 2006-07

Faculty Name: Oldas Dirt

Q2: The Instructor helped me to understand the subject matter.

Q6: I learned a lot in this course.

Course	Term	5: Mod Agree		6: Strong Agree		Resp.	5: Mod Agree		6: Strong Agree		Resp.
		Freq.	Pct.	Freq.	Pct.		Freq.	Pct.	Freq.	Pct.	
AGR-350.01: Soils of the World	2004/FA	3	19%	13	81%	16	1	6%	15	94%	16
ARG-101.02: Intro to Agronomy	2005/SP	7	32%	12	55%	22	10	45%	9	41%	22
AGR-260.01: Local Dirt	2005/SP	9	36%	15	60%	25	7	28%	16	64%	25
ARG-101.01: Intro to Agronomy	2005/FA	5	22%	17	74%	23	6	26%	14	61%	23
AGR-354.01: Developing Soils	2005/FA	2	14%	11	79%	14	4	29%	9	64%	14
ARG-101.02: Intro to Agronomy	2006/SP	1	5%	20	91%	22	6	27%	16	73%	22
AGR-271.01: Soil Structure	2006/SP	2	13%	13	81%	16	3	19%	12	75%	16
ARG-101.02: Intro to Agronomy	2006/FA	4	17%	20	83%	24	5	21%	18	75%	24
AGR-350.01: Soils of the World	2006/FA	3	19%	12	75%	16	0	0%	16	100%	16
AGR-151.01: Muck-n-Mud	2007/SP	3	11%	24	86%	28	7	25%	20	71%	28

Response Categories are:

1 - Strongly Disagree

2 - Moderately Disagree

3 - Slightly Disagree

4 - Slightly Agree

5 - Moderately Agree

6 - Strongly Agree

Note: Only "Moderately Agree" and "Strongly Agree" categories are displayed in this report.

Percents are calculated as "valid percents."

End-of-course benchmark statistics

Aggregate (pooled) results by course type by course level
Academic years 2004-05 through 2006-07

Percentages refers to the percentage of students responding "Moderately Agree" (%MA) or "Strongly Agree" (%SA).
"Obs" refers to the number of observations (students who provided ratings).

	Course Level								
	100			200			3/400		
	% MA	% SA	Obs	% MA	% SA	Obs	% MA	% SA	Obs
Q2: The instructor helped me to understand the subject matter of the course.									
Arts	26.1%	63.3%	1,358	23.9%	62.0%	898	26.3%	59.5%	247
Concentrations	33.1%	48.4%	728	15.4%	72.2%	169	37.3%	55.4%	83
Foreign Languages	22.9%	70.1%	1,165	24.0%	68.1%	1,410	24.1%	66.0%	1,168
Humanities	30.6%	54.0%	1,922	23.8%	66.7%	1,825	23.9%	66.3%	570
Music Ensembles & Lessons	16.7%	77.6%	642	36.4%	59.1%	22			
Physical Education	4.8%	95.2%	105	28.4%	64.7%	278			
Science Labs	29.3%	59.5%	792	28.1%	61.8%	626	20.2%	75.1%	277
Sciences	29.5%	52.4%	3,580	27.9%	59.2%	2,655	24.5%	65.3%	1,649
Social Studies	29.9%	51.9%	2,756	25.5%	61.9%	4,628	22.3%	69.8%	922

Q6: I learned a lot in this course.

Arts	22.9%	63.0%	1,351	24.2%	63.4%	898	17.6%	70.1%	244
Concentrations	30.3%	52.6%	726	15.9%	67.6%	170	19.3%	74.7%	83
Foreign Languages	20.2%	73.1%	1,165	27.0%	61.6%	1,410	25.9%	62.9%	1,168
Humanities	29.6%	51.7%	1,919	24.0%	65.7%	1,818	20.0%	71.4%	566
Music Ensembles & Lessons	19.0%	66.7%	643	36.4%	50.0%	22			
Physical Education	12.4%	87.6%	105	30.1%	60.9%	279			
Science Labs	35.7%	41.9%	788	28.6%	62.4%	622	23.7%	67.4%	279
Sciences	29.8%	50.5%	3,571	25.9%	61.7%	2,655	24.7%	64.9%	1,646
Social Studies	28.8%	52.4%	2,756	23.7%	64.1%	4,616	19.3%	74.0%	919

Percentages are calculated as "valid percents."

The response scale used on the end-of-course forms ranges from "Strongly Disagree" (1) to "Strongly Agree" (6).