

DEAN'S ANNUAL REPORT TO THE PRESIDENT 2008-2009

August 2009

Paula V. Smith

Vice President for Academic Affairs and Dean of the College

This year challenged Grinnell College to sustain the excellence of a highly intensive form of liberal education in a time of steep financial downturn, even as campus debates prompted reviews of some aspects of governance, and all felt the effects of recent and newly announced transitions in leadership.

Grinnell is aptly described by its president as “a great college,” and perhaps the broadest validation of academic strength came in a letter dated February 17, 2009, in which Sylvia Manning, President of the Higher Learning Commission of the North Central Association of Colleges and Schools, informed President Osgood of the renewed accreditation of Grinnell College. This act proclaimed a completely “clean bill of health” for the College; we have no follow-up reports required and no further visits from the Commission scheduled before our next comprehensive evaluation for renewal in 2018-2019. The NCA evaluators commended the sound practices and shared sense of commitment they found at our institution. We were encouraged to coordinate and further develop efforts to learn what students gain from a Grinnell education. The review team also gave respectful attention to our “special emphasis” on how we can reinvigorate our tradition of leadership that contributes to the common good.

At this time, I want to express my gratitude to all those who offered their help, shared efforts, support, and encouragement during my first year as Dean of the College. We now have a great year ahead of us, in which the sustained self-reflection leading up to our 2008 NCA review continues in the form of a Presidential search, several reviews of campus governance, and a heightened awareness of priorities as we embark on the annual budget process.

FACULTY

Recruitment

In 2008-09 we appointed sixteen new tenure-track faculty members. The tenure-track searches included two new full-time faculty positions added under the Expanding Knowledge Initiative (one in Policy Studies and another in Neurophilosophy) as well as a new position in Latino/Latina Studies which expands the Spanish department. A search for a third new position created under EKI (in Middle Eastern History and Islamic Traditions) did not result in an appointment, and this search will re-open in fall 2009. The remaining searches refilled vacancies caused by faculty resignations (including those of two faculty members who accepted senior administrative posts at Vassar and Denison) and, in four cases, vacancies arising from the transition of long-serving faculty members to Senior Faculty Status. Two of our tenure-track searches this year (in economics and political science) were second efforts, successfully filling positions originally advertised in 2007-08 that had not resulted in appointments.

In practically all these tenure-track searches, our first-choice candidate from the pool accepted the job. Reasons for declining did not show any clear pattern this year; each of the small number had a different reason for choosing an option other than coming to Grinnell. But in 13 of 16 appointments, the first-choice applicant accepted Grinnell's offer.

Meantime, the Academic Budget Subcommittee, which consists of representatives from Executive Council and the academic deans, carefully reviewed departmental requests to fill temporary vacancies. Most of these arise from regular faculty members going on leave. Seven term searches, including one for a CFD (Consortium for Faculty Diversity) Fellow and one for a Mellon Postdoctoral Fellow, resulted in the appointment of new faculty members. In each of these searches, the candidate of first choice accepted Grinnell's offer. Only one term search, in Asian history, did not result in an appointment. Nine other term openings were filled by re-appointment of current term incumbents, and the remaining need for temporary or replacement staffing (about 5 FTE) was covered by changing the teaching assignments of regular faculty members and appointing available part-time faculty to cover specific courses.

I enjoyed collaborating with departments, search committees, Vice President Elena Bernal, and Associate Dean Kathleen Skerrett in a shared effort to attend with creativity and persistence to the value of diversity at each stage of every faculty search. As a result we have appointed a group of new faculty members whose diversity of interests and origins will enrich the academic and cultural environment of Grinnell: Four of our sixteen new tenure-track faculty members are persons of color (two U.S. citizens and two international faculty), and four of our seven new term faculty identify as members of domestic minority groups. The 16 new tenure-track faculty members include seven women and nine men; our seven external term searches resulted in appointment of five women and two men. Most important, the case made for every new faculty appointment included substantive consideration of the candidate's ability to contribute meaningfully to diversity on campus.

Transitions

This year we reviewed seven faculty members for promotion to associate professor with indefinite tenure, all of which resulted in positive recommendations for promotion, accepted by the Board:

John Fennell, Department of Philosophy
Christopher French, Department of Mathematics and Statistics
Matthew Kluber, Department of Art
Shonda Kuiper, Department of Mathematics and Statistics
Heather Lobban-Viravong, Department of English
Eric McIntyre, Department of Music
Karen Shuman, Department of Mathematics and Statistics

Six faculty members were reviewed for promotion to the rank of professor, all resulting in positive recommendations accepted by the Board:

Todd Armstrong, Department of Russian
Marc Chamberland, Department of Mathematics and Statistics
Scott Cook, Department of Chinese and Japanese
Ann Ellis, Department of Psychology
Susan Ferguson, Department of Sociology
Samuel Rebelsky, Department of Computer Science

In October 2008, the Board of Trustees approved appointment of the following highly accomplished professors to named chairs:

Susan Ireland, Orville and Mary Patterson Routh Professor of Literature
Gerald Lalonde, Benedict Professor of Classics
David Lopatto, Samuel R. and Marie-Louise Rosenthal Professorship of Natural Science and Mathematics
Mark Montgomery, Donald Wilson Professor of Enterprise and Leadership
James Swartz, Dack Professor of Chemistry

Moving to Senior Faculty Status at the end of the 2008-09 academic year are:

Andrew Hsieh, Professor of History, a Grinnell College faculty member since 1978
Emily Moore, Professor of Mathematics and Statistics, a Grinnell College faculty member since 1980
Tom Moore, Professor of Mathematics and Statistics, a Grinnell College faculty member since 1980

Completing his term of Senior Faculty Status and attaining emeritus status in 2009-2010 is:

Arnold Adelberg, Professor Emeritus of Mathematics, a Grinnell College faculty member since 1962

We regretfully accepted the resignation of the following faculty members:

Patrice Ewoldt, Lecturer in Music (effective at the beginning of the 2008-09 academic year)
Jason Drwal, Assistant Professor of Psychology (effective at the end of fall semester 2008)
David Richter, Assistant Professor of Spanish (effective at the end of the 2008-09 academic year)

Tenure-Track Searches Planned for 2009-10

The Executive Council recommended and—contingent on a final budgetary review just before advertisements are posted—the President has approved the following national searches to take place in the 2009-2010 academic year, for tenure-track appointments beginning in 2010-2011:

Classics (replacing E. Phillips who will be moving to Senior Faculty Status)
History (replacing A. Hsieh)
History and Religious Studies (EKI search continued from 2008-09)
Sociology (replacing K. McClelland who will be moving to Senior Faculty Status)
Spanish (replacing D. Richter)

THE ACADEMIC PROGRAM

Some 2008-2009 academic milestones and events to highlight:

- Faculty vote in May 2009 to establish a new major in Gender, Women's, and Sexuality Studies
- Faculty vote in October 2008 to establish a concentration in Policy Studies;
- Two department self-study reviews, in Sociology and the College Libraries;
- New interdisciplinary courses added to the regular curriculum in film studies, policy studies, gender and sexuality studies, and environmental history—and more added as special topics;
- Significant restructuring of departmental offerings in studio art and 100-level history;
- Initiation of Arabic language courses taught by a full-time faculty member in Arabic;
- Steps toward efficiency, enhancement, and clearer vision for the MAP program;
- A weekend faculty retreat in September, funded by the HHMI grant, on "Interdisciplinary Science Bridging Courses" to evaluate completed projects, plan for future ones, and devise models for interdisciplinary work (e.g., "nodes") across and beyond the sciences;
- A Mellon-sponsored workshop in November hosted at Grinnell, drawing faculty participants from 11 liberal arts colleges, on "Middle East Studies and the Liberal Arts";
- A NITLE (National Institute for Technology and Liberal Education) workshop hosted at Grinnell, on "Finding, Assessing, and Exploiting Online and Media Resources for Language Teaching";
- Faculty vote in May 2009 to carry out a five-year pilot project toward establishment of a Certificate in the Liberal Arts and to award college credit to incarcerated students;
- Consistent with recommendations made by the NCA Review team, re-assignment of the Office of Institutional Research to be overseen by the Vice President for Diversity and Achievement, paving the way to build a comprehensive learning-assessment plan;
- In October, grand ceremony to dedicate the Noyce Science Center, and celebratory programs in honor of the 40th anniversary of CERA (Conard Environmental Research Area);
- Internationalization: Faculty trips to Denmark and Turkey; course-embedded travel;
- Mellon-funded "bridging projects" (faculty take colleagues' courses outside their discipline);
- Continuing regional and national recognition for Grinnell's student-athletes;
- Significant activities hosted and coordinated by our three academic Centers and by the Rosenfield, Wilson, and Peace Studies Programs.

Expanding Knowledge Initiative (EKI) <http://www.grinnell.edu/offices/dean/eki/>

Though EKI is a relatively new feature on the Grinnell landscape, interdisciplinary studies have a long history at the College. All Concentration programs and many divisional courses are interdisciplinary; First-Year Tutorials often take an interdisciplinary approach to their topics. In this past year, notable changes to Grinnell's curriculum—such as a new major in Gender, Women's, and Sexuality Studies (GWSS) and a new concentration in Policy Studies—are consonant with our interdisciplinary tradition.

This year we launched several Study Themes under the EKI. Each Interdisciplinary Study Theme (renewable for 2-4 years) unites a group of courses around a significant theme, issue, or problem. Themes often take advantage of College events and resources such as a Rosenfield symposium or Faulconer Gallery exhibition, student internships, or primary sources found in College collections. Four Interdisciplinary Study Themes are offered for the 2009-2010 academic year: African Studies, Human Rights and Human Dignity, Nature and Culture in the Prairie Region, and Peace and Conflict Studies. Development of these themes has often started with a Common Ground discussion sponsored by the Office of Interdisciplinary Studies under the direction of Associate Dean Marci Sortor. Interest in the Common Ground program is broad-based; approximately half of all Grinnell faculty members participated in one or more of the 16 Common Ground lunches held last year. These discussions led to follow-up planning for new collaborative courses and faculty workshops as well as the Study Themes.

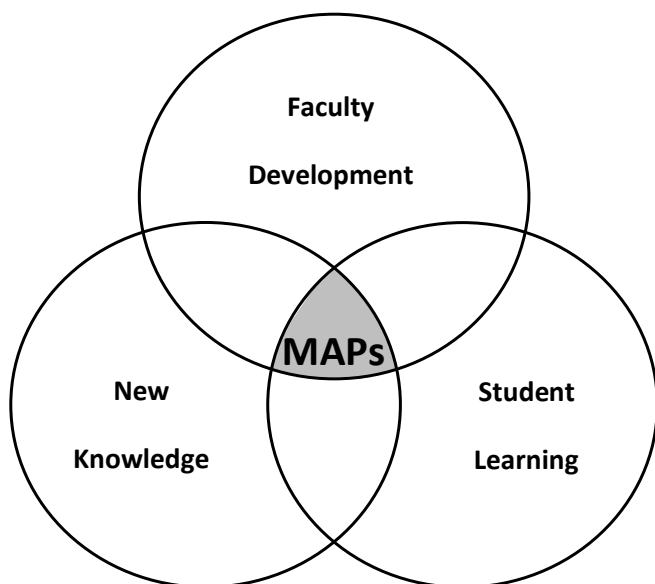
New EKI offerings in 2009-2010 include a Policy Studies seminar co-taught by a chemist and a political scientist; a Bioinformatics course co-taught by a biologist and a computer scientist; a course on human rights co-taught by a political scientist and a religious studies scholar; and a course on 17th-century notions of "space and time" co-taught by a physicist and a philosopher. The team-teaching pairs have often prepared by studying with, or even taking a "bridging" course from each other. Such intensive interdisciplinary courses, whether or not connected with a Study Theme, continue to inspire both faculty and student interest, though it must be noted that the overall number of such courses has declined from last year, probably because we had to keep faculty staffing at tight levels for budgetary reasons.

One last element of the Expanding Knowledge Initiative is the Second-Year Retreat held in the fall semester. This weekend event will now take place for the fourth time. As of this writing, 184 students from the Class of 2012 have signed up to participate in the 2009 retreat, which is scheduled for September 11-13 at the Marriott Hotel in Des Moines. This program encourages and supports students as they face the new academic challenges and vocational questions in their second year.

Mentored Advanced Projects <http://www.grinnell.edu/offices/dean/MAP/>

2008-2009 marked the seventh year since Mentored Advanced Projects (MAPS) were established in the Grinnell curriculum. This distinctive capstone experience intersects three critical goals of the College: faculty development, student learning, and production of original scholarship. Given the evidence of hundreds of student-faculty scholarly products, positive assessment, and participation of students and faculty from every academic department at the College, the program does not require radical change.

Rather, it makes sense to build the strength and visibility of this successful program, to address remaining areas of concern regarding policy and process, and to increase the program's efficiencies in light of fiscal restraint. Associate Dean Leslie Gregg-Jolly, in her first year with oversight of the MAP program, discussed these issues with many constituents on campus including the Curriculum Committee, the Budget Steering Committee, departments in the fine arts, the Executive Council, and finally in an open meeting primarily directed toward summer MAP faculty directors.



- Showcase High-Level Student Achievement
- Capstone Experience
- Across Disciplines
- Distinctive to Grinnell College Curriculum

Building on these consultations, the Dean's Office and Registrar modified MAP application forms to improve the quality of proposals, in part by requiring identification of a potential venue for off-campus dissemination of the scholarly product. Policies for student MAP travel were clarified and posted so that students can be guided in how to develop and submit budget requests for travel necessary to their research. The Dean's Office worked with librarians, and Institutional Research to track results, including more systematic archiving of MAP products. While on-campus presentation includes the successful poster sessions organized for Family Weekend, we expect MAP students to set their sights on publication or presentation off campus. Between July 2008 and June 2009, 53 students received funding to attend conferences and meetings nationally and regionally to present their research. This number represents a significant increase in external scholarly presentations over previous years. Finally, the Dean's Office reviewed MAP faculty compensation, including confirmation of accurate record-keeping, clearer planning, and offering the option of cash compensation for MAP teaching credit.

New efforts are underway to increase summer MAP students' awareness of being part of a scholarly community. A "Mellon 23"¹ grant supported regular meetings of groups of students from multiple

¹ Grinnell takes part in two Mellon-funded collaborations among prominent liberal arts colleges. The "Mellon 8" include Amherst, Grinnell, Oberlin, Pomona, Reed, Smith, Wesleyan, and Williams. The "Mellon 23" include Amherst, Barnard, Bryn Mawr, Carleton, Denison, DePauw, Furman, Grinnell, Harvey Mudd, Haverford,

research projects. This concept was developed by a group of faculty including David Cook-Martín, Leslie Gregg-Jolly, Kathy Kamp, and Erik Simpson who participated in a “Mellon 23” meeting focused on student-faculty collaboration, with emphasis on fields outside of the natural sciences. Also in the interest of building scholarly community, summer MAP students were asked to identify apprenticeship activities (research assistant tasks) they would do with their faculty MAP director.

From summer 2008 through spring 2009, students engaged in 201 MAPs. As in past years, Science MAPs comprised roughly half (116) the total. 102 MAP proposals were approved for summer 2009.

Summer 2008		Academic Yr. 2008-2009		Summer 2009	
Division	# Projects	Division	# Projects	Division	# Projects
Humanities	4	Humanities	32	Humanities	12
Social Studies	25	Social Studies	29	Social Studies	20
Science	55	Science	61	Science	70
		Interdisciplinary Co-Directed	5		

The Dean’s Office also supports other forms (designated 299 and 399—MAPs are 499) of student-faculty research, as in some cases valuable learning experiences do not meet the criteria of the MAP program.

In keeping with growing desires for internationalization, funding was provided for certain MAPs to allow for some of the research to be conducted outside of the United States, including projects in Northern Ireland and Russia. To help plan for expanding these opportunities, a few MAPs were approved in which students actually spend some time on the project in a different physical location from the MAP director. These projects will be assessed on whether their “long-distance” format is detrimental to the close mentoring relationship between MAP student and faculty director.

Off-Campus Study <http://www.grinnell.edu/offices/ocs/>

During the 2008-2009 academic year, Grinnell students spent 220 “student semesters” (128 students away in the fall, 92 in the spring) studying off campus in 33 countries, including the United States. We continue to operate our own two off-campus programs: Grinnell-in-London (with Susan Strauber, Art, and Doug Caulkins, Anthropology, serving as our faculty in fall 2008) and Grinnell-in-Washington, D.C. (Steve Andrews, English). Partnership with Oberlin-in-London also continues, though Oberlin likely will modify its program to run only in the spring, while ours continues to take place in the fall semester.

Macalester, Middlebury, Oberlin, Pomona, Reed, Rhodes, Scripps, Smith, Swarthmore, Vassar, Wellesley, Wesleyan, and Williams. Both grants support multiple projects for professional development of the faculty.

The number of students enrolling in our London program has seen wide fluctuations in recent years (2007:25, 2008:34, 2009:14). Innovations in student recruitment and a redesign of the application process are now underway with the aim to increase stability of these numbers at the higher levels that we would like to see consistently. Numbers of student applications to the Grinnell-in-Washington program fluctuate less widely (2007:11, 2008:7, 2009:8), but here also we anticipate that changes in how we recruit students will draw a larger number. The opportunity to combine a Grinnell-in-London or Grinnell-in-Washington semester with a second semester of off-campus study could also be publicized.

Fortunately, no students had their studies cut short this year because of Travel Warnings issued by the U.S. Department of State. The outbreak of the H1N1 virus in Mexico last spring did not adversely affect our two students who were studying in that country. The Off-Campus Study office continues to monitor the risks associated with the countries and regions where our students study abroad. Students are not permitted to participate in programs where Travel Warnings are in effect.

Four new off-campus programs were evaluated and approved by the Grinnell Off-Campus-Study Board last year, establishing new opportunities for study in Egypt, Kuwait, Jordan, and South Africa.

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

The Director of the Center for International Studies, David Harrison, Associate Professor of French, envisions a Grinnell College that can be described as “pervasively international.” To achieve this aim will require increased opportunities for faculty and students to incorporate non-U.S. experiences, ideas, and information into their courses and other learning experiences, including advanced research conducted abroad. Paths toward the goal include creating and maintaining partnerships with universities outside the United States; building inventories of experience and knowledge (of both students and faculty) that can be shared across campus; extending opportunities for College-supported academic experiences abroad; and bringing multiple international scholars to Grinnell as faculty, speakers, and participants in the College community. The Center engaged in all of these forms of activity last year.

Ten faculty members traveled to Istanbul in late May and early June, meeting with their faculty counterparts at the University of Bogaziçi (Bosphorous University), selected because it is the institution where Grinnell students enroll when they go to Turkey for an off-campus semester. From the presentations, discussions, and consultations that were arranged, the Grinnell faculty group is now designing an interdisciplinary course they will team-teach in spring 2010. Individual faculty members also plan to incorporate new material from the travel seminar into their regular courses. It is possible that independent research projects supervised by Bogaziçi faculty can now be arranged for Grinnell OCS students, while scholarly collaborations may also develop between the Bogaziçi and Grinnell faculty members. A reception for Grinnell alumni living in Turkey also took place during this trip.

The College’s venerable, long-standing exchange with Nanjing University continues to thrive and to offer a model for possible new ventures, such as our incipient partnership with Nehru University in New Delhi, India. Faculty members are working now to develop a scholarly exchange program between Nehru University and Grinnell, even while other colleagues explore a potential arrangement they hope to

establish between Grinnell and the Gobabeb Training and Research Center in Namibia; such a program would allow more Grinnell faculty and students to conduct research in southern Africa. In late March, a small delegation of Grinnell science faculty visited the Danish Institute for Study Abroad in Copenhagen, one of our most popular off-campus study sites; their purpose was to investigate affinities between the science courses in both places (particularly in the health-related fields) and to discuss with DIS faculty how Grinnell science majors can incorporate a semester in Copenhagen into their program of study.

Rosenfield Program in Public Affairs, International Relations, and Human Rights

Under the new directorship of Sarah Purcell '92, Associate Professor of History, this prominent College program, celebrating its thirtieth anniversary in 2009, sponsored over 50 campus events and funded 13 student internships at sites across the world. The Program also contributed through 2008-2009 to the Expanding Knowledge Initiative as a new Policy Studies concentration earned faculty approval and the Interdisciplinary Study Theme on "Human Rights and Human Dignity" was adopted.

The largest event of the year was the special lecture by Senator Bob Dole as part of a community-wide commemoration of World War II veterans. This occasion filled Herrick Chapel, with more than 600 people attending, including Senator Chuck Grassley. Scholar's Convocation lectures tend to draw audiences of about 200, and even the smallest Rosenfield events regularly draw audiences of 25-30, including students, faculty, staff, alumni, and guests from the surrounding community.

A central responsibility of the faculty members on the Rosenfield Program Committee is annually to propose, organize, and host four major symposia, creatively programmed to incorporate other campus events such as film screenings, art installations, class visits by speakers, career-development workshops, and student poster sessions. This year's topics included "Trends in Islam" (September), "The State of Democracy" (October), "Global Pharmaceuticals" (February), and "Water" (April). A lecture series on national security issues, a panel discussion in honor of Martin Luther King, Jr. Day, and several spontaneously organized events responding to "breaking news"—for example, a faculty panel on "What Is Happening to the U.S. Financial System?" held on September 29, 2008—offer further examples of how the Rosenfield Program heightens intellectual exchange and engagement at Grinnell College.

Wilson Program in Enterprise and Leadership

Reflecting the pluralistic definition of "leadership" that emerged from campus-wide discussions in 2008 as we prepared for re-accreditation of the College, the Wilson Program holds up a model of the Grinnell-educated leader as an "agent for change" in contrast to a more aloof model, championed by others on campus, of the Grinnell-educated leader as trenchant social critic or Socratic "gadfly." The Wilson Program offers academic courses, frequently incorporating the experience of alumni, which prepare students to put their knowledge of the liberal arts to practical use by embarking on innovative careers in business, non-profit, and government sectors. To this end, Wilson courses bring accomplished alumni "practitioners" into the classroom with current students, either to teach their own short courses, to offer co-curricular workshops, or to participate as guests in courses taught by the regular faculty.

A total of 182 students participated in Wilson courses in 2008-2009, and 11 Wilson internships were funded in summer 2009. Adding these together, approximately 13% of the student body enrolled in a Wilson course or internship in this past year. Topics ranged from “Intellectual Property” and “Media and the Changing Face of the News” to “Refugee Relief Coordination,” “Managing NGOs and Businesses,” and “Intelligence Analysis.” Occasionally staff members also audit Wilson courses for the benefit of their own professional development.

Program Director Doug Caulkins, Donald L. Wilson Professor of Enterprise and Leadership, has advanced a plethora of proposals, experiments, and pilot projects that exemplify the same bold innovation and boundless energy he characterizes as distinctively Grinnellian. Doug’s efforts range from enlisting campus computers to replace the standard Microsoft “Bliss” desktop with a new Grinnell-specific paean to prairie biodiversity (see <http://www.grinnell.edu/academic/wilson/>) to promoting a “Golden Circle” of regional economic development in central Iowa (the geographic “circle” defined by Des Moines, Ames, Cedar Rapids, and Iowa City), coaching students who seek to start up their own business venture, and sending two student “apprentices” to Detroit to scout out new sites for future summer internships.

Facing the challenge of succeeding Doug as Director of the Wilson Program, new Donald L. Wilson Professor of Enterprise and Leadership Mark Montgomery will spend the transition year of 2009-2010 not only inheriting the program as it exists now, but working with the Wilson Committee to focus and select from among the many experimental seeds that Doug has planted. It will be exciting to watch the Program continue to thrive, and to see what new directions it will take in coming years.

Center for the Humanities <http://web.grinnell.edu/cenhumanities/>

A departure from past years for this Center was to re-conceive the Distinguished Visiting Professor as a scholar who would spend not just three weeks, or one semester, but an entire year at Grinnell. By focusing on a scholar at an earlier stage of professional development, the Center hoped to emphasize a collaborative approach to research and faculty development while broadly addressing local interest in the humanities. Furthermore, having a single person for a year would lead to more continuity in the student seminar, an issue that became especially salient in last year's offering, which featured four distinct instructors on four disparate subjects.

This year’s Visiting Scholar in the Humanities was Jeanette Roan, an Assistant Professor from George Mason University, who works on Visual Culture and Film Studies. She was an invaluable resource as Center Director Dan Reynolds, Associate Professor of German, planned readings groups, Faculty Works-in-Progress lunches, film series, and a lively April symposium on “Visual Culture and Social Engagement.” Professor Roan taught two undergraduate seminars on Visual Culture (one each semester), participated in the symposium, mentored the Center’s Post-Baccalaureate Fellow, and took part in workshops and meetings with other faculty working on visual culture.

Next year, the contraction of program budgets has meant that the Visiting Humanities Scholar will be in residence for only one semester instead of a year, and the Post-Baccalaureate Fellowship program has been suspended. Thanks to these two large cuts, the Center’s varied and versatile forms of local

support for faculty and student work in the Humanities remain at levels similar to those of years past. The theme of “Place and Memory” will offer a new focus for the Center in 2009-2010.

Center for Prairie Studies <http://www.grinnell.edu/academic/cps/>

Programs and activities sponsored by the Center for Prairie Studies weave together the teaching and learning (both structured and spontaneous) that occur on all parts of the campus, the natural marvels of prairie, and the resource represented by local community organizations. CPS events draw audiences from both on- and off-campus, fostering healthy relations between College and community. Director Jon Andelson, Professor of Anthropology, reports that highlights of 2008-2009 included symposia on “Re-Connecting with Nature” (co-sponsored with the Education department and the Environmental Studies concentration) and “Water” (co-sponsored with the Rosenfield and Luce Programs). Eight Grinnell College courses in the 2008-09 academic year incorporated a prairie-studies component, while “Nature and Culture in the Prairie Region” was endorsed as an EKI Interdisciplinary Study Theme—encompassing nine College courses and a Faulconer Gallery exhibit—for 2009-2010. The art exhibit, “Below the Surface: A 21st Century Look at the Prairie,” opened in mid-June and will stay up until early September. A major new CPS publication, *Nature Preserves Near Grinnell*, saw publication this year; three students received funding for internships with community organizations; a new edition of the CPS guide to locally produced foods was issued in May; and the year was rounded out by a series of lectures, workshops, and nature tours, a photography exhibit of farm images, a reader’s theatre performance co-sponsored with the Grinnell Area Arts Council, and a commemoration of the 40th anniversary of the Conard Environmental Research Area (CERA) on Family Weekend. 2009-2010 will see a new season of events, including “Grinnell in Grinnell,” a celebration of the College’s 150th year on its present site.

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

This program launched an Interdisciplinary Study Theme under the EKI, “Peace and Conflict Studies,” showcasing a set of Grinnell courses that provide a lens for understanding social change and upheaval, violence against humanity such as genocide, the impact of environmental, economic, political, and social decisions, and the critical roles of identity and trauma in human interaction. This EKI theme will complement the Rosenfield Program’s annual focus and related EKI theme on “Human Rights.”

A 2009 faculty summer workshop on “Trauma and Peacebuilding” drew interested faculty from eight different departments, while 18 students spent their fall break completing an intensive, professionally-led training program in mediation skills. Grinnell’s Mellon Postdoctoral Fellow in Peace Studies, David Western, both taught courses and facilitated campus discussions on highly charged issues such as relations between Israel and Palestine.

Curricular development and public events are not the only aims of the Peace Studies Program, which is also committed to promoting constructive and restorative conflict processes both in the community (for example, the small-claims mediation program in Poweshiek County, which mediated 42 cases this year) and in campus governance, including the prospect of establishing mediation as a standard practice to

use in Student Affairs. An expert on campus mediation programs, Professor Bill Warters of Wayne State University, visited Grinnell in February and was eagerly consulted by groups of faculty, staff, and students about ways to resolve current campus tensions. Finally, the program sponsored four student internships and funded attendance of students and faculty at four peace-studies conferences.

Athletics, Recreation, and Wellness <http://www.grinnell.edu/athletics/>

At the intercollegiate level, Grinnell College proudly captured six team conference championships: Men's Cross Country [12th successive title], Women's [5th] and Men's [6th] Tennis, Women's [11th] and Men's [8th] Swimming/Diving, and Men's Basketball. 75 students won individual conference championships, and several athletes set records and received recognition beyond the conference level. These are impressive achievements by a highly committed group of student-athletes and their coaches.

The intramural sports program, with 18 sports offered, is growing better organized and enjoys high levels of student participation, with a modest number of faculty and staff members additionally taking part. A computer-based sign-up is being piloted, and Intramurals Director Tim Hammond is launching new efforts to recruit a diversity of participants so that more varsity athletes, students from P.E. activity classes, and new international/multicultural students are specially encouraged to take part. Meanwhile, under the direction of David Zeiss, the Grinnell Outdoor Recreation Program (GORP) continues to serve about 100 students annually, offering experiences in wilderness leadership, CPR and First Aid classes, sailing, skiing, rock climbing, kayaking, and backpacking expeditions.

The College's first full-time Wellness Director, Jen Jacobsen '95, was greeted with an enthusiastic response as she arrived on campus a year ago and announced her intent to listen to all constituencies and develop a coordinated program to address the specific needs of students, faculty, and staff. In addition to special efforts targeted for students, Jen emphasizes that all employees, retirees, spouses/domestic partners, and emeritus faculty are eligible to participate in most activities sponsored by the program. Goals for her second year include promoting a new message (under the rubric "Live Well Grinnell") that wellness goes beyond following a workout routine and counting calories. Jen invites us to think about countering the pervasive Grinnell "culture of busyness" by balancing the pressures of intense achievement (whether academic, professional, or service-oriented) with a tangible daily boost to our personal well-being and life balance, whether this means setting aside time for solitude, a positive engagement with family members, or connecting with nature to feed the senses and the spirit. Yoga, mindful eating, smoking cessation, alcohol education and substance-free events, Heartmath training, and workplace ergonomics are among the offerings of the new "Live Well Grinnell" program.

Finally, spurred by a Faculty Career Enhancement (FaCE) grant awarded to the Associated Colleges of the Midwest by the Mellon Foundation, campus meetings took place throughout 2008-2009 to discuss how students' athletic and academic experiences might be more fully integrated. The Physical Education Committee, chaired by Elaine Marzluff, Associate Professor of Chemistry, collected information and ideas from the three divisions of the faculty, the student athletic advisory committee, the Division of Student Affairs and the Admissions Office; results from all campuses were gathered by the ACM office

for use in planning a workshop in the upcoming academic year that may lead to suggestions for constructive change. The time for examining this issue is propitious for the College as the completion and dedication of our new athletic facility approaches, offering an opportunity to foreground the importance of athletics, wellness, and recreation as part of liberal education at Grinnell.

COORDINATION AND SUPPORT FOR ACADEMIC PROGRAMS

This year for the first time, a “coordinated services” initiative enabled lecturers from the instructional support labs to engage in discussion with representatives from the Libraries, Information Technology Services, and the Academic Advising and Support Office. This coalition is a joint effort by the Director of the College Libraries, Richard Fyffe, and Associate Dean Kathleen Skerrett, who oversees the learning labs. Some members of the group had worked at Grinnell College for years and yet, surprisingly, had never met until this gathering brought them together. Numerous ideas for prospective collaboration and exchange quickly arose in these early meetings, ranging from the skill development expected in the First-Year Tutorial to the idea of creating a pilot initiative that may explore campus-wide training and evaluation of qualified student peer-mentors in each of these areas.

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

A comprehensive self-study and external review engaged the Librarians, library staff, and a number of campus colleagues from outside the Libraries. The Libraries’ annual planning retreat this summer will focus on next steps emerging from the self-study and recommendations of the review team after their April 2009 visit. The self-study report is available to the public on the Libraries’ web site (link above).

The Librarians continue to seek best practices to support inquiry-based learning,² including effective uses of technology. New initiatives, both at the First-Year Tutorial level and also in partnership with academic departments, aim to generate a progressive set of instructional contacts to guide students through their four years of sharpening critical-inquiry skills crucial to success in college and beyond. Departments are asked to define information-literacy goals for their own majors; a foundation laid in the First-Year Tutorial will prepare students to meet these goals in upper-level courses and projects.

The Libraries also support inquiry-based learning at Grinnell by facilitating access to primary evidence. Students often perform research that generates useful quantitative data—data upon which future students (and scholars elsewhere) potentially could draw for their own research. We initiated Grinnell's use of DataVerse, a service of the Institute for Quantitative Social Science at Harvard University, to help students and faculty share the data they produce, both within and beyond the Grinnell community. The

² Inquiry-based learning “is experiential and discovery-based; it is grounded in engagement with original sources and evidence; and it challenges students to develop their capacities for collaboration, analysis, creativity, and communication as they learn to participate as members of the broader scholarly community. Inquiry-based learning will best flourish in an environment rich with information technology, and the expert guidance of supportive mentors in multiple specializations and roles.” From *Supporting Inquiry-Based Learning Under Grinnell College’s Strategic Plan*, by Richard Fyffe, Bill Francis, and Jon Chenette; revised November 2007.

Libraries, the Institutional Review Board, and others spent 2008-09 developing policies for sharing data in DataVerse. They intend to begin uploading data into DataVerse as early as 2009-10.

For historically oriented disciplines and topics, the College acquired several important online databases of primary-source documents, including *Early English Books Online* (1473-1700), the *London Times* (1785-1985), and others. The visibility of rich but under-used holdings in the Libraries' own Special Collections was enhanced through curated exhibitions (*Galileo's New Sciences: Origins and Aftermath* in Spring 2009 and *Darwin's rEvolution* in Summer 2009) that included outreach to current courses.

The Librarians meanwhile identified several ways to improve services using new technologies. Working with Information Technology Services, they introduced Web delivery of articles obtained for students and faculty through Interlibrary Loan, allowing quicker delivery and reduced paper waste. They introduced a new tool -- *Research Pro* -- for searching several databases at the same time and viewing all results from a single page. This method, known as "meta-searching," permits efficient exploration of unfamiliar databases to see which ones might be worth searching in greater depth. Finally, they expanded their "Getting Started" web pages to integrate instant messaging and related services.

Writing, Reading, and Math Labs; Science Learning Center; and Data Computation Center

This year in the "labs" saw a surge of innovation in teaching methods and tutoring formats, with renewed efforts at assessment, greater coordination across the varied services provided by each lab, and a study underway by Science Learning Center Director Minna Mahlab (funded by the Howard Hughes Medical Institute) of peer mentoring practices in the sciences that may turn out to be transferable, if creatively adapted, to some of the other learning labs. Spring 2009 was also the trial period for an experimental "Data Computation Center" housed within the Mathematics and Statistics Laboratory, to help students and faculty integrate the use of databases and statistics into their academic work. This initiative, too, is supported in part with funds from the HHMI grant.

Information Technology Services and Curricular Technology Support

Working steadily under this year's budget constraints, the academic IT team responded valiantly to requests and needs for support of the academic program. Whether supplying iPod docks to four classrooms in Bucksbaum to enhance the ability of our Music faculty to play audio clips while teaching a class, installing new two-way audio and video communication between two Noyce classrooms to enable data-gathering for a social psychology research program, helping the Library to move from the paper distribution of interlibrary loan materials via campus mail to the email delivery of requested materials in pdf form; whether assisting the Registrar and Institutional Planning Office to carry out a comprehensive study of current patterns of classroom utilization, or adding a new capability to academic department photocopy machines so that faculty and support assistants can "Scan to PDF" and deposit files into digital storage rather than as paper into a file drawer—Director Bill Francis and his staff are unfailingly responsive, skilful, and creative in finding solutions and enabling academic projects to move forward.

There will be a review this year of the new position that we have termed an “Audio-Visual Curricular Support Specialist.” In addition to providing needed AV support, this position assists the Curricular Technology Specialists to implement technologies supporting curricular development while also helping the academic support assistants with maintenance of departmental and faculty web pages.

Academic Facilities

This summer, the academic deans and Dean’s Office staff moved back into Nollen House, where we now prepare to serve the faculty and the academic programs as the new academic year begins. The renovated space includes conference rooms that double as classrooms and the building is now fully accessible. http://www.grinnell.edu/offices/institutionalplanning/photos_nollenhouse/nollen/

Progress has been dramatic on the second phase of the new Athletic Complex, scheduled for completion next summer. Meanwhile, a Campus Plan Update is underway, with attention to teaching spaces in ARH and Carnegie (social studies and non-fine-arts Humanities) and the future of the College Libraries. One early step was a campus-wide study of classroom use. To envision classrooms of the future and the new types of demands that faculty and students will make on Library services, we are sending delegations of faculty members to other campuses for study, consultation, and comparisons. We hope that these “scouts” will return with ideas, images, and information to share with colleagues as we pursue further consultations and discussion, initiated last year, on development of teaching methods and techniques that are innovative and imaginative, but could require renovated or even new teaching spaces. Marci Sortor’s years of combined experience as faculty member, associate dean for interdisciplinary studies, and V.P. for Institutional Planning will help us to keep this complex, emerging vision in clear academic focus. The Campus Plan Update is supported by a presidential discretionary grant received from the Mellon Foundation: http://www.grinnell.edu/offices/institutionalplanning/update_description/

FACULTY DEVELOPMENT

Scholarly Leaves http://www.grinnell.edu/offices/dean/supfac/oncampusopportunities/fac_leaves/

Thirteen faculty members were granted full year leaves for 2009-10. Of those, four are two-semester sabbaticals, three combine a one-semester sabbatical and a one-semester study leave, one combines a one-semester sabbatical and a one-semester Academic Enterprise leave, three combine a one-semester research leave and an unpaid semester, and two are Harris Fellowship leaves. Six Harris Leave proposals were reviewed by the Committee for Support of Faculty Scholarship, which sent its recommendations to the Dean; after incorporating supplementary information from Personnel Committee, the Dean made a final recommendation to the President. Harris proposals included two from women and four from men. Study Leave and Academic Enterprise Leave proposals were submitted by five women and three men. Year-long Harris Research Fellowships were awarded through a competitive process to:

Janet Davis, Department of Computer Science, for her project, "*Towards Participatory Design of Ambient Persuasive Technology*," and to

Jacob Willig-Onwuachi, Department of Physics, for his project, "*Line-by-Line Motion Correction of Magnetic Resonance Images Through the Use of Multiple Detector Coils*."

One-semester leaves were granted to thirteen faculty members: nine are one-semester sabbaticals; one is a one-semester study leave; one is using MAP credits; and two are one-semester unpaid leaves.

One-semester Study Leaves were awarded to:

Janet Gibson, Professor of Psychology (supplements a one-semester sabbatical leave)

Leslie Lyons, Professor of Chemistry (supplements a one-semester sabbatical leave)

Henry Morisada Rietz, Associate Professor of Religious Studies

María Tapías, Associate Professor of Anthropology (supplements a one-semester sabbatical leave)

In a process similar to the selection of the Study Leaves, a one-semester Academic Enterprise Leave (supported by the Mellon-EKI grant) was awarded to Shuchi Kapila, Associate Professor of English.

Research Leaves were recommended by the Committee for Support of Faculty Scholarship (CSFS) for three faculty members who had complete reviews result in contract renewal. All three secured external funding that made it possible for them to extend these one-semester leaves to a full year.

External Grants <http://www.grinnell.edu/offices/cfgrelations/>

Karen Wiese and Richard Cleaver, in the Office of Corporate, Foundation, and Government Relations offer good counsel, encouragement, and assistance to individual faculty members and groups developing proposals to strengthen teaching and develop curriculum (four this year), advance scholarship (20), enhance classroom facilities and technology planning in the humanities and social studies (one), reach out to local and regional communities through the arts (one), strengthen mentoring for undergraduate students of diverse backgrounds (one), and target alcohol abuse education in student-life planning (one). Our highly successful Grinnell Science Project is under consideration for a special National Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

In 2008-2009, 30 proposals were submitted to external institutions for consideration, so far resulting in seven awards totaling \$827,500. Eleven of the proposals, for over \$500,000, are still pending. The institutions that grant support to Grinnell often have major stature, nationally and internationally, and this year's list includes the Andrew W. Mellon Foundation, The Teagle Foundation, The Leakey Foundation, The Margaret A. Cargill Foundation, the National Science Foundation, the National Endowment for the Humanities, the National Endowment for the Arts, the U. S. Department of Education, the National Collegiate Athletic Association, the Research Corporation, the American Chemical Society, and the American Council of Learned Societies. A complete list of external grant activity is provided as an Appendix to this report.

Committee for Support of Faculty Scholarship <http://www.grinnell.edu/offices/dean/csfs/>

In addition to the careful review of faculty leave proposals, the Committee for Support of Faculty Scholarship awarded 44 grants to 39 faculty members during the academic year and 29 grants to 29 faculty members for summer projects. Funding for these grants totaled \$132,000 from the base budget. The Committee also made recommendations on grants for summer research involving 107 students, including Mentored Advanced Projects (MAPs) and other forms of Directed Summer Research, to be conducted by students and faculty in the summer of 2009. Total funds awarded for support of summer student-faculty research amounted to \$420,500, of which \$352,500 was from institutional funds and \$68,000 provided by grants from the Howard Hughes Medical Institute. These funds were supplemented by external grants that provided some support for individual projects. In addition, we expended a total of \$65,000 for scholarship support and research-related travel for named chairs. In making funding recommendations, the committee reviews the stage of career and past scholarly record of faculty members, as well as a description of the proposed research. Committee members were pleased with the quality demonstrated by these records. Recent scholarly achievements of the faculty (published or performed between June 2005 and May 2008) are collected in Grinnell College Faculty Scholarship, a bibliography distributed to the Board of Trustees and to the faculty in February 2009.

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

Chaired by Shuchi Kapila, Associate Professor of English, this committee took seriously its responsibility to seek out budget savings while keeping College support for curricular development at the high level needed to foster continuing excellence of the teaching faculty. Now and for the next few years, substantial external grants from the Andrew W. Mellon Foundation and the Howard Hughes Medical Institute are assisting us to provide opportunities for faculty members to venture into new interdisciplinary areas. To make the most of available funds, ISC worked this year in partnership with the associate deans' office to generate a unified, comprehensive inventory of internal funding sources for curricular and pedagogical development; these sources have traditionally been scattered across different budgets and programs on campus, making it confusing for a faculty member to locate the most appropriate source to fund a given project.

ISC revisited its own criteria for making funding recommendations, urging for example that field trips for regular courses should be built into departmental base budgets, and suggesting that summer workshops be canceled if they do not achieve a minimum enrollment of eight full-time teaching faculty. Preliminary ideas were discussed for assessing outcomes of faculty development projects. Other contributions by ISC included members giving advice on the Library Self-Study, on upgrading the Library Listening Room, on the search to fill the combined one-year CTS/AV support position, on ITS support of "Open Office" software, and on the SBRA study of classroom needs and future classroom planning.

FACULTY GOVERNANCE

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

Members of the 2008-2009 Executive Council reviewed the Council's role in several key areas of academic governance, including their oversight of academic department reviews and their protocol for interviewing faculty candidates. Council developed and proposed several pieces of legislation to the faculty, including a revised policy for faculty voting rights (carried over from the previous year's Executive Council), a change in contract length for long-serving P.E. and library faculty (now renewed for six years instead of five, to synchronize with the three-year merit review cycle), and a change that directs the Personnel Committee to establish merit scores for faculty members who undergo review for promotion to the rank of professor, consistent with what is done in all other contract-renewal and promotion reviews. A recommendation to the faculty to endorse granting of College credit for faculty-taught courses in the Prison Education Program also received Council support.

Council learned about and advised the Dean and President on a variety of pertinent College topics including the Report of the Spring 2008 Taskforce on Internationalization; a proposed new major in Gender, Women's, and Sexuality Studies; the future of EKI; addition of student members to the Academic Standing Committee; development of the FY10 budget; enhancement of the MAP program; Campus Plan Update; initiatives to review and improve campus governance; and the Rankin Associates study to evaluate our campus climate with regard to diversity issues. Promoting liaison, Council representatives serve on the Diversity Council, the Budget Steering Committee (and Academic Subcommittee), the Campus Plan Update Steering Committee, and the Interdisciplinary Advisory Board.

As one of its primary responsibilities, the Executive Council reviews proposals to replace and add regular faculty positions. Three tenure-track searches were approved in August 2008 to fill vacancies caused by recent resignations in music, psychology, and neuroscience. In the spring, Council reviewed ten position requests from nine academic departments. Four replacement requests—in classics, history, sociology, and Spanish—were seen as presenting a compelling case. The EKI search in Middle Eastern Studies did not result in an appointment, and Council recommended this search should resume again in fall 2009. Proposals for a Biology expansion, a Chinese/Japanese expansion, an Education replacement, and an additional Sociology position were discussed at great length. Those submitted by Biology, Chinese/Japanese, and Education were perceived as having substantial merit, but Council did not feel it could recommend these as strongly as the first group, in light of current budget pressures. Finally, the proposals from Chemistry and French (Arabic) were complex, multidimensional requests that received strong Council endorsement and offer the advantage of deferred budgetary impact. Although supported by Council, both proposals entail next steps that will take until 2009-2010 to reach resolution.

Finally, Council made progress on several other issues that it did not have time to bring to conclusion, so they will carry over to next year. These include a proposal to establish a new category of regular part-time faculty positions and a policy formally allowing students to make up academic work that they miss in order to comply with mandatory religious observance.

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

This standing committee meets monthly during the academic year to discuss how admission and financial aid policies shape the composition of the student body at Grinnell College. Topics this year included reviewing the role of the Admission Board, considering a recommendation from the President's Taskforce on Internationalization to adopt need-blind admission policy for international students, and whether published admissions standards need to be revised as Grinnell becomes more highly selective.

At the first meeting of the year, a profile of the entering Class of 2012 was presented to the committee by Seth Allen, Dean of Admission and Financial Aid. Interim Director of Admission Nancy Maly and Arnold Woods, Director of Financial Aid, helped to fill in this picture. Monthly updates were offered to the committee as the Admissions Office received and processed approximately 4000 applications for the Class of 2013 and conducted a search for a permanent Director of Admission, since this was the final year of Nancy Maly's interim term. This search resulted in the appointment of Doug Badger.

The Admissions Office notes that this year's entering class of 380 first-year and 27 transfer students is smaller than last year's class; a deliberate effort kept these numbers low, after two years of unexpectedly large entering classes. The class of 2013—53 percent female and 47 percent male—comes from 48 states, the District of Columbia, and 28 other countries. Of the U.S. students, 23 percent are students of color, the largest percentage in Grinnell's history. Forty-eight students are citizens of a country outside the United States, making up 13 percent of the incoming class. A more detailed analysis will be presented to the Board and the faculty by Seth Allen this fall.

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

To review petitions, waivers, discrepancies in policies, and other requests concerning the College's academic regulations, this standing committee meets every two weeks during the academic year. "Docket" meetings in early January and early June provide the occasion to review and recommend appropriate changes to the academic standing of individual students (for example, those on probation, or who have fallen below standard progress toward completion of the degree) after reviewing their academic performance in the semester that just ended. A Subcommittee on Academic Honesty hears cases that involve alleged violations of the College's academic honesty policy. Nine cases (involving a total of 13 students) were heard in 2008-2009. Five students were found to have violated academic honesty policies; all of these cases involved plagiarism. Standard penalties were imposed in all cases.

This year, in response to a widely supported student initiative, CAS approved the attendance of two students at Committee meetings for a trial period during spring semester 2009. The students, Sam Wice and Jacob Reisberg, were appointed through a joint process of selection by SGA and CAS, and it was agreed that they would participate in all discussions of the full committee during the academic year, as non-voting members. (For students to become voting members of CAS would require a change to the Faculty Handbook approved by both the full faculty and the Board of Trustees.) Evaluation of this initial experiment, and its possible extension, will take place in the coming year.

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

2008-2009 was an active year, as the committee approved and forwarded to the faculty four significant curricular changes: establishment of a new interdisciplinary concentration in Policy Studies; a new major in Gender, Women's, and Sexuality Studies, replacing the GWS concentration; granting of College credit for courses taken through the Grinnell Prison Education Project, together with a five-year pilot project that may result in establishment of a 40-credit Certificate in the Liberal Arts; and a catalog statement that for the purposes of counting a maximum of 48 credits in any one department toward the degree, courses in Chinese (CHI) and Japanese (JPN) will be counted as if in two separate departments.

The Committee approved regularization of six Special-Topics courses and made recommendations on a number of other proposed curricular changes, including endorsement of a revised curriculum in studio art and an innovative approach to teaching introductory history. On both budgetary and ecological grounds, a decision to reduce the number of printed copies of the Schedule of Courses also was brought to the Committee for its approval. Students were informed they had to request a printed copy for use at pre-registration in April. Only 200 students asked for a print version of the Schedule.

Cheryl Chase, Registrar, worked with the Interdisciplinary Advisory Board (IAB) to develop a set of recommendations on how to track interdisciplinary and "EKI-type" courses for record-keeping. These recommendations came to Curriculum Committee and were approved for use starting in summer 2009.

THE DEAN'S OFFICE <http://www.grinnell.edu/offices/dean/staff/>

An internal challenge for the Office of Academic Affairs starting July 1, 2008 was to coordinate efforts of so many people who were new to their positions or had served in their present roles for less than a year. Our early goal was to keep lapses and stumbles to a minimum, as the critical tasks for which this office bears responsibility demand unfailing accuracy and responsiveness. Soon, though, we were consulting each other about better ways that we could do things and how we might re-distribute responsibilities to make the office as a whole more effective.

The deans are active in administrative organizations at the regional and national level while we also continue our work as faculty members, publishing and presenting academic scholarship and—when possible—working with students. We each responded to several invitations this year to speak about Grinnell's curriculum, join panels at national meetings, or evaluate academic programs at other liberal arts colleges.

Facing challenges greater than what might arise in an "ordinary" year (if such exists), everyone in academic affairs worked effectively together, through two office moves and the re-accreditation team visit, the tough budget-planning dilemmas and the campus tensions that erupted in the rancor and strife of those late-spring faculty meetings. In this coming year, our belief in the resilience of this academic community, reminders of the self-reflection we have all pledged to engage in, and the hope to earn the confidence of our faculty colleagues will guide our way forward.

APPENDIX I

<u>Faculty Member</u>	<u>Amount, Granting Institution</u>	<u>Purpose of Grant</u>
Shanna Benjamin	\$500,000, Andrew W. Mellon Foundation	Mellon Mays Undergraduate Fellowships
Timothy Dobe	\$25,000, Council on International Exchange of Scholars	Fulbright Fellowship in India
Russell K. Osgood	\$250,000, Andrew W. Mellon Foundation	Presidential Discretionary Grant-Academic Facilities Planning
Tim Arner	\$1,000, Franklin & Marshall College	Interdisciplinary Symposia-Paper Presentation
Saadi Simawe	\$1,500, ACM	University of Chicago Research Residency
Vince Eckhart	\$50,000, Margaret A. Cargill Foundation	CERA Programming
Clark Lindgren	\$10,000, Turner Biosystems	Luminescence Instrumentation

Grants that are pending include:

<u>Faculty Member</u>	<u>Amount, Granting Institution</u>	<u>Purpose of Grant</u>
Jim Swartz	\$10,000, National Science Foundation	Presidential Award For Excellence in Science, Mathematics, and Engineering Mentoring
Elaine Marzluff	\$97,115, National Science Foundation	Course & Curriculum Development in Physical Chemistry with Knox College
Lesley Wright	\$10,000, National Endowment for the Arts	Visiting Artist
David Harrison & Kathy Kamp	\$106,060, U.S. Department of Education	Undergraduate International Studies & Foreign Languages
Saadi Simawe	\$50,400, National Endowment for Humanities	Fellowship
Jin Feng	\$50,400, National Endowment for Humanities	Fellowship
Scott Cook	\$50,400, National Endowment for Humanities	Fellowship
Glenn Odom	\$50,400, National Endowment for Humanities	Fellowship
Dan Reynolds	\$50,400, National Endowment for Humanities	Fellowship
Jin Feng	TBD, Andrew W. Mellon Foundation	New Directions Fellowship
Jenny Anger	TBD, Andrew W. Mellon Foundation	New Directions Fellowship

APPENDIX II

New Faculty 2009-10

Blanchard, Jeffrey D.	Assistant Professor of Mathematics and Statistics; B.A., Benedictine College; A.M., Ph.D. (2007), Washington University in St. Louis. Tenure-Track.
Bywater, Krista	Mellon Postdoctoral Fellow and Lecturer in Sociology; B.A., Barry University; M.A., Ph.D. (2009), University of California-Santa Barbara. 2-Year Term.
Cha, Jee-Weon	Assistant Professor of Music; B.M., Seoul National University; M.A., University of Washington; Ph.D. (2004), University of Pennsylvania. Tenure-Track.
Chan, (Man-Ching) Stella	Assistant Professor of Economics; B.A., University of California-Berkeley; M.A., Ph.D. (2008), University of California-Los Angeles. Tenure-Track.
Cohn, Edward D.	Assistant Professor of History; B.A., Swarthmore College; M.A., Ph.D. (2007), University of Chicago. Moved from Term to Tenure-Track Position.
DeNapoli, Antoinette E.	Assistant Professor of Religious Studies; B.A., University of South Florida; M.A., Florida State University; Ph.D. (2009), Emory University. 1-Year Term.
Emmons, Joshua	Assistant Professor of English; B.A., Oberlin College; M.F.A. (2002), University of Iowa. 2-Year Term.
Hamlin, Rebecca	Assistant Professor of Political Science; B.A., University of Chicago; M.A., Ph.D. (2009), University of California-Berkeley. Tenure-Track.
Handal, Mirzam C.	Assistant Professor of Spanish; B.A., Augustana College; M.A., Ph.D. (2009), Tulane University. Tenure-Track.
Hecht, Lauren N.	Assistant Professor of Psychology; B.A., Albion College; Ph.D. (2009), University of Iowa. 1-Year Term.
Jonkman, Jeffrey N.	Associate Professor of Mathematics and Statistics; B.A., Calvin College; M.Ap.St., Louisiana State University; Ph.D. (1998), North Carolina State University. Tenure-Track.
Maynard, Kelly J.	Assistant Professor of History; B.M., University of Rochester; M.A., Ph.D. (2007), University of California-Los Angeles. Tenure-Track.
Michaels, Deborah L.	Instructor in Education; B.S., Cornell University; M.A. (2001), Ph.D. (in progress), University of Michigan. Tenure-Track.
Mileti, Joseph R.	Assistant Professor of Mathematics and Statistics; B.S., Carnegie Mellon University; Ph.D. (2004), University of Illinois – Urbana-Champaign. Tenure-Track.
Nasser, Michelle R.	Assistant Professor of Spanish; B.A., Rice University; M.A., Ph.D. (2008), Tulane University. Tenure-Track.
Neisser, Joseph U.	Assistant Professor of Philosophy (EKI: Neurophilosophy); B.A., Macalester College; Ph.D. (1997), Duke University. Tenure-Track.
Ralston, Christopher A.	Assistant Professor of Psychology; B.A., Jamestown College; M.S., Ph.D. (2008), Iowa State University. Tenure-Track.
Roberson, Amy N.	Assistant Professor, Library; B.A., M.S. (2009), University of North Carolina. 1-Year Term.
Shaw, Rashida Z.	CFD Fellow and Lecturer in Theatre; B.A., Wesleyan University; Ph.D. (in progress), Northwestern University. 1-Year Term.
Shore, Daniel	Assistant Professor of English; A.B., Amherst College; A.M., Ph.D. (2008), Harvard University. Tenure-Track.
Tracy, Andrea L.	Assistant Professor of Psychology (Neuroscience); B.A., Grinnell College; M.S., Ph.D. (2005), Purdue University. Tenure-Track.
Upright, Craig B.	Instructor in Sociology; B.A., St. Olaf College; M.A. (2000), Ph.D. (in progress), Princeton University. 1-Year Term.
Werner, Timothy	Assistant Professor of Political Science (EKI: Policy Studies); B.A., Rice University; M.A., Ph.D. (2009), University of Wisconsin-Madison. Tenure-Track.

Revised 8/25/09