

# **Report to the President on Academic Year 2002-2003**

**August 15, 2003**

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Vice President for Academic Affairs and Dean of the College**

In last year's report, I wrote with hope about Grinnell College maintaining a sense of community based on "a shared commitment to excellence in liberal arts education, diversity of community, and social responsibility." While it is doubtful that an institution as pluralistic as ours will express a single vision of what our community should be, this past year's activities speak to widely-shared values. The Strategic Planning process begun last year has prompted us to engage in discussions of what Grinnell College is and should be. We have also been engaged in a number of initiatives that shed light on the nature of the community of Grinnell College.

Many of those initiatives reaffirm and strengthen long-held priorities. In many cases, and often in faculty committees, we grapple with how to apply those priorities in changing circumstances and how to apply them more broadly. For example, the discussion of academic advising and the mentoring of students took place in a number of settings, from a Lilly Foundation faculty workshop to an ACM project on "Engaging Today's Students in the Liberal Arts." These are just the beginning of a discussion among faculty, staff, students, and administrators about how to foster mentoring communities for our students, and how academic advising supports our mission as a liberal arts college.

Grinnell College's commitment to excellence in education is expressed in a range of activities that support teaching. The Instructional Support Committee plays a critical role in sponsoring course development. This year it also made important recommendations concerning plans for a Technology Resource Center that will help us explore the application of cutting edge technology in our teaching. Thanks to a grant from the Freeman Foundation, we have been able to explore the expansion of our offerings in Japanese. The Center for Prairie Studies and the Lilly grant have provided fertile ground for new course innovation and the rethinking of existing courses. The Center for International Studies has enriched our curriculum through its program for international visitors.

Faculty scholarship continues to receive substantial financial support through internal grants for travel to conferences, research travel and supplies, and leaves. This past year, supporting faculty scholarship also took the form of a book publishing seminar for faculty members. In addition to organizing faculty seminars on topics in the humanities, the Humanities Center organized regular lunches where faculty from all academic divisions could discuss their research. Two substantial grants from the Andrew W. Mellon Foundation support faculty scholarship and other aspects of faculty careers through support for leaves and other initiatives. Grinnell College may soon pursue other

faculty career enhancement initiatives alongside the member institutions of the Associated Colleges of the Midwest as well.

All of these efforts depend on the involvement of faculty members, particularly through self-governance. Last year, divisiveness threatened to cripple self-governance. This year, our differences have been more a matter of healthy—although sometimes difficult—debate. The Executive Council has played a key part in this past year's Strategic Planning process and has initiated an important, long-needed discussion of the salary review process. The Curriculum Committee began the hard work of examining all types of independent study, their role in our curriculum, and whether they should be counted towards faculty teaching loads. And individual and groups of faculty members have played a central role in the initiatives linked to the Lilly grant, the ACM project on engaging students in the liberal arts, and efforts to improve our teaching spaces.

The values expressed in this year's initiatives can at times conflict with each other. For example, to what extent do increased faculty leaves erode the continuity needed for effective faculty governance and for an excellent learning environment for our students? At what point do increasingly ambitious mentoring and course innovation conflict with faculty members' need for unencumbered research and writing time? Efforts to grapple with the conflicting demands of teaching, advising, service, and research took place this past year in the Curriculum Committee and the Strategic Planning process, in initiatives supported by the Mellon Foundation, and in the Dean's Office. Our on-going efforts to resolve the tensions created by the various demands on faculty time will speak to the character of our community in the future.

Last, it must be said that the heartbreaking events of last spring—the loss of four students to suicide and accident, the sudden death of a much-loved faculty member—necessarily call us to examine ourselves as individuals and as a community. How we come to understand these tragedies will be shaped by the nature of our community? There is no easy path to take in the aftermath of such events, but I am confident that together we will do our best to find the right one.

## **Summary of Changes and Developments in 2002-03**

### **I. FACULTY:**

- Thirty contract renewals, four successful cases of promotion and tenure, one promotion without tenure, and two promotions to the rank of Professor;
- Six tenure-track appointments, one regular continuing appointment, 22 term appointments, two postdoctoral appointments, and one appointment of a Fellow through the Consortium for a Stronger Minority Presence (CSMP) program;
- Faculty diversity: In seven searches for tenure track or regular positions, four appointments were women; none was a person of color.

- Two spouses or partners of Grinnell College faculty members have contacted the Dual Career Network at the University of Iowa, whose mission is to assist partners and spouses of new faculty members in finding opportunities for employment;
- Resignation of five tenure-track or regular faculty members, transition of two faculty members to Senior Faculty Status, two faculty retirements, and the death of one active teaching faculty member; and
- Individual grants or fellowships awarded at the state or national level to six members of the faculty in support of their research and scholarly programs, and to four staff members to support the college's academic and instructional programs.

## **II. NEW DEVELOPMENTS IN ACADEMIC PROGRAMS:**

- Two initiatives focus attention on advising and mentoring in a liberal arts environment;
- Visiting artists, scholars, and writers continue to enhance Grinnell's curriculum by teaching special topics not otherwise offered;
- The faculty approves the recommendation from the Convocation Taskforce for the creation of Thursday Forum;
- The Center for the Humanities launches its second year by hosting Vyacheslav Ivanov, Professor of Slavic Languages and Literatures at the University of California-San Diego as Distinguished Visiting Professor of Humanities and organizes undergraduate and faculty seminars and other activities;
- The Center for Prairie Studies completes its fourth year of curricular contributions, co-curricular events, and is a visible presence on campus;
- The Center for International Studies in its third year strengthens the International Visitors Program, facilitates a number of faculty development activities, and launches for students preparing for and returning from off-campus study the "First Annual Bon Voyage Party and International Festival";
- The Rosenfield Program sponsors 10 summer internships, organizes four major symposia, one mini-symposium, and events for Martin Luther King day, and participates in a number of campus events;
- The offices of Off-Campus Study and the Center for International Studies organize evaluation teams to visit off-campus study programs in 9 countries;
- Normalization of the Mentored Academic Project (MAP) program begins; and
- Two departments review their programs in accordance with the NCA Assessment Plan.

## **III. ACADEMIC PROGRAM SUPPORT:**

- The Office of Corporate, Foundation, and Government Relations works with faculty and staff to submit 30 proposals to external institutions;
- The Lilly Program, funded generously by the Lilly Endowment, Inc., begins its first year by hosting a successful series of Convocation lectures on

vocation, supports faculty in six courses and a workshop, supports students in summer internships and study, and supports alumni in postgraduate fellowships;

- The first year of a major five-year grant from the Freeman Foundation funds a second Japanese language and literature position for four years, expands library holdings in Japanese, and supports a resident Japanese language instructor;
- The Grinnell College Libraries increase emphasis on their Special Collections and College Archives;
- Planning for Noyce Center Phase 2 progresses significantly;
- Mears Cottage is converted to academic uses, providing space for two departments, the Center for International Studies and the Office of Off-Campus Studies.
- Three new classrooms are made available; and
- Academic Computing is supported by the installation of GIS capabilities in ARH, the reorganization of the CTS positions, the development of Pioneer Web, continued development of computing spaces designed to meet the needs and work patterns of students, the design of "laptop friendly" lounges in residence halls, and planning for a Technology Resource Center.

#### **IV. SUPPORT FOR FACULTY PROFESSIONAL GOALS:**

- During the 2002-03 academic year, faculty leaves include: two Harris Fellowships, three one-semester research leaves for assistant professors; 22 sabbatical leaves (six year-long sabbaticals and 16 sabbaticals of one semester), and six study leaves for associate or full professors;
- The Committee on Support of Faculty Scholarship (CSFS) recommends faculty leaves to be taken in 2003-2004: two Harris Fellowships, six one-semester research leaves for assistant professors, 22 sabbatical leaves (10 year-long sabbaticals and 12 sabbaticals of one semester), and five "study leaves" for associate or full professors; in addition, one faculty member is awarded a semester leave by our eight-college Mellon Foundation grant.
- A weekend book publishing workshop supports faculty members' professional concerns about academic publishing;
- The Instructional Support Committee revises the guidelines for support of curricular development projects, endorsed the Library's Statement on Information Literacy, and endorses a proposal from ITS for a *Technology Resource Center*; the committee approved ten curricular development projects and a number of other faculty development activities;
- New faculty members participate in a two-day orientation session and a series of informational lunches;
- Department chairs join those at Oberlin College in Park City;
- In their first year, two Andrew W. Mellon Faculty Career Enhancement grants supported a number of collaborative initiatives with other institutions; and
- Faculty committees pursue a number of important initiatives.

The following sections more fully describe changes that took place during 2002-03 in four areas: faculty transitions, new developments in academic programs, support of the academic program, and support for the professional goals of the faculty.

## **I. Faculty Transitions**

This past year, we made a similar number of tenure-track appointments, a somewhat larger number of term faculty appointments and completed a fairly large number of faculty reviews in comparison with recent years. The Personnel Committee conducted reviews of 38 faculty members. Departments carried out searches that resulted in 32 appointments to the faculty.

### **Tenure, Promotion, and Recontracting**

The Faculty Personnel Committee considered five faculty members for tenure and promotion to Associate Professor (four positive tenure and promotion decisions) and two for promotion to Professor. In addition, we conducted fifteen complete reviews, one of which resulted in promotion to Associate Professor without tenure, and sixteen interim reviews for contract renewal. This represented a larger than usual number of reviews. I continue to be impressed with the thoroughness, fairness, and efficiency with which the Committee conducts them. Our processes and procedures are working well. I know of no other institution that conducts so thorough an evaluation of teaching as does Grinnell College.

The faculty members tenured and promoted to Associate Professor were:

- Jenny Anger, Art
- Marc Chamberland, Mathematics and Computer Science
- Kathryn Jacobson, Biology
- Elaine Marzluff, Chemistry

Promoted to Associate Professor, without tenure:

- Erin Hurley, Physical Education

Promoted to Professor:

- Susan Ireland, French
- Martin Minelli, Chemistry

### **New Faculty Appointments**

This year we conducted a somewhat larger number of searches compared to last year. We successfully filled six tenure-track positions and one regular non-tenure-track position. As has been the situation in the past, nearly all of our appointments are our first choice candidates.

Below is a list of faculty members who accepted tenure-track positions:

- Jason Drwal, Instructor in Psychology, 2003-. B.A., University of Michigan; M.A., Ph.D. (in progress) University of Connecticut.
- Christopher French, Assistant Professor of Mathematics and Computer Science, 2003-. B.A., Williams College; M.A., Ph.D., University of Chicago.
- Shonda Kuiper, Assistant Professor of Mathematics and Computer Science, 2003-. B.A., Wartburg College; M.S., Ph.D., Iowa State University.
- Eric McIntyre, Assistant Professor of Music, 2003-. B.Mus., M.Mus, Indiana University; D.M.A. University of Houston.
- Nancy Rempel-Clower, Assistant Professor of Psychology, 2002-. B.A., Bethel College; Ph.D., University of California-San Diego. (Nancy has been a member of the Grinnell College faculty since 1999, first as an NSF Postdoctoral Fellow and more recently as a full-time faculty member in a term leave-replacement position).
- Karen Shuman, Assistant Professor of Mathematics and Computer Science, 2003-. B.A., Agnes Scott College; A.M., Ph.D., Dartmouth College.

Additionally, in Economics the contracts of Mark Montgomery and Irene Powell have been converted from one full-time shared contract to two full-time individual contracts.

We had a strong pool of applicants for a position in the History Department (focusing upon British History and the Empire). We made offers to three very strong candidates, but ultimately were turned down in all cases due to issues related to spousal employment. We suspended the search and will try again in 2003-04.

One new faculty member was appointed into a regular, continuing position:

- Patrice Ewoldt, Lecturer in Music, 2003-. B.A., University of Northern Iowa; M. Mus., The Cleveland Institute of Music; D.M.A. University of Maryland-College Park.

We successfully conducted a search for two Mellon Postdoctoral Fellows:

- Todd Coleman, Mellon Post-Doctoral Fellow and Lecturer in Music, 2003-. B.M., Brigham Young University; M.M., D.M.A., Eastman School of Music.
- Brigitte French, Mellon Post-Doctoral Fellow and Lecturer in Anthropology, 2003-. B.A., M.A., Ph.D., University of Iowa.

A third search for a Postdoctoral Fellow, in biology, did not result in an appointment. Additionally, we made an appointment through the Consortium for a Stronger Minority Presence (CSMP) program of:

- Wendy Sutherland, CSMP Fellow and, Lecturer in German, 2003-. B.A., Smith College; M.A., Middlebury College; Ph.D., University of Pennsylvania.

Finally, we successfully filled 22 term positions. Below is a list of faculty members who accepted term positions:

- Martin Buinicki, Assistant Professor of English, 2003-. B.A., M.A., University of Northern Colorado; Ph.D., University of Iowa (1 Year Term Appointment).
- Pleshette DeArmitt, Instructor in Philosophy, 2003-. B.A., Duquesne University; M.A., Ph.D. (in progress) DePaul University (1 Year Term Appointment).
- Rhonda Fisher, Assistant Professor of Sociology, 2003-. B.S., M.A.E., Wayne State University; Ph.D., University of Nebraska-Lincoln (1 Year Term Appointment).
- Heather Fraizer, Assistant Professor of Political Science, 2003- B.A., Albion College; M.A., Ph.D., University of Colorado (1 Year Term Appointment).
- Matthew Fryslie, Assistant Professor of Chinese and Japanese, 2003-. B.A., University of Iowa; M.A., University of Northern Iowa; Ph.D., University of Michigan (1 Year Term Appointment).
- Matthew Gregg, Instructor in Economics, 2003-. B.A., Roanoke College; Ph.D. (in progress), University of Georgia (1 Year Term Appointment).
- Jeffrey Haig, Instructor in Psychology, 2003-. B.A., Hobart College; M.A., Antioch University; Ph.D. (in progress), University of Iowa (1 Year Term Appointment).
- Matthew Kluber, Assistant Professor of Art, 2003-. B.A., Iowa State University; B.F.A., Rhode Island School of Design; M.A., M.F.A., University of Iowa (1 Year Term Appointment).
- Joseph Neisser, Assistant Professor of Philosophy, 2003-. B.A., Macalester College; Ph.D., Duke University (1 Year Term Appointment).
- Elizabeth Peterson, Assistant Professor of Library, 2003-. B.A., University of California-Santa Cruz; M.L.I.S., San Jose State School of Library and Information Science (1 Year Term Appointment).
- María Ascensión Sáenz, Instructor in Spanish, 2003-. B.A., University of the Basque Country (Spain); M.A., Ph.D. (in progress), Purdue University (1 Year Term Appointment).
- Nicholas Sawicki, Instructor in Art, 2003-. B.A., New York University; Ph.D. (in progress), University of Pennsylvania (1 Year Term Appointment).
- Natalie Wall, Assistant Professor of Library, 2003-. B.A., Marlboro College; M.L.I.S., University of Rhode Island (1 Year Term Appointment).
- Anthony Watson, Assistant Professor of Chemistry, 2003-. B.S., University of Southern California; Ph.D., University of California-Berkeley (1 Year Term Appointment).
- Shawn Womack, Instructor in Theatre, 2003-. B.F.A., University of Cincinnati College-Conservatory of Music; M.F.A. (in progress) University of California-Riverside (2 Year Term Appointment).
- Yu Xue, Instructor in Religious Studies, 2003-. B.A., Beijing University (China); M.A., M. Phil. Kelaniya University (Sri Lanka); Ph.D. (in progress), University of Iowa (1 Year Term Appointment).

Jason Zimba, Assistant Professor of Physics, 2003-. B.A., Williams College; M.Sc., Oxford University; M.A., Ph.D., University of California-Berkeley (1 Year Term Appointment).

The contracts of five faculty members in term positions were extended, including: Kenji Takahashi, Assistant Professor of Chinese and Japanese (1 Year Term Extension.)

Monessa Cummins, Assistant Professor of Classics (1 Year Term Extension).

John Fennell, Assistant Professor of Philosophy (1 Year Term Extension).

Bonu Sengupta, Instructor in Economics (1 Year Term Extension).

Mark Baechtel, Lecturer in English (1 Year Term Extension).

We anticipate a similar number of searches in 2003-04, including tenure-track positions in the following departments: Art, Education, Library, History, Mathematics/Computer Science, and Philosophy (2).

One of the most challenging issues for prospective new faculty members is the potential of finding employment for their spouses and partners. Two years ago, the college signed a contract with the Dual Career Network (DCN) at the University of Iowa for an experimental period. The staff of the DCN assist individuals in job search strategies and functions as a placement office. This year two spouses or partners of Grinnell faculty members made inquiries with and continue to make use of the services of the DCN.

### **Resignations, Senior Faculty Status, and Retirements**

Five faculty members in tenure-track appointments submitted resignations that took effect at the end of academic year 2002-03. Ken Short, Assistant Professor of Psychology since 1998; Michael Rosenthal, Associate Professor of Philosophy since 2002 and a member of the Grinnell faculty since 1995, resigned to take a position at the University of Washington-Seattle; Anthony Crowley, Professor of Art and Chair of the Department since 2000 and a member of the Grinnell faculty since 1989, resigned to take a position as Department Chair at Wayne State University in Michigan; Lisa Avalos, Assistant Professor of Sociology since 1996, resigned to attend law school at New York University; and Miliann Kang, Assistant Professor of Sociology since 2002, resigned to take a position at the University of Massachusetts.

Two faculty members will move to Senior Faculty Status (SFS) during the 2003-04 academic year. Eugene Herman, who joined the Department of Mathematics and Computer Science in 1965, moves to SFS in the fall, 2003, and Arnold Adelberg, who joined the Department of Mathematics and Computer Science in 1962, will commence his SFS period with the beginning of the second semester.

Moving to Emeritus status are Donald Irving, a member of the Department of English since 1968 and Professor of English since 1983; and Luther Erickson, a member of the

Department of Chemistry since 1962, Professor of Chemistry since 1969, and Dodge Professor of Chemistry since 1974.

We were saddened by the loss of four current or former faculty members this year. John Mohan, a member of the Department of Russian since 1973 and Professor of Russian since 1991, died suddenly in April. He was a wonderfully successful teacher and mentor for both students and faculty members, and was serving as the Chair of the Humanities Division. We were all shocked by his sudden death. Professor Mohan had anticipated a move to Senior Faculty Status at the beginning of the 2003-04 academic year.

Glen Leggett died in June, 2003. Although Glen had not been an active faculty member at Grinnell College for some time, he was an inspiration to me, and often had helpful advice when I asked him questions. Just this past year we found a letter that Glen had sent in the late 1960's to the Maytag Foundation requesting funds for the College's highest priorities. It is amazing how similar those priorities were to our current priorities.

Ilse Leitinger served as a member of the Grinnell College faculty from 1976 to 1994, at which time she left the college to pursue other interests, working primarily in Costa Rica. She also died in June, 2003.

Associate Professor Emerita of Library Anne Kintner also died unexpectedly of injuries sustained in an accident in late June 2003. A Grinnell College Librarian for 25 years, Ms. Kintner's most enduring accomplishment was the development of the College Archives into a professional and service-driven element of Library operation in the 23 years she also served as College Archivist.

### **Faculty Grants and Awards**

Grants awarded in the past year include the following to faculty members:

Scott Cook, Associate Professor of Chinese

Fulbright-CIES: \$32,811, to support his research on Guodian Texts as a China-Taiwan Research Scholar.

Mellon Collaboration Grant-funded Semester Leave: \$35,000 to support research.

Charles Cunningham, Associate Professor of Chemistry

Research Corporation: \$39,750 – Cottrell Colleges Sciences Award – Physics;  
National Science Foundation - MRI: \$180,448: Acquisition of instrument suite;  
Mellon Collaboration Grant-funded Summer Stipend: \$4,500 to support summer research (plus a \$3,500 stipend to support complementary work of a student).

Peter Jacobson, Assistant Professor of Biology

National Science Foundation – MRI: \$136,187: Acquisition of instrument-nutrient analysis.

Jin Feng, Assistant Professor of Chinese and Japanese

Mellon Collaboration Grant-funded Summer Stipend: \$4,500 to support summer research.

David Lopatto, Professor of Psychology (in conjunction with Washington University)  
HHMI: \$33,000 – To support research on assessment of undergraduate research experiences.

Mark Levandoski, Assistant Professor of Chemistry  
NIH: \$100,000 to support research in pharmacology of human nicotinic acetylcholine receptors at a molecular level.

Elizabeth Trimmer, Assistant Professor of Chemistry  
American Chemical Society: \$35,000 to support her research probing Folate and NADH Catalysis.

And the following to staff of the College in support of academic and instructional programs:

Munindra Khaund, Curricular Technology Specialist  
Iowa College Foundation: \$1,000 – Video streaming

Helen Scott, Associate Dean of the College (with the CSMP Consortium)  
Mellon Foundation: \$40,000 to augment the Consortium for a Stronger Minority Presence (CSMP) Program

Leslie Wright, Director of the Faulconer Gallery  
Elizabeth Firestone Graham Foundation: \$10,000 to support the Roots of Renewal

Humanities Iowa: \$10,576 to support the Roots of Renewal

Karla Niehus, Curator of Education, Faulconer Gallery  
Iowa Arts Council: \$10,900 to support the Roots of Renewal

Additional grant proposals have been submitted to and are pending with various funding agencies, both in the Humanities and Sciences.

### **Dean's Office Staff**

Marci Sortor, Associate Professor of History, joined the Dean's Office as Associate Dean, replacing Paula Smith. Marci has supported the Personnel Committee, Mentored Advanced Projects, our Mellon Faculty Career Enhancement and Postdoctoral grants, and focused much attention on improving academic facilities. She had a wonderfully successful first year.

Helen Scott has continued in her position as Associate Dean. She focuses on faculty development and student issues, including the Committee on Academic Standing, Instructional Support Committee, Off-Campus Study, International Programs, and various technology initiatives. Helen has done a great job, and one substantial challenge in the year ahead will be to find a replacement for Helen as she takes a leave and then moves to Senior Faculty Status at the end of the 2003-04 academic year.

The rest of the Dean's Office staff has been consistent and very helpful throughout the year.

## II. New Developments in Academic Programs

### Advising and Mentoring Initiatives

Two initiatives this year, the Mellon funded ACM project on "[Engaging Today's Students in the Liberal Arts](#)" and our Lilly grant on "[Theological Exploration of Vocation](#)," have begun focusing special attention on advising and mentoring.

ACM, with the support of the Mellon Foundation, has undertaken a project designed to explore the most effective ways of supporting students through their four years of engagement with a liberal education. The project was launched by a conference this past spring at Beloit College on "Engaging Today's Students with the Liberal Arts: The First-Year and Beyond." Each ACM college team was asked to bring a one-page statement describing its greatest strength and its greatest challenge in supporting student development. Our team of five faculty members (Chenette, Harrison, J. Hunter, Kaiser, Lindgren), two representatives from Student Affairs (Crady, Stern), and the three academic deans (Swartz, Sortor, Scott) chose as our greatest challenge, "Articulating the Meanings of a Liberal Arts Education in the Twenty-First Century." The tutorial, bound up as it is with both learning and advising, provides a natural springboard for an initial response to this challenge. It provides an excellent forum for students to reflect on what a liberal arts education means to them and to work with their advisers to design courses of studies that will help them realize that education. While the tutorial provides the framework for initiating the discussion amongst faculty members and students, the goal is to expand the discussion to include advising throughout the curriculum. As we move forward with this initiative, our team will organize venues for meeting this challenge through campus debate and reflection.

This summer our Lilly grant supported a faculty workshop on advising and mentoring that mirrored some of the discussions generated by our ACM Mellon initiative on engaging today's students in the liberal arts. Ten faculty members participated in this workshop. The goal of the workshop was to design future workshops that will bring faculty members together to share advising and mentoring experiences and to facilitate the establishment of a mentoring community for faculty in their complex roles as advisers and mentors. Workshop participants explored ways of engaging students from very diverse backgrounds with the liberal arts and ways of helping our students bridge the gap between planning a four-year course of study and reflecting on their own identities both as individuals and as responsible members of a community as they imagine their futures. The participants also discussed the importance of creating, maintaining and nurturing a variety of mentoring communities for our students. Some of the workshop participants will lead similar workshops in the summer of 2004.

### Visiting Scholars and Artists

Course offerings were enriched with short courses offered by a number of visiting scholars and professors throughout the year.

[The Center for International Studies](#) sponsored the following residencies: Through the International Visitors Program (IVP): Hiroyuki Hashimoto, appointed in the Departments of Chinese/ Japanese and Anthropology, taught a course entitled "Folk Performing Arts in Contemporary Japan." Professor Hashimoto is an Associate Professor at the Department of Japanese Culture, Faculty of Letters, Chiba University, and in 2002-03 a Toyota Visiting Professor at the Center for Japanese Studies at the University of Michigan. Javier Rodriguez Marcos and Anaxu Zabalbescoa, appointed in the Department of Spanish, offered a short course, "Spanish Cinema, Culture and Society" in September. Journalists who work for *El País*, the most respected and widely read Spanish newspaper, Javier directs the Cultural Supplement, *Babelia* and Anaxu writes about architecture in a regular column. Eminent Chinese scholar and calligrapher Ming-hao Ma, International Visiting Scholar from Tamkang University, Taiwan, presented a short course during the spring semester, "Art and the History of the Chinese Script". The Center for International Studies also sponsored visits during the Spring semester by Peter Kroneck, University of Konstanz, Germany, who offered a special topic course in Chemistry, "Metalloproteins – from Structure to Function", and Daniel Marek, from Palacky University, Olomouc, Czech Republic, taught a course in Political Science on "Society, Politics and Culture in Transition: Central Europe Post-1989." Sponsored by the Heath Program, Byron Weng, Visiting Heath Professor in Political Science, offered two courses during the Spring 2003 semester, "The Industrial Revolution in Europe" and "The French, Russian, and Chinese Revolutions: A Comparative Study."

[The Grinnell College Minority Scholars in Residence](#) (MSIR) Program, created in 1986, sponsored a short course during Fall semester by Jontyle Theresa Robinson, hosted by the Department of Art, entitled "Contemporary African American Women Artists"; in the Spring semester MSIR Diane White, composer, vocalist, pianist, conductor, and recording artist presented "Afro-American Women Composers of Church Music" in the Music Department. She holds a Bachelor of Arts in music from Washington University, and a Masters and Ph.D. in music composition from the University of California, Santa Barbara.

Noyce Visiting Professors for the 2002-03 academic year were Professors Corinne Manogue and Tevian Dray, distinguished mathematical physicists from the Department of Physics at Oregon State University. Two team-taught courses were presented during the fall semester: "Octonions in Mathematics and Physics" and "Vector Calculus for Mathematicians and Other Scientists". Vyacheslav Ivanov, of the Department of Slavic Languages and Literatures and Indo-European Studies at the University of California-Los Angeles, visited Grinnell College in the Fall 2002 semester as Distinguished Visiting Professor in the Humanities, offering a seminar in the Russian Department, "Lecture and Cinema." Katharina Reschke, German Writer-in-Residence, taught a course entitled "Recent Trends in German Literature." We also welcomed the return of Herbert Hausmaninger, who holds the Chair in Roman Law at the University of Vienna, Austria, who assisted in the teaching of President Osgood's course, "Transnational Legal Institutions", during the Spring 2003 semester. Finally, the Wilson Program presented a short course in Anthropology, "Documentary Films", taught during the spring '03

semester by Kirsten Tretbar (Grinnell '89), Director/Producer/Anthropologist of Shawnee, Kansas.

#### Cowles Visiting Artists Program

The Cowles Foundation Grant culminated with a performance of an adaptation of Eugene O'Neill's play, "Desire Under the Elms" in the Chu Ju folk opera style by the The Zhengzhou Municipal Chu Opera Company. The Chu Company was initially scheduled for Fall 2001, but the events of September 11 forced a postponement of the visit. The Chu Company orchestra also gave a concert and a demonstration of the company's musical instruments. This was a highly successful visit and a wonderful way to conclude the Cowles Visiting Artist Program. Given these times of global unrest, the cooperation and enthusiasm exhibited by Grinnell College and the Zhengzhou Municipal Cultural Bureau speaks to the importance of friendship and communication across all borders. We thank especially Sandy and Betty Moffett for their tireless efforts in support of this visit.

#### Thursday Forum and Convocations

The last major review of the Convocation program took place in the early 1990's. In the spring of 2002, the Executive Council formed the Taskforce on Convocations and Academic Speakers. Council asked the Taskforce to review our procedures and budget for bringing Convocation speakers and other academic speakers to campus, the contribution they make to our educational goals and their integration into the college curriculum.

The Taskforce solicited advice from faculty, students, and staff. There was strong support for reducing the number of Convocations and for retaining the Convocation's traditional purpose of cultivating a sense of intellectual and cultural community.

The Taskforce recommended and the faculty approved the creation of Thursday Forum, which retains the Convocation time slot for approximately six Convocations per semester to be managed by a faculty committee and administered by the Dean of the College in accordance with a prescribed set of criteria. Presentations must be: of outstanding intellectual or cultural interest, appealing and accessible to a wide spectrum of the Grinnell community, given highest priority in official scheduling by the College, and widely publicized.

On the dates other than those of Convocations, there will be open scheduling and official listing limited to events that foster a sense of intellectual and cultural community. As with Convocations, there will be no scheduling of obligatory meetings and events that would conflict with freedom to attend Thursday Forum events. Since only about 12 of the 28 Thursday 11:00 a.m. time slots will be used for Convocations, the other 16 slots are available for scheduling speakers or events that might have previously been scheduled at 4:15 p.m. or in the evening. This will take some of the pressure away from our crowded calendar during these late afternoon and evening times.

Thursday Forum will begin with the 2004-2005 academic year.

### **Center for the Humanities**

<http://www.grinnell.edu/academic/CentHumanities/>

Vyacheslav Ivanov, Professor of Slavic Languages and Literatures at the University of California-San Diego, was in residence during the fall semester as Distinguished Visiting Professor of Humanities, teaching an undergraduate seminar enrolled by 10 students, "Literature and Cinema", and a faculty seminar, "Semiotic Approaches to the Total Work of Art" whose 13 participants met twice weekly with Professor Ivanov for discussion of readings. During the spring semester, the faculty seminar group continued to meet weekly, sharing papers of their own authorship for discussion and critique. These lunches disclosed one of the great opportunities of such a center: by having one's work scrutinized by an interdisciplinary and non-specialized readership, the papers' authors were led to recognize some of those discipline-specific assumptions that often go unrecognized to specialists in a particular field. The Center also supported the work during the fall semester of Carrie Robbins ('02, Art), who worked with Professor Ivanov and Assistant Professor Jenny Anger on a project that examined the intersections of feminist film criticism and semiotics as they apply to contemporary British and American filmmaking and the construction of gendered identity.

In its second year of operation, the Center also organized several activities that will continue in the future. For three days in April, a Humanities Symposium, "Montage and Modern Art", involved Professor Ivanov and three other distinguished scholars (Maia Turovskaia of the Research Film Institute, Moscow; Robert Scholes, Professor of English at Brown University; and Dudley Andrew, Professor of Comparative Literature at Yale University), each of whom presented papers to the public and participated in a closing roundtable discussion. Every third Wednesday of the Spring semester at Faculty House, a Humanities Lunch was organized, at each of which two faculty members were invited to give a brief introduction of their current research projects to the group of approximately twenty faculty in attendance. These lunches were a tremendous success, providing an opportunity for faculty to learn about each others' research projects and to discover overlapping interests, and will be continued next year, beginning early in the fall semester. Funding was also provided to bring guest speakers to several upper-level classes or seminars, a successful venture which will be continued as funding allows. Finally, the advisory board comprised of nine faculty representing all three divisions selected the Distinguished Visiting Professor for 2003-04, Jeffrey Nealon, Professor of English at the Pennsylvania State University, and the 2003-04 9<sup>th</sup> Semester Post-Baccalaureate Fellow Jeffrey Bergman ('03, Philosophy).

### **Center for Prairie Studies**

<http://www.grinnell.edu/academic/cps/>

The Center for Prairie Studies continued to fulfill its mission of “helping students, scholars, and community members uncover the natural and cultural life of the prairie.” Highlights of the past year included presentation of thirteen courses with prairie studies components by nine faculty in seven different departments (see list below); sponsorship (or co-sponsorship) of five student internships; co-sponsorship with the Rosenfield program of a multi-day symposium on “The Legacy of Henry A. Wallace”, publication of *The Beginner's Field Guide to Grinnell and Its Environs*, and contribution to Grinnell's local foods initiative by updating and re-releasing the *Directory of Grinnell Area Food Producers Who Market Locally*, coordinating the successful appeal for renewal and extension of the grant from the Leopold Center for Sustainable Agriculture which supports the Grinnell Area Local Food Alliance (GALFA), and establishing a GALFA website. In addition, a wide array of one-time talks, walks, tours, informational sessions, and volunteers engaging students, faculty, staff, and community members in prairie-related learning were supported. The “Prairie Suite” art print project (which debuted in Grinnell Fall 2001), an exhibition of 12 original prints by as many artists commissioned by the CPS in 2000, was placed at three additional venues this year, with six more venues set during the coming two years. And, during the summer and fall of 2003, two well-subscribed faculty workshops that will enhance the consideration of place in courses and mentored work with students will be offered. Finally, summer student internships of four students are being supported by the Center for Prairie Studies during the summer of 2003.

Center for Prairie Studies Courses and Tutorials in 2002-03 included:

ANT 251 (Fall '02): Native North American Indian Cultures – Andelson

ART 242 (Spring '03): Sculpture – Pergl

BIO 150 (Fall '02): Introduction to Biological Inquiry: Prairie Restoration – Brown

BIO 150 (Spring '03): Introduction to Biological Inquiry: The Sex Life of Plants – Eckhart

BIO 252 (Spring '03): Organisms, Evolution, and Ecology – Eckhart and P. Jacobson

BIO 340 (Spring '03): Aquatic Biology – P. Jacobson

BIO 368 (Fall '02): Ecology – Eckhart

BIO 395 (Fall '02): Adv. Sp. Top: History of Biological Thought – J. Brown

ENG 295 (Fall 02): Craft of Creative Nonfiction – Baechtel

MUS 219 (Spring '03): Electronic Music – Chenette

MUS 321 (Spring '03): Composition and Analysis – Chenette

POL 238: (Fall '02): Political Parties – Trish

TUT (Fall '02): Placing Ourselves: Landscape, Locale, and Identity - Delmenico

### **Center for International Studies**

<http://www.grinnell.edu/academic/cis/>

The Center for International Studies completed its third year of operation under the directorship of Todd Armstrong, Associate Professor of Russian. Of the three centers on campus, the Center for International Studies has the unique mission of bringing together many activities that are already in place on campus, finding appropriate connections among them, and fostering synergetic relationships. In 2002-03, CIS enjoyed considerable success in furthering its mission— to coordinate, enhance and expand in an

intentional and coherent way the many opportunities for developing international understanding, knowledge, and experiences for students, faculty and alumni.

In addition to hosting the Heath Professors and other international faculty members (described in the section on visiting faculty), CIS engaged in the following faculty and curricular development activities: facilitating the last Grinnell College/University of Iowa Bridging Project on "Environmental Determinism and the Counterfeit Paradise in Amazonia," continuing the planning process for a faculty development seminar in Southern Africa in the summer of 2004, participating in the Concentrations Fair held over Family Weekend, coordinating, along with the Director of Off-Campus Study, faculty site visits for evaluation of several of our OCS programs (described in the section on Off-Campus Study), and facilitating a summer workshop for six faculty members to discuss future directions for the Center and possible outside funding sources for these.

The Center also supported student activities. The Intersections program created mentoring relationships between students recently returning from off-campus study and first-year international students. "The First Annual International Festival and Bon Voyage Party" held towards the end of spring semester was a great success. This festival gave students a forum to share their off-campus experiences and gave students preparing for the same a chance to ask questions of OCS program veterans. This festive occasion provided live entertainment, international refreshments, and tables attended by over thirty OCS veterans with scrapbooks and stories about their experiences.

The Director of CIS and CIS Board members continued active participation in national discussions about internationalization in higher education through participation in the ACE (American Council on Education) "Internationalization Collaborative" and "Leadership Network" and participation in the AAC&U/ACAD Conference panel on "Internationalizing the Curriculum."

### **Rosenfield Program**

<http://www.grinnell.edu/rosenfield/>

The Rosenfield Program in Public Affairs, International Relations and Human Rights had a busy and exciting year, sponsoring lectures, symposia, campus visits and summer internships. Visitors addressed a wide range of topics, including the improvement of the end-of-life experience, the impact of international trade sanctions, the legacy of Henry A. Wallace, the future of the rainforest, cultural globalization, and the war in Iraq. The program has worked cooperatively with other offices, departments and organizations in planning activities, trying to avoid calendar overload, that events reach the largest audiences, that financial resources are efficiently used, and that diverse constituencies are served by the Rosenfield program.

Four major symposia and one mini-symposium were sponsored during the course of the year:

1. "Death Journeys: Making the End Matter" (September 24-27, 2002, a joint project with Grinnell Regional Medical Center to better inform the Grinnell community about what needs to be done to improve the quality of the end of life);
2. "International Trade Sanctions: Effective or Ineffective Tools of Foreign Policy?" (November 5-8, 2002, based on a proposal submitted by students, which brought home the conditions that must be met for trade sanctions to work in achieving policy ends);
3. "American Dreamer: The Legacy of Henry A. Wallace in Agriculture and Progressive Politics" (mini-symposium, November 12-14, 2002, co-sponsored with the Center for Prairie Studies, which helped provide a sense of the importance of this distinguished Iowa native);
4. "The Future of the Rainforest: Does the Past Show the Way to the Present?" (February 11-13, 2003, jointly sponsored with the Environmental Studies Program, presenting evidence of the populations supported by the Amazon today compared to the pre-Columbian period);
5. "Cultural Globalization: How Much are We Becoming Alike?" (April 8-10, 2003, designed to explore the positive and negative effects of cultural globalization)/

The Rosenfield Program also organized a very effective and well-received celebration of Martin Luther King on Martin Luther King Day, and hosted week-long visits by Woodrow Wilson Visiting Fellow Jurek Martin, retired Washington Bureau Chief, *The Financial Times*, and German Marshall Fund Campus Fellow Constanze Stelzenmuller, Defense and Security Editor, *Die Zeit* newspaper (Hamburg, Germany). The Program additionally was responsible for the visits of a large array of visitors of many diverse backgrounds and with a wide range of interests throughout the year who presented talks, led panel and other discussions, and visited classes. Finally, student summer internships of ten students were supported by the program, providing students with experiential opportunities to work outside of Grinnell in jobs related to public affairs, international relations, and human rights.

### **Off-Campus Study**

<http://www.grinnell.edu/offices/ocs/>

The number of applications this year for off-campus study(OCS) in 2003-2004 was down substantially from applications for study abroad last year. The decline was most likely due to the international situation, especially the impending war in Iraq.

The international situation also affected some of our students studying abroad this year. A State Department Travel Warning for China, stemming from the SARS epidemic, resulted in four students returning early from their programs of study there; two students were able to receive full credit for their program in Beijing by taking the final exam after returning to the U.S. Two other students, whose program in Nanjing started at a later date, had to return to our campus in order to complete the semester. Two students in Kenya were allowed to remain on their program despite a Travel Warning for Kenya

since remaining in the area where they were was deemed less dangerous than traveling to an urban area to leave the country. We are likely to face more situations like this in the future.

Close to 60% of our students spend a semester off campus while they are enrolled at Grinnell College. In order to allow all qualified students to study abroad, we have had to manage our OCS enrollments to achieve the appropriate balance between students off campus in the fall and in the spring. This spring we had to ask twenty students to shift their plans for off-campus study from spring 2004 to fall 2003. Even though all students are informed that they need to be prepared to shift semesters, this process has been challenging both for the students and for the Off-Campus Study Office. We continue to work on ways of better facilitating this process.

During the 2002-2003 academic year, 213 students studied abroad in 29 countries. Twenty-nine of them studied in the Grinnell-in-London Program during the fall semester with Paula Smith, Associate Professor of English, and Susan Strauber, Associate Professor of Art. Twelve students participated in the second year of our new spring internship program in London with Paul Tjossem, Associate Professor of Physics. Nine students participated in the second year of our new Washington D.C. fall internship program with a focus on policy studies. Bill Ferguson, Associate Professor of Economics, directed this program.

OCS Director Richard Bright works closely with faculty program advisers, program representatives from individual programs, and OCS student returnees to organize and schedule program information sessions throughout the academic year. These sessions emphasize the importance of long-term course planning in preparation for off-campus study and highlight for students the program options having strong faculty support and curricular connections. This has resulted in concentrating students in a smaller number of programs.

The Off-Campus Study Board continues to evaluate with care the academic records and four-year plans of all students who apply for study abroad and to monitor the quality of programs on our list of approved OCS programs with the help of site visits by faculty members and the Director of Off-Campus Study. The Director of Off-Campus Study works closely with OCS Board and the Center for International Studies to set priorities for on-site evaluations. This past academic year, members of our faculty from all three divisions visited programs in Australia, Ecuador, Cameroon, Kenya, Costa Rica, Florence, and the British West Indies. All faculty conducting site visits produced full reports that were submitted to Center for International Studies. These evaluations along with those done by the Director of Off-Campus Study for programs in Germany, Paris, Florence, Cameroon and Chicago have resulted in recommendations to retain some programs on the approved list and to delete others. These recommendations will be reviewed by the OCS Board.

### **Mentored Advanced Project (MAP) Program**

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

In addition to supervising and facilitating approximately 175 MAPs this past year, the Dean's office has been engaged in the process of normalizing the program in response to the faculty vote of May 2002 to make Mentored Advanced Projects a regular part of our course offerings. We have been working with the Curriculum Committee to establish guidelines for faculty mentors and students.

As a consequence of the faculty decision to allocate teaching credit for MAPs, department chairs now must take these credits into account in their curricular and staffing planning. The Dean's office has been working with departments to find ways in which faculty members can take advantage of their teaching credit without significant disruption of normal departmental offerings. The award of a second five-year grant from the Andrew W. Mellon Foundation to support post-doctoral fellowships in the Humanities and Social Studies divisions will help faculty take advantage of their MAP-related teaching credits.

### **Departmental Reviews**

In accord with the NCA Assessment Plan, the College has constructed a schedule of program evaluation in which each department conducts a self-study and undergoes external review at least once every ten years. The Executive Council discusses the results of these reviews and uses them to become more informed about individual departments. Two departments, Philosophy and Education, carried out reviews in 2002-03. These two reviews were particularly helpful. In the case of Education, there were questions with respect to the mix of emphasis on liberal education and professional education (focused upon certification). The review and subsequent discussions helped the department to re-think its curriculum and helped with decisions on staffing in the department. The review of the Philosophy Department helped to delineate the position descriptions for two open positions in the department.

## **III. Academic Program Support**

### **Academic Grants**

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

The Office of Corporate, Foundation, and Government Relations provides a full range of support services to individual faculty members and faculty groups developing proposals to strengthen teaching (3 this year), advance scholarship (24), increase opportunities for faculty-student research (6), and procure academic equipment/materials to improve classroom teaching and laboratory-based research (6). This year three proposals were written which benefit the larger college community by raising important work being done by our faculty and the strength of our academic programs to a national level of visibility. Two proposals were written to enhance the Faulconer Gallery by artistic outreach. The 30 proposals written to external institutions for funding this year requested more than \$2,300,000. Of these, six grants have been received and thirteen are pending.

This year, proposals were submitted to three national government agencies, two state government institutions, eight private foundations, and one professional society. These institutions include many of national or international stature, including the National Science Foundation, the National Endowment for the Humanities, the American Philosophical Society, the National Institutes of Health, the Chiang Ching-kuo Foundation, the Iowa College Foundation, the J. Paul Getty Trust, the Fulbright Scholars Program, the Andrew W. Mellon Foundation, Research Corporation, the American Chemical Society, and the Howard Hughes Medical Institute (in cooperation with Washington University).

#### Lilly Endowment, Inc.

Our Lilly Program, funded by the Lilly Endowment grant under their "Programs in the Theological Exploration of Vocation," has had a very successful first year. Our Lilly Program seeks to foster greater dialogue about fundamental life choices and values through faculty advising and mentoring of students, through courses in the curriculum, through religious awareness and discernment activities organized through the Chaplain's Office, through exploration of vocation and leadership in student internships and volunteer service activities, and through support of pre-professional and professional education for our students and alumni interested in pursuing ordained ministry or similar forms of professional religious leadership.

Ten faculty members participated in a Lilly-funded workshop on advising and mentoring (discussed in the section on New Developments in Academic Programs) and six faculty members taught courses supported by our Lilly grant: Monessa Cummins: "Civic Values in the Greek World," Brad Bateman: "From Herron to Hopkins: The Social Gospel at Grinnell College" and a tutorial, "Getting a Life: The Discovery of Vocation in American History," Tyler Roberts: "Religion in U.S. Public Life," Howard Burkle: "Comparative Religious Ethics," Sylvia Thorson Smith: "Death and Dying," and Harold Kasimow taught "The Jewish Tradition." In addition, three faculty members, one from each division, spoke in a special Lilly-sponsored series of all-campus Scholars' Convocations during the fall semester. David Campbell spoke on "The Science of Art," Kathleen Skerrett on "To Be a Soul in Time," and Bradley Bateman on "Are You Ready for Trouble? On Humility and Vocation."

Two student groups, the Religious Life Council and the Pre-Seminary Group, participated in a leadership retreat at the Whidbey Institute, on Whidbey Island, Washington, over Spring Break; they were joined by students from Macalester College, which also has a Lilly program. Also during spring break, the Lilly-funded Religious Life Intern took a group of ten students to Halifax, North Carolina, to work with a local community organization on the issue of environmental racism. Six students were supported in internships in the summer of 2002 and one student this summer.

Grinnell's Lilly Program provides opportunities for students to prepare for professional training prior to graduation. This summer two students received scholarships to study Hebrew. Our program also provides postgraduate fellowships for those interested in a

career in professional religious leadership, selected by a committee appointed by the President. This year the committee awarded seven fellowships, two of them renewals of last year's fellowship:

Nathan Williams '03, Harvard Divinity School  
 Jacob Rhoads '02, Harvard Divinity School  
 Paul Ford '02, University of Chicago Divinity School (renewal)  
 Uiyeon Kim '03, Divinity School of Duke University  
 Mary Nelson '02, Candler School of Theology at Emory University (renewal)  
 Rachel Weiss '98, Reconstructionist Rabbinical College  
 Moses Mason '99, Chicago Theological Seminary

#### Freeman Foundation

Over five years ago a group of faculty spanning several disciplines from the Humanities and Social Studies Divisions formed an affinity group for the purposes of broadening the opportunity for our students to study the languages, literatures, and cultures of more East Asian countries beyond China. To this end, they fashioned a proposal to broaden the Chinese Studies Concentration to East Asian Studies and to create the Department of Chinese and Japanese. These changes met with the approval of the faculty.

Subsequently, the Fund for Excellence provided initial support for the introduction of Japanese studies with the addition of a language position. With recent further support from the Freeman Foundation we have been able to fund a second language and literature position in the new Department for four years, expand the Library holdings and teaching materials in Japanese, provide support for a resident Japanese language instructor from Waseda University for four years, and provide many and various faculty development experiences which will result in enhancement of our curriculum.

#### Collaborative Science Grants: AIRE, CCLI, HHMI, ROLE

There has been a steady and deliberate transformation of science pedagogy across the disciplines for the past decade at Grinnell. Modest experimentation in the early 1990s with interactive, discovery-based, and hands-on approaches to learning has proven effective with students of various styles of learning. Since 1994 the National Science Foundation recognized the efficacy of these new approaches to teaching and began providing support for the range of faculty efforts to incorporate this form of student-student and faculty-student interaction in the classroom and in the research laboratory. Since the early grant, the College has received over \$3 million dollars from the NSF and the Howard Hughes Medical Institute to:

- revise our science, mathematics, and computer science curricula to incorporate these new pedagogies;
- reconstruct science facilities and outfit laboratories with state-of-the-art instrumentation to be used by our students at all levels of study; and
- offer closely mentored faculty-student research experiences that demand the student perform each of the professional aspects of conducting scientific research and communicating the results to the scientific community.

Our faculty have been highly successful in attracting external support for their research programs. Currently active awards for major research instrumentation in physics,

chemistry, and biology from the National Science Foundation exceed \$600,000. Significant additional research support in anthropology, chemistry, and physics has been received from the NSF, the American Chemical Society, and the Research Corporation. The following paragraphs provide an overview of a few of the institutional grants.

- NSF Award for the Integration of Research and Education (AIRE)  
In 1998, the National Science Foundation awarded Grinnell College \$500,000 in recognition of its excellence and leadership in integrating hands-on, discovery-based research into the classroom. Grinnell used these funds to support interdisciplinary postdoctoral appointments in mathematics and biology, chemistry and biology, and chemistry and physics, and psychology and biology. We also supported student-faculty research in these areas and carried out assessment of the efficacy of new pedagogies.
- NSF Course, Curriculum, and Laboratory Improvement (CCLI)  
In 1998, the National Science Foundation awarded Grinnell College \$75,000 which we matched to support the reform of the biology core curriculum to enhance student learning of the process of biology, give introductory students authentic research experience, present modern, integrative biology to majors, and enhance opportunities for interdisciplinary study.
- Howard Hughes Medical Institute 2000 Undergraduate Science Program (HHMI)  
In 2000 the Howard Hughes Medical Institute awarded Grinnell College \$900,000 to design the curriculum for its new biological chemistry major and begin to build a neuropsychology curriculum. These funds support student-faculty research, new instrumentation acquisition, faculty development, K-12 outreach activities with the local school district, and assessment.
- NSF Research On Learning and Education (ROLE)  
In 2000 the National Science Foundation awarded Grinnell College \$651,885 to conduct a three-year research project to clarify the nature of authentic undergraduate research experiences—and their variations—in a sample of science disciplines from the viewpoints of participating and non-participating undergraduates and from faculty at Grinnell, Harvey Mudd, Wellesley, and Hope Colleges.

While there has been significant course-by-course assessment of the effect of changing pedagogies in the classroom, we moved to extend our assessment to the other significant area of teaching—student-faculty research. While many institutions provide some types of undergraduate science research experiences to their students and expend significant resources supporting these programs, there was never anything but anecdotal evidence that these investments of time and money were providing the types of benefits that were envisioned and assumed.

To address this need for assessment research, the National Science Foundation funded a grant to Grinnell in collaboration with Wellesley, Hope, and Harvey Mudd Colleges and

the University of Colorado to carry out the necessary research to measurably assess the expected and perceived benefits of research on the part of faculty and students and to follow the students beyond their undergraduate careers to determine the impact of those experiences on professional preparation and career choice. One of the results of this work was the creation of a model instrument that can be used by institutions of all types throughout the country to assess the benefits of their own research programs. This work is gaining national attention and the instrument is increasingly being requested by other institutions. The work is so significant that follow-on activities have been funded by the Howard Hughes Medical Institute and now involves over 50 institutions of various types across the United States.

### **Library**

<http://www.lib.grin.edu/>

Our library functions have continued to evolve as the need for information to support the work of our students and faculty continues to change. It is clear that our library staff play an important leadership role in re-thinking what types and modes of information are provided and how to most effectively acquire and deliver such information and train us all to sort, evaluate, and use it.

On the information-literacy front the libraries were pleasantly surprised by a dramatic growth in the number of Library Labs provided to students in 2002/03 to a number in excess of 175 sessions for the two semesters combined. Library Labs are by-appointment, one-on-one sessions between a librarian and a student. The student, typically one researching a paper or report, tells a librarian the topic on which she or he is working; the librarian does some detailed preparation, and then meets with the student to suggest research strategies and potential sources. The process is time-intensive: Preparations, each of which is typically unique, and meetings can take between two and four hours per Library Lab appointment, but it seems clear that—at this point in time—Library Labs are the libraries' most effective and successful form of information-literacy instruction.

Although the libraries attribute much of the growth in Library Labs to word-of-mouth referrals, either by happy student clients or by classroom faculty, the libraries' own efforts at publicizing Library Labs were surely a factor as well. Three other publicity efforts were undertaken during 2002/03: eye-catching Grinnell College Libraries ("Ask your librarian") ballpoint pens distributed to all first-year students who completed an evaluation of their Tutorial's information-literacy session; coffee mugs ("I asked a librarian") for those who filed an evaluation of a Library Lab; and plastic book bags ("Protect Your Books—Preserve the Human Record"), distributed on request at the circulation desk and popular in rain and snow.

The libraries are placing increased emphasis on the rich holdings of their Special Collections and College Archives, with their focus on the history of Grinnell College, the college's geographical and human setting in the state of Iowa, and Iowa as a place on the Midwestern prairie. The excellence of library special collections—whether at Grinnell or

any other library—is directly related to the number of library staff available to work with and develop such resources. A survey of sixty peer colleges conducted two years ago revealed that Grinnell stood fifty-first out of sixty in the number of FTE staff (0.5 in Grinnell's case) working in special collections/archives departments. To address this imbalance, support-staff work assignments within the college libraries were rearranged this year, from which rearrangement the libraries have been able to create a half-time position, Library Assistant (Special Collections), which will double the number FTE staff working with special collections and archives. With this increase Grinnell will move from fifty-first to thirty-seventh among the peer colleges in the number of FTE staff with special collections/archives responsibilities.

During 2002/03 the libraries participated enthusiastically in the planning of Phase II of the construction/reconstruction of the Noyce Science Center. The libraries' piece of the pie is a new science library which, when built, will reunite all of the college's science-related library resources in one physical location and thereby eliminate the debilitating split-of-inconvenience of those resources between the present (temporary) Windsor Science Library and Burling Library. This planning is proceeding well and exciting new spaces are beginning to take shape in architects' heads and on the drawings which they produce.

In the summer and fall the Grinnell College Libraries and Information Technology Services participated jointly in an exercise to explore possible future uses of the College Forum once the functions currently housed there move to a new Campus Center. A high-technology facility, run cooperatively by ITS and the libraries was one of the options explored. Because no final decision has been taken by the college on future use of the Forum as of this writing, more on that promising joint project may properly be left for next year's report.

Our current library facilities are filled to capacity. We will not be able to continue to build our collection without finding some alternative storage space. Currently, the use of a remote storage facility for a portion of the collection appears to be the most cost-effective and user-friendly approach for the near term.

We did suffer a significant scare this year with respect to periodical subscriptions. The vendor with which we (and several hundred other institutions) place our periodical subscriptions declared bankruptcy. For a period of time, it was not clear what was likely to come from the funds that we had remitted to pay for periodical subscriptions. That vendor, however, has been acquired by a competitor, and we suffered no significant losses in either delivery of materials or funds remitted.

### **Athletics**

<http://www.grinnell.edu/athletics/>

2002-03 was a year no different than many in the recent past. It was one in which Pioneer teams won conference championships, while others – but not many – finished in

the lower division of the Midwest Conference. Performances in competition were rewarded by over 40 Pioneer athletes being named to their All-Conference teams. Two athletes were given All-Region honors and two earned All-American recognition.

Performances in the library, computer lab and classroom were recognized by over 120 Grinnellians receiving Academic All-Conference recognition, and many teams achieved the same acclaim on regional and national levels from their coaches' associations.

The men's cross country team won another Midwest Conference crown last fall. The winter season was bountiful, as the men's and women's swimming and diving teams successfully defended their titles. For the second time in three years, the men's basketball team won the conference and hosted the league tournament, while also setting a school record for wins with 19.

The women's soccer team competed in the conference tournament for the 11th time in 12 years. Women's and men's tennis teams made return trips to the team championship tournament. The women's basketball team won 10 games for the first time since the 1993-94 season. This spring, the softball squad set a school record for wins with 21. And a baseball senior set the career home run record.

In our conference, the league measures the strength of each school's men's and women's programs by assigning points, by sport, for the team's league finish. On the men's side, we accumulated more points than any other league school, thus winning what is called the "Men's All-Sports Championship." Our women's programs combined to finish in a tie for fourth place. When the men's and women's scores are combined, Grinnell finished second, pointing to a balanced and healthy state of Grinnell athletics within our league.

### **Facilities in Support of Instruction**

The Dean's Office has worked with faculty and staff this academic year to improve the teaching, learning, and academic working environment at Grinnell College. This has included a significant year-long design and budgeting effort for Phase 2 of the Noyce Center. Efforts to improve academic spaces have also included the relocation of three departments and the Center for International Studies and Off-campus Studies, the redistribution of offices to better serve the needs of academic departments housed in Carnegie and ARH, the development of common spaces where faculty and students can interact, improvements to teaching facilities, and the development of new teaching spaces.

#### **Noyce Science Center Phase 2**

In May, 2002, the Board of Trustees approved completing the schematic design for the upgrade of the Noyce Science Center and for a new lab facility at the Conard Environmental Research Center (CERA). A faculty and staff committee has been working with Holabird & Root, Research Facilities Design, and Landon, Bone, Baker in

the building design. The schematic design was approved at the February 2003 meeting of the Board of Trustees, which also authorized completion of design development and construction document preparation. The process is currently on schedule and within budget. In addition to providing improved academic facilities for the sciences, this project will provide additional high-quality classroom space to the general campus community. The design will unify the building into a single structure and provide first-rate spaces for studying and doing science, as well as building a community of learners among students and faculty. Efficiency of the heating, ventilating and air conditioning, as well as lighting, will be substantially improved.

### Mears

With the completion of the John Chrystal Center, Admissions and Financial Aid moved out of Mears Cottage. After considerable discussion, it was decided that the best use of this lovely historical building was for academic purposes. In January, the departments of English and History, the Center for International Studies, and the staff of the offices of Off-Campus Studies and Grinnell-in-London and -Washington moved into Mears. In addition to 27 academic and staff offices, Mears provides three new classrooms and a first floor lounge suitable for receptions and presentations. This lively mix of academic activities ensures that the building and its occupants will remain central to the College.

### Classrooms

In the past few years, the Dean's Office has made the improvement of teaching facilities a priority. This year's efforts have included developing new classroom spaces, establishing guidelines for planning new classrooms, working to improve existing teaching spaces (particularly in the heavily-used but problematic classrooms of ARH and Carnegie), and continuing to enhance technology in our classrooms. The renovation of Mears Cottage for academic use included the creation of three new classrooms. Two small seminar rooms with a capacity of approximately 15 and a medium-sized classroom that can seat 18-20 were made available for scheduling Spring 2003.

The Dean's Office continues to work closely with an ad hoc faculty committee, the ARH and Carnegie Classroom Committee, to identify areas of improvement and establish guidelines not just for ARH and Carnegie, but for classrooms throughout the campus. This work includes a checklist to ensure that all new classrooms are suitable teaching spaces for a variety of disciplines. This checklist has been used to inform the plans for The Noyce Center Phase 2 and the Campus Center meeting rooms. The Dean's Office has also acted on a number of other recommendations of the ARH and Carnegie Classroom committee, including:

- Renovation and refurnishing of ARH 120 (to be completed this summer);
- Noise abatement for the ventilation systems of several ARH classrooms;
- Improvements to the Classics seminar room;
- Upgrading and augmenting the electronic equipment in ARH and Carnegie classrooms.

The ARH & Carnegie Classroom committee worked with the Humanities and Social Studies Divisions and consulted with the Committee to Foster Foreign Language Study (CFFLS), and ITS and AV staff in drawing up its recommendations to expand and refurbish ARH 120 and to upgrade and augment the electronic equipment in ARH and Carnegie. Equipment upgrades and additions will begin with ARH 325 and 315 and will include a multi-standard VCR, multi-standard and multi-zone DVD player, ceiling-mounted LCD projector, and dedicated computer. Similar upgrades are planned for other classrooms in ARH and Carnegie over the next few years.

#### Academic Offices, and Common Spaces in Carnegie and ARH

The relocation of the faculty the English and History departments to Mears presented an opportunity to make improvements in ARH and Carnegie (where most members of those departments were formerly housed). The Dean's office has worked with the departments remaining in ARH and Carnegie to allocate offices in ways that best serve departmental needs. This has included the relocation of the department of Chinese and Japanese to Carnegie. The offices on the fourth floor of Carnegie are being renovated this summer in preparation for the arrival of this department.

The decompression of ARH and Carnegie also has allowed the Dean's office to proceed with the demolition of unpleasant interior offices to create common spaces on the fourth and second floors of Carnegie. The Dean's Office worked with faculty members on the ARH and Carnegie Classroom Committee and with the departments of Economics and Chinese and Japanese to design an enclosed lounge on Carnegie 2<sup>nd</sup> and an open common space on Carnegie 4<sup>th</sup> with a built-in book case and cabinets for a monitor and VCR/DVD player. These spaces are furnished with tables and chairs, data ports and power outlets, whiteboards and bookcases, storage, and some comfortable furniture. We hope that these spaces will be inviting places for students and faculty to work and socialize. The work of moving faculty members and renovating Carnegie is taking place this summer. I invite you to take a walk through Carnegie to note the spectacular improvement from a drab, crowded facility to one that is light, inviting, and fitting for our academic program.

#### Technology in Support of Instruction

Campus-wide, we have continued to work to enhance the technology available in our classrooms and to our faculty and students. This included installing computer projectors in more classrooms (33 classrooms are now so-equipped), upgrading the VCR/DVD/CD playing and projection systems to accommodate multi-standard and multi-zone recordings, continuing the laptop-for-desktop exchange program for faculty (35 faculty have participated in this program), and installing wireless access points in eight buildings around the campus (ARH/Carnegie, Noyce Center, Burling Library, Cowles and Quad dining halls, Forum Harris Center, and the Younker Memorial Resource Center) over the past two years. This year we have also continued to pursue our recent increase in the pace of a three-year replacement cycle for desktop systems.

The establishment of Geographical Information Systems (GIS) as a teaching and research resource on campus was facilitated by the presence of Timothy Hare, a two-year post-doctoral fellow in 2002/02 and 2002/03. In this second year of his fellowship, Timothy assisted a number of faculty members on the use of GIS in their research and courses. He has been a valuable, though necessarily temporary resource for the college. Fred Hagemeister (CTS) and Jennifer Greene (library) are now providing support for GIS users at the college. Expecting the circle of GIS users to steadily expand, we have installed ARCGIS on all 29 machines in ARH 124.

#### Curricular Technology Specialists

Over the past year and a half we have had a number of changes in our support for instructional technology. Three members of our four-member Instructional Multimedia Technology Specialists team have taken other positions, one at Grinnell College and two within the ACM consortium. Wayne Twitchell (IMTS in science) took a new position here as Applications Integrator/Developer in ITS, Alex Wirth-Cauchon (IMTS in social studies) became Associate Director of MITC (Midwest Instructional Technology Center), and David Berk (IMTS in fine arts) became the Director of Instructional Technology at Lawrence University. Fred Hagemeister filled our position in science and Todd Coleman in fine arts. The search to fill the position in social studies was unsuccessful.

The title of IMTS was changed this year to CTS (Curricular Technology Specialist) to bring this title closer to the majority of similar positions at other institutions and, as a result of discussions with the Budget Steering Committee, a decision was made to restructure our support for the integration of technology into teaching around three rather than four specialists. With our two Mellon grants and one Culpepper grant for the support of instructional technology, we added four instructional technology specialists and one position in the library to handle increasing demands for instructional technology and information literacy support. As our grants ran out and as our needs for support of instructional technology have evolved, CTS, ITS, librarians and academic support staff have worked together to begin developing a more collaborative structure in meeting campus-wide demands of the academic program in the areas of technology. With support from three rather than four Curricular Technology Specialists our focus will be on cross-training of these specialists to serve all three divisions in collaboration with the blue and green ITS teams, librarians, and our academic support staff that continues to increase their expertise in technology support for faculty. Since Todd Coleman, CTS in fine arts, has accepted a position as Mellon Post-Doctoral Fellow in our Music department, we are currently searching for a third Curricular Technology Specialist whose skills and expertise will complement those of Fred Hagemeister in science and Munindra Khaund in humanities.

We remain committed to preserving the primary responsibility of our CTS staff, that of supporting faculty members in the integration of technology into their teaching. We believe that, with careful planning and continued collaboration with all those who support technology for our academic programs on campus as well as with the support we receive through the ACM/GLCA Mellon funded Midwest Instructional Technology Center

(MITC), we will continue to preserve the strength of our support for faculty and students that has gained us a regional and national reputation.

### Pioneer Web

The new web-based service of Pioneer Web became available this past April. This service allows faculty members to view an advisee's academic history, current schedule, program evaluation, test scores (SAT, ACT), and student profile as well as the advisees GPA, ungraded credits, attempted credits, and earned credits. It also allows faculty members to view rosters of their current courses including students' names, ID numbers, e-mail addresses, status, enrolled credits and student profiles (containing address, adviser names and program of study). Pioneer Web also contains convenient links to the offices of the Registrar, Academic Advising, Human Resources and the Dean, and to pictorial class rosters and the current schedule of courses. Students can access their individual information, their current class schedule, grades, and academic history.

### ITS Vision For the Future

The most exciting developments this year have been in the area of planning for and working towards the next generation of computer use at the college. This has entailed understanding how students and faculty use computer technologies and the settings in which they use them. In the past two years, students have increasingly brought notebook computers to campus, and a growing number of these have wireless network capabilities. This year, nearly 60% of first year students' computers were notebook computers. There is also a trend for Grinnell faculty to assign projects that require collaborative academic work.

In response to these trends, we are working develop spaces for collaborative student computing. We continue to work toward a seamless computing environment, where students can draw on Grinnell College resources in many locations through wired and wireless networking. With wireless computing, students will enjoy the flexibility of working together, with their computers, in a number of locations and settings. To make that possible, we are working to enhance the wireless computer network in the residence halls. We are also working on systems that will allow students to access the College's specialized software from their personal computers. We expect the trend toward mobile computing devices to continue among the students, and wired and wireless access to the network in the common areas of the residence halls should facilitate collaborative work. This will be true in other areas of campus served by the wired and wireless network, too. We expect the combination of wireless networking and mobile computing, as well as the existing wired network and ResNet, to give students great flexibility in collaborative workspaces.

ITS is working to make the primary lounge within each of the existing residence halls "laptop friendly," including appropriate tables and chairs, power, and the wireless and wired connectivity needed to support multiple laptop users. Student Affairs is working to open new study spaces in each of the North and South Campus residence Halls. Time permitting; we will also make one of the study spaces on the 2nd or 3rd floor of each residence hall laptop friendly. We have heard from some students that they like working

in a social setting even when doing solitary work, and that encourages us to provide good spaces for several students to work simultaneously so that they need not work only in their dorm rooms, isolated from others.

Additionally, this fall's discussion of the role of ITS (and its location) on Grinnell College has prompted plans for a Technology Resource Center where students, faculty, CTS, librarians, and ITS staff can come together to work with leading edge software and equipment. A Technology Resource Center would serve as a forum for sharing ideas, artistry, and techniques in the digital age. This kind of facility, which will evolve as one generation of cutting edge technology becomes standard and another generation emerges, would support innovative efforts in technology use and help disseminate them to other members of the campus community. The dynamic and academically focused Technology Resource Center would include digital editing stations for the development of high-end websites and digital video productions relating to the curriculum. It would include space for videoconferencing with experts in areas of substantive importance to our academic programs and with faculty and students at remote locations, such as Grinnell-in-London or other overseas sites. We plan on the installation of a resource center in 1233 Park Street in the near future and video conferencing capability in the John Chrystal Center. Ultimately, these facilities will become part of a much larger Technology Center located, we hope, on central campus as recommended by the Instructional Support Committee.

#### **IV. Support from Grinnell College for Faculty Professional Goals**

##### **Support for Faculty Scholarship**

The Committee on Support of Faculty Scholarship awarded 41 grants to 41 faculty members during the academic year and 76 grants to 72 faculty members for summer projects. Funding for these grants totaled \$119,090 from the base budget plus \$12,470 from the Shepard foreign travel fund. The Committee also made recommendations on grants for summer research with students, for a total of 76 Mentored Advanced Projects (MAPs) and Mentored Introductory Projects (MIPs) to be conducted by students and faculty in the summer of 2003. Total funds supporting student-faculty research amounted to \$337,600. The Committee on Support of Faculty Scholarship also allocated \$162,500 to faculty members to support their travel to professional meetings.

##### **Faculty Research Leaves**

Year-long Harris Fellowships for the 2003-04 academic year were awarded to Andy Mobley (Chemistry): "Synthesis of Transition Metal Organostannylenes Complexes", and Steve Andrews (English): "Looking for Samoset: Emerson, Yosemite and the Persistence of Memory." In addition, ten faculty members received approval to take year-long sabbatical leaves and 24 to take semester-long leaves (including sabbatical, study, and research leaves) in 2003-04. Those awarded competitive study leaves for 2003-04 include Brad Bateman (Economics), David Campbell (Biology), Jonathan Chenette (Music), Charles Cunningham (Physics), and Tom Moore (Mathematics and

Computer Science). Scott Cook (Chinese and Japanese) received a Mellon Faculty Career Enhancement Semester Leave

In 2002-03, six faculty members took full-year, and sixteen faculty members took one-semester sabbatical leaves.

Also, six faculty members took Study Leaves for Associate Professors and Professors. This competitive leave program provides substantial assistance in supporting the scholarly work of faculty members. These included:

- Andrew Hsieh (History) for work on a book-length study on the effects of political upheaval upon a leading Chinese entrepreneurial family.
- Henry Walker (Math and Computer Science) for preparation of a revised edition of his textbook "The Limits of Computing." This leave recognizes the recipient's scholarly accomplishment by naming him the Frank and Roberta Furbush Scholar for 2002-03.
- Michael Cavanagh (English): A scholarly/critical study of the works of Seamus Heaney. This work in progress was continued with the writing of a number of essays, ultimately to be collected in one volume.
- Kathy Kamp and John Whittaker (Anthropology): A joint project with contributions in related but separate areas, working toward completion of a book discussing the reasons for abandonment by the Northern Sinagua in approximately 1300 A.D. of the area just east of modern Flagstaff, Arizona.
- Tom Hietala (History): Completion of a book manuscript about Muhammad Ali and "the Sixties," examining conflicts between culture and politics during that decade.

In addition, three assistant professors took advantage of Research Leaves, semester leaves for which assistant professors are normally eligible in either the fourth or fifth year. We believe this program continues to serve as an influential factor in the success of recent faculty searches.

### **Book Publishing Workshop**

Twenty-two faculty members attended a weekend workshop on book publishing September 20-21, 2002. Sessions included a talk and question-answer period by Frank Smith, '77, Publishing Director at Cambridge University Press in New York; a panel on publishing; and small group discussions among participants. Panelists Jenny Anger, Christopher McKee, Wayne Moyer, Sarah Purcell, Alan Schrift, and Frank Smith discussed a range of topics including the difference between a dissertation and a monograph, how to identify and approach publishers, working with publishers, contract issues, and the various kinds of academic publishing.

### **Support for Teaching and Curricular Development**

The Instructional Support Committee (ISC), charged with encouraging teaching initiatives and ensuring the auxiliary support necessary for the successful completion of pedagogical objectives, revised the guidelines for support of curricular development projects, endorsed the Library's Statement on Information Literacy, and endorsed a proposal from Information Technology Services for a *Technology Resource Center* to support instruction and research using information technology and recommended that this facility be located on central campus.

ISC approved funding for ten curricular development projects using an expanded list of criteria. Proposals needed to relate to one of the following areas: Africana Studies, East Asian Studies, Gender and Women's Studies, Global Development Studies, Race and Ethnicity, Prairie Studies, International Studies, and Technology Studies. In addition, priority was given to projects that facilitated more effective teaching, that integrated technology into teaching, that related to courses that would be taught frequently, that came from instructors who had not recently received similar grants, or that might not be implemented as part of normal course development. At the end of the year, the committee reviewed the method by which projects were evaluated and funded and adopted further changes in the support of curricular development. The guideline requiring that projects relate to specific curricular areas will be removed. Although the Office of the Dean will continue to send relevant proposals to the concentration committees and the Race and Ethnicity Curriculum Development Committee, the Committee will consider proposals from all areas of the curriculum. In order to provide funding for a broader scope of projects and some new ideas in support of the curriculum, the stipend amounts have been reduced to \$1,600 for the development of a new course, \$800 for a substantial revision to an old course, and \$400 for a course module.

In addition to individual curricular development projects, ISC also approved the following:

- Nine Summer Workshops (some without stipends and some with funding from other sources): 2 writing workshops, 1 oral communication workshop, 1 Writing/Oral Communication Workshop for tutorial instructors, 1 Gender and Women's Studies Workshop, 1 Geographic Information Systems Workshop, 1 Grinnell-in-Washington Workshop, 2 Prairie Studies Workshops, 1 Statistics Workshop, 1 Center for International Studies Workshop
- One Faculty-to-Faculty Tutorial
- Four Teaching and Learning Discussion Groups: Science Division, Humanities Division, Statistics, and Tutorial
- Three Reading Groups: Political Economy, Race and Ethnicity, and Post-Structuralism
- Two Faculty Weekend Seminars, one each semester. The fall group discussed Montaigne's Essays; the spring group discussed The Gold Bug Variations by Richard Powers

- Six discussion lunches for foreign language faculty members (CFFLS -- Committee to Foster Foreign Language Study)

### **Programs for New Faculty**

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

For a fourth year, the Office of the Associate Deans organized a welcoming program for new faculty shortly before the beginning of the semester. A day and a half-long orientation gave new faculty members the opportunity to discuss teaching and other faculty responsibilities with colleagues who already know the college and its students. The orientation was followed by a series of lunches organized throughout the year to provide information and discussion on topics of interest to new faculty.

### **Mellon Faculty Career Enhancement Grants: Grinnell-Oberlin and Eight Institution Collaborations**

The Andrew W. Mellon Foundation granted funds to Grinnell College and seven other private liberal arts institutions (Oberlin, Amherst, Pomona, Reed, Smith, Wesleyan, and Williams) for a number of collaborative initiatives to enhance faculty careers. A second Faculty Career Enhancement grant supports collaborative efforts between Grinnell and Oberlin Colleges. In this first year of the grant, faculty career enhancement activities have included:

- The allocation of research support, in the form of a Mellon-funded semester leave, two faculty summer stipends, and five summer research student stipends;
- The organization of a department chairs' retreat for Grinnell and Oberlin Colleges at Park City, Utah (May 30- June 1, 2003);
- A weekend reading group organized by David Harrison. This group brought together faculty members of French departments from five Midwestern institutions;
- Commencement of work on a joint Grinnell-Oberlin College initiative to assist faculty in their transition to retirement;
- The design phase of the development of a database that will streamline paperwork for faculty.

### **Research Support**

Seven Grinnell College faculty members received research support from the Mellon grant. Scott Cook (Chinese) received Mellon support in the form of a semester-long research leave. Charles Cunningham (Physics) and Jin Feng (Chinese) received summer research stipends. Charles Cunningham, Peter Jacobson (Biology), Jonathan Chenette (Music), Elizabeth Trimmer (Chemistry), and Andrew Mobley (Chemistry) received support in the form of stipends for summer research assistants.

### **Grinnell-Oberlin Department Chairs' Retreat**

The Grinnell and Oberlin College department chairs' retreat was held in Park City, Utah, May 30- June 1. Planning for the retreat involved organizing focus groups of department chairs at Grinnell College to identify concerns and needs, and then consulting with the retreat participants on a tentative schedule of events. Retreat events included an opening address by Dick Chait, Professor of Higher Education at Harvard University on "The Paradoxical Nature of Academic Leadership," and large and small group discussion of matters of leadership, strategic thinking, mentoring, and strategies for lessening their workloads. Grinnell College chairs also met with Angie Story, Coordinator of Faculty Academic Support Assistants, to learn about the ways that the academic support assistants can help them. The retreat's events were scheduled to afford participants the opportunity to take advantage of the beautiful mountain setting and to have ample opportunity to meet with their counterparts. Nine chairs from Grinnell College and fifteen chairs from Oberlin College attended. A second chairs' retreat is being planned for January 2005.

#### Faculty Reading Group

Mellon Faculty Career Enhancement funds also supported a weekend reading seminar organized by David Harrison (French). Six scholars of French literature from Grinnell College, the University of Iowa, the University of Illinois-Chicago, Macalester College (2 people) and the University of Minnesota gathered at Grinnell April 12-13 to discuss a common reading and share their experiences. David hopes to repeat this seminar in the near future and to attempt to include faculty members from some of the other institutions participating in the Mellon grant.

#### Faculty Nearing Retirement

The special concerns and professional needs of faculty who are nearing retirement are the subject of a collaborative effort by Grinnell and Oberlin Colleges. Focus groups on both campuses have identified a number of areas for further investigation in the upcoming academic year. These areas include supporting late career research, helping our faculty plan for retirement, exploring ways to help retired faculty maintain connections with the college and colleagues, and gaining a better understanding of the pressures that retirement and the needs of our retired faculty place on institutions like ours.

#### Electronic FAR (eFAR)

Grinnell and Oberlin Colleges have also begun collaboration on an effort to streamline the information-gathering process and to reduce the number of requests made to faculty to describe their accomplishments. Several administrators at Grinnell have been working on specifying the types of information about faculty that their offices need. The next stage is the design of the database.

#### **Mellon Postdoctoral Fellowship Program**

Grinnell College is the recipient of two generous grants from the Andrew W. Mellon Foundation to support postdoctoral fellows in the humanities and humanities-related social studies. Mellon Fellows and their counterparts in the science division provide

course releases for regular faculty members engaged in teaching MAPs, taking advantage of MAP teaching credits, or on research leave.

The Dean's Office supervised three fellows during 2002/03 and participated in a Mellon Fellows conference with Carleton, Macalester, and Oberlin Colleges. It made two appointments for 2003/04-2004/05: Briggittine French (Anthropology) and Todd Coleman (Music). Concluding their post-doctoral appointments this past Spring semester, Timothy Hare (Anthropology) has accepted a position teaching GIS and spatial-statistics in the Department of Geography, Government, and History at Morehead State University and David McNeill (Philosophy) has joined Hofstra University as a tenure-track Assistant Professor of Philosophy.

### **Faculty Governance**

This year we saw the faculty leadership and the faculty as a whole take a number of significant steps forward.

The Executive Council actively participated in the College-wide strategic planning process. Council members have been involved in developing and evaluating strategies. I am optimistic that this process will lead us to a better shared sense of what is special about Grinnell College and in identifying directions and priorities for the future.

The Executive Council continued a multi-year discussion of the process used by the faculty to make recommendations for salaries for each faculty member. In the fall, the Council took a series of questions about the process of salary reviews to a faculty meeting for discussion. At the end of the discussion, faculty members were asked to submit their views on a series of issues. The faculty overwhelmingly endorsed the following: a peer-review salary system; a merit-based salary system; and a multi-year assessment of performance. In the spring semester, the Executive Council took to the faculty a proposal which the faculty endorsed in principal. That system will tie salary reviews to contract renewals for Instructors and Assistant Professors and move to a multi-year salary review cycle for Associate Professors and Professors. The Executive Council will bring a more specific proposal to the faculty for final approval in the fall. This represents a significant accomplishment.

Last spring, the faculty passed a resolution instructing the Curriculum Committee to examine various types of independent study courses and whether those should be counted in faculty members' teaching loads. This matter consumed much of the time of the Curriculum Committee this year. The committee engaged each division in a discussion of the issue and presented some data to the faculty as a whole. The Curriculum Committee did not reach any conclusions or get to the point of making any recommendations. It did, however, clearly develop an understanding of the complex issues involved and conveyed that understanding to the college community. A more detailed account is in the annual report of the [Curriculum Committee](#).

The Instructional Support Committee held some very productive discussions about the ways in which we support curricular development. They suggested some changes that should make such support more sensible and effective.

I believe that the year has been a very effective one with respect to faculty governance. The committees of the faculty are tackling significant and difficult issues and making progress in developing consensus about future directions. We need to continue to make progress to better define the special nature of Grinnell College and how we spend our valuable resources, including both time and money.