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PREFACE

David Lopatto

Grinnell College initiated this self-study in November of 1996, when President Pamela Ferguson asked me to serve as self-study coordinator and appointed a self-study steering committee. This group drew up a plan for the self-study procedure and report in the spring of 1997. Working groups and subcommittees began to study specific aspects of college operations. The self-study plan, however, was overtaken by events. President Ferguson resigned as President at the end of 1997. Charles Duke, then Dean of the College, was appointed Interim President, and he appointed Jim Swartz, Professor of Chemistry, to succeed him as Dean of the College.

During the fall of 1997, the college became engaged in internal review independent of the self-study project. Recognizing our academic strength and substantial resources, members of the Board of Trustees, the administration, and the faculty began to talk about making the college one of the best in the nation. These discussions and subsequent planning initiatives are described in this report. For Grinnell College, discussion of the future (as reflected in NCA Criterion Four) has become the central issue. At this significant moment, the college welcomes a new leader. Russell K. Osgood, formerly Dean of the Cornell Law School, was appointed President of Grinnell College in the spring of 1998.

The report is organized in a straightforward manner. First we present a history of the college composed by Professor of History Alan Jones; our responses to the concerns described in the 1988 NCA "Report of a Visit"; and our fulfillment of the General Institutional Requirements. We then present five chapters which correspond to the five criteria for accreditation. We attempt to integrate our assessment of student learning into this report. We discuss early results of our assessment plan (which has been in place for one year) in the chapter on Criterion Three. We discuss the impact of assessment in the chapter on Criterion Four. A separate report, attached as an appendix, provides the reader with a complete progress report on assessment activities.

Many members of the college community deserve our gratitude. The self-study steering committee, which I chaired, had the following members: Charles Duke, Vice-President for Academic Affairs and Dean of the College; Thomas Crady, Vice-President and Dean of Student Affairs; Frank Thomas, Vice-President for Human Resources and Special Projects; Carol Trosset, Director of Institutional Research; George Drake, Professor of History; and Paula Smith, Associate Professor of English (now Associate Dean). With the changes in administration, Dean of the College Jim Swartz joined the committee while Interim President Duke remained a valuable contributor. Self-study committee members served as information gatherers, researchers, advisers, and writers. Their

steady and patient work was critical to the completion of this report.

Many offices and departments of the college provided valuable information. We thank all of the academic department chairs who took the time to respond to questions posed by the steering committee and to provide additional information about their departments. We thank the Student Government Association members who distributed and collected several campus-wide student surveys, and the student researchers who assisted the Office of Institutional Research. We also thank the following members of our community for their help and contributions:

- Elizabeth Ballantine, past Chair of the Grinnell College Board of Trustees, provided information about Board functions.
- Gail Bonath, Associate Librarian of the College, and the library staff assisted us by providing information about the library.
- Jo Calhoun, Associate Dean and Director of Academic Advising, provided an analysis of the academic advising system and participated in the group discussing the assessment plan.
- Vice-President David Clay took on responsibility for the Basic Institutional Data forms and provided information on financial and physical resources with the help of Karen Voss, Assistant Treasurer, and the Treasurer's staff.
- Amy Eilert, Coordinator of Community Service, provided details of the programs run by the Community Service Center.
- Dee Fairchild, Director of Athletics, and Will Freeman, Associate Professor of Physical Education, contributed information about college athletic programs.
- William Francis, Director of Computer Services, provided information about computing and helped review the online information about the college for accuracy.
- Jared Gardner and Cannon Schmitt, both Assistant Professors of English, contributed a section that appears in the chapter on Criterion Two. George Drake provided the piece that prompts their reflection.
- Assistant Registrar Stephanie Grefe supplied essential information on student enrollments and other data.
- Alan Jones, Professor Emeritus of History and American Studies, contributed his "History of Grinnell College" to the self-study project.
- Mathilda Liberman, former Director of the Writing Laboratory, provided the information about the Writing Laboratory.
- Katherine McClelland, Director of the Science and Mathematics Learning Center, and Minna Mahlab, Assistant in the Science and Mathematics Learning Center, provided information about their office.
- Joan Mohan, Director of the Reading Laboratory, provided the information about the Reading Laboratory.
- Irene Powell, Associate Professor of Economics, and Victoria Brown, Associate Professor of History, provided consultation on the future of the assessment plan.
- Richard Ridgway, former Director of Public Relations, Denise Lamphier, former Assistant Director of Public Relations, and the Public Relations staff, provided information and reviewed college documents for accuracy.
- Susan Schoen, Administrative Assistant to the President, and Carolyn Gustafson, Administrative Assistant to the Vice-President for Academic Affairs and Dean of the College, provided tremendous help in finding and communicating detailed information about operations of the college.
- Helen Scott, Associate Dean of the College, contributed information and advice on

off-campus study, faculty development, and other areas.

- Angela Voos, Vice-President for Development and Alumni Relations, provided information on development. Brent Jaeger, Director of Development Operations, assisted with information about alumni affairs.
- James Wiehe assisted the Office of Institutional Research.

We are grateful to Cecilia Lopez, Associate Director of the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, our NCA liaison, who provided us with advice throughout the process.

As the self-study report approached readiness for publishing, tasks connected with editing and formatting absorbed all the time of Jonathan Brand, Special Assistant to the President, Director of College Relations, and Secretary of the College; Paula Smith, Associate Dean and Associate Professor of English; and Angela Story-Johnson, Assistant to the Associate Deans of the College.

The decade reviewed in this report was one of growth and success for Grinnell College. Our review of this period serves to deepen our respect and gratitude for the leadership of Pamela A. Ferguson, President of Grinnell College from 1991 to 1997. A retrospective of "The Ferguson Years" appears in Grinnell Magazine (Winter, 1998), which can be found in the resource room.

Finally, we recognize Charles L. Duke, who was appointed Dean of the College during the 1988 self-study that led to continued NCA accreditation. Charlie Duke guided that self-study and this one. He graciously postponed his planned departure from the administration to serve as Interim President in the spring of 1998. He deserves a large share of credit for the college's success over the past decade. He has our lasting gratitude.

INTRODUCTION

Charles Duke

Providing an overview of Grinnell College in 1998 as contrasted to 1988, the time of our last NCA accreditation review, is a daunting task. Describing change at successful liberal-arts colleges is difficult at best, since significant and lasting change either takes place very slowly over time or is triggered by external or internal crises that only rarely occur in the history of these institutions. Perhaps the best example for Grinnell was the Vietnam war era of the early 1970s, which stimulated our faculty and students to produce our current graduation requirements. Since that time, rather than such sudden, easily identifiable revolutionary change, Grinnell College has developed in an evolutionary manner that has, over time, produced a significantly improved institution. However, even with such slow, steady progress, it can be difficult, particularly over an eleven-year period, to identify those historic markers that perhaps initiated new traditions or new ways of thinking at Grinnell College. Perhaps the best that one can do is to identify the perceived changes along with specific markers that might have contributed to these changes. I will limit the following comments to those concerning our academic program.

I will begin by stating the obvious that will become apparent from the self-study documents. Because of our constantly increasing resources, Grinnell College has not participated in the budget reductions required of most liberal-arts colleges during the past decade. Thus, there is no question that the Grinnell faculty is better able to carry out its teaching mission in 1998 than it was in 1987. For example, following expenditures of approximately \$46 million, we now have far better facilities in all areas of the academic program; we reduced the faculty teaching schedule from six courses to five each year, allowing faculty to work more intensively with students and on their scholarship; the college added approximately twenty additional faculty positions to produce a student-to-faculty ratio of slightly less than ten-to-one; finally, we provided better administrative support for the academic program, added an organized faculty development program with a substantial budget, and greatly increased support for the use of technology in the curriculum. These and other initiatives, all important and appropriate, were made possible over the past decade by constantly increasing financial support from the endowment, supplemented with grants from outside funding agencies.

The more fundamental question is the extent to which these changes have influenced the traditions associated with a Grinnell education. I can suggest three important themes that have consistently been part of faculty discussion over the past eleven years: a growing recognition of the importance of diversity in the curriculum and in the faculty, staff, and student body; a growing recognition of the role of interdisciplinary and multi-

disciplinary study; and an increased focus on issues of student learning in curricular evaluation and development. Tangible evidence of these themes includes:

- ◆ An increase in the percentage of women on the faculty from under 20% in the mid-1980s to 38% today (unfortunately, the ethnic diversity of the faculty has not significantly changed) and a substantial increase in the number of women and members from minority groups in the administration.
- ◆ New interdisciplinary concentrations approved in Africana Studies (1996, replacing Afro-American Studies), Gender and Women's Studies (1989), Technology Studies (1990), Linguistics (1993), and Global Development Studies (1995).
- ◆ A new structured faculty development program modeled on our successful outside grants during the 1980s from agencies such as the Mellon and Sloan Foundations. The program emphasizes course development in multicultural, interdisciplinary, and multi-disciplinary areas as well as the development of new teaching methods.
- ◆ Faculty-wide discussion of student learning issues, resulting in the development of department assessment plans, summer seminars to assess student writing, and an important science-division curricular project emphasizing active student learning and leading to significant curricular revisions of the science introductory courses.

Areas such as those listed above were made possible through a combination of new and established faculty leadership, along with a faculty of whom 50% were appointed since 1986. The appointment of such a large fraction of the total faculty coupled with the substantial increase in the total number of faculty is, in my view, the most important driving force for change during the past eleven years. As an example of this importance, a number of these faculty members came to Grinnell from graduate programs emphasizing interdisciplinary study or work in new areas of traditional disciplines. Thus, they immediately broadened our curriculum and provided new ideas for more established faculty to consider both for their courses and for the departmental and interdisciplinary concentration programs.

Now, as many of these new faculty members have had sufficient time to absorb Grinnell's traditions and have become part of the faculty leadership structure, possible new and exciting initiatives based on discussions over the past eleven years have begun to emerge. It seems to me that these curricular discussions and trustee discussions concerning the exponential growth of the endowment are now "in phase" (to borrow a term from physics), perhaps for the first time in the history of the college.

Both the campus community and the trustees are responding to this situation. The college has developed a list of core values while the trustees have organized the college's budget beginning in 1998-99 to create a substantial set-aside fund for special strategic initiatives developed through efforts led by the President. I am confident that the next few years will result in significant improvements in a Grinnell education in ways that are continuous and evolutionary and that will follow naturally from the discussions of the past eleven years. In so doing, Grinnell College will assume an increasing leadership role in undergraduate liberal education in this country.

A BRIEF HISTORY OF GRINNELL COLLEGE

Alan Jones

Settlers and speculators seeking land crossed the Mississippi into the new territory of Iowa in 1843. In October, 11 young men, mostly Congregationalists from Andover Theological Seminary, came west with the different aim of founding churches and a college. At Denmark, Iowa, this "Iowa Band" met Asa Turner, Reuben Gaylord, and Julius Reed--missionaries from Yale Theological Seminary who had come west a few years earlier with similar aspirations. Ephraim Adams, a member of the Iowa Band and a trustee of Iowa College from 1846 until 1907, later said of this meeting:

"It looked as if pioneering might be a blessed thing."

In 1844 "pioneers" from these groups formed the Iowa College Association. In June 1846, (the year Iowa became a state), the association organized the Board of Trustees of Iowa College (which in 1909 became Grinnell College).

Iowa College began in a one-room building in the rough Mississippi River town of Davenport. The first class of preparatory students entered in 1848, and six students registered for college courses in 1850. The curriculum had 50 required courses, 28 of them in Greek, Latin, and mathematics. The first faculty member, Erastus Ripley, of the Iowa Band, was joined in 1850 by Henry Bullen, who was selected over a "slaveholding Presbyterian" from Missouri. Trustee Asa Turner wrote Ephraim Adams:

"Who may think of a Presbyterian slave holder. No, no, that will not do, then by the way, if our institution is agoing to be a milk and water thing--dough faced on such things as slavery--we had better make our will and hand it over to the Catholics. They will have Christianity enough about them to have a wooden cross on the top of the building."

In 1854 Turner and other trustees, including George Magoun, opposed the Kansas-Nebraska Act, which tried to extend slavery to Kansas. The antislavery and antisaloon attitudes of the college aggravated many Davenport citizens, and the city built a road through college property in 1855. Some trustees wanted to go further west to J.B. Grinnell's new colony on the prairie, but the Board decided to stay in Davenport and build a larger building. After the city council again cut a street through college grounds, the trustees resolved to move to Grinnell.

J.B. Grinnell, who in 1859 sheltered John Brown on his way from "Bleeding Kansas" to Harper's Ferry, was an antislavery and antisaloon Congregational minister, as well as a

speculator in town lots and railroad rights-of-way. Preparatory classes began at Grinnell in the fall of 1860. The first college class entered in 1861, but most of the young men went off to the Civil War. Women students in a special "Ladies' Course" that awarded diplomas but not B.A. degrees, kept the college going during the war years, and at the first "Ladies' Commencement" in 1865, George Magoun was inaugurated as the colleges' first president. Earlier he had defined the role of a college in the West:

"The best cure for 'prairie-mindedness' is found in that spiritual-mindedness which creates scholars because it requires a knowledge of the deep things of our own nature and of God... A College prompts to great moral enterprise, nay it is itself a great moral enterprise."

A student characterized Magoun as of "the type of Sir Anthony Absolute--masterful, dominant, and intolerant of any discontent with his views." His stern strength was necessary if the college was to survive the calamities of poverty, fire, and cyclone which afflicted it in the 1870s and 1880s. Jesse Macy characterized Magoun as "liberal" because he allowed the teaching of evolution even though he did not personally accept the teachings of Darwin. Macy graduated from the college in 1870 and stayed on for 50 years to become one of the first professors of political science in the nation and to give the college a lasting interest in public affairs.

By 1882, Magoun could take some pride in the college's growth. There were two buildings, 17 faculty and 384 students. Ten days before Commencement a cyclone destroyed the campus, killing two students. Commencement proceeded; Magoun gave a baccalaureate sermon on the theme "God was in the Whirlwind" and said there were worse things than cyclones, instancing "unrestrained sale of liquors that drives students to drunkard's graves."

By the time Magoun retired in 1884, three new buildings had been erected. And in 1885 E.A. Goodnow gave \$10,000 for the hall bearing his name. David O. Mears, a Congregational minister who had Goodnow in his congregation and who had married Grinnell's daughter, Mary, wanted to be a college President. He proposed the college name be changed to Goodnow and that he be selected President in exchange for a \$50,000 gift from Goodnow. Trustees were tempted and said they would take the offer if the amount were raised to \$150,000. The sum was not increased, and George A. Gates was selected President in 1887. His successor, John Main, characterized Gates and his presidency:

"He came at a time when the reign of law was the dominant principle of the College and he gave it the law of liberty... He was distinctly a man who looked forward, read the signs of the times, studied the trend of things, made this College an aggressive force in the onward sweep of the social current."

Grinnell athletic teams became an aggressive force in the Midwest; an 1889 defeat of the University of Iowa was the first intercollegiate football game west of the Mississippi and heralded a decade of athletic "champions." New science professors arrived and a curriculum with greater stress on science displaced the old "classical" curriculum with its emphasis on Greek and Latin. Women were now awarded degrees, glee clubs formed and went on tour, and a dramatic club performed Shakespeare. Gates and the new Professor of Applied Christianity, George Herron, who arrived in 1893, preached a Social Gospel that brought the college national notoriety. Gates spoke of a Kingdom of

God movement that had less to do with eternity than with redeeming the world from social and economic injustice. Herron agreed and said:

"The gospel of the kingdom of God...needs to be terribly preached as the judgment of love to the brutal cynicism of the market."

For a while, trustees and alumni tolerated Herron's apocalyptic sermons denouncing private property and marriage among other evils. But the Iowa Congregational Association and citizens in Grinnell were less accepting even though Jesse Macy defended "The Liberty of Teaching" in the local paper, noting how he had benefited from the two young professors who had taught evolution in 1870:

"Suppose some emissary of darkness had spied out our liberty and had arraigned Iowa College before the public as a place where young people were taught the dangerous doctrine of evolution. It may be that at so early a date the young professors would have been sent adrift and the public would have been assured that Iowa College was a place where only safe opinions were allowed! That is a place where only imbeciles and hypocrites are educated."

The Herron controversy, however, aggravated trustees who were less adventurous than their pioneering antislavery predecessors. It also disenchanted donors and dimmed the Semicentennial of the college in 1898 (chosen as the 50th anniversary of the beginning of classes in Davenport). But in his annual report in 1898 President Gates took pride in his accomplishments and noted the increase in the number of students from 431 in 1887 to 507 in 1898 with a growth from 187 to 280 in the College Course. Fifty students (47 from Iowa) graduated in 1898, the largest class yet; they would join 691 previous graduates, who included 366 teachers and school administrators, 53 ministers, 51 attorneys, 50 businessmen, 23 missionaries, 20 physicians, and 13 legislators.

Herron continued to alarm, but in the fall of 1899 he resigned. With the help of Clarence Darrow he obtained a divorce and ran off with Carrie Rand, Gates lady principal (or Dean of Women) as a "companion." Gates, too, soon left. The trustees appointed Dan Bradley President with the hope of appeasing capitalist and Congregational constituencies, but he did not last. In 1906 John Hanson Thomas Main, who had come to the college in 1892 as Professor of Greek, was named President. He continued the forward-looking aspirations of Gates.

Main's presidency lasted until his death in 1931 and established Grinnell as one of the leading colleges of the Midwest--if not the nation. He developed close relations with alumni, many of whom revered him and supported his plans for a new Alumni Recitation Hall. He ran successful fund-raising drives with aid from Rockefellers General Education Board and the Carnegie Endowment. He opposed fraternities and sororities and built the modern residential college at considerable cost and with significant debt. Patriarchal inclinations lay behind Main's insistence on separate men's and women's campuses with locked cloisters for women and an open loggia for men. These inclinations did not in his mind conflict with democratic impulses and he and such important faculty members as Jesse Macy, Charles Payne, and Edward Steiner, who succeeded Herron as Professor of Applied Christianity, secularized Social Gospel visions in a democratic idealism attuned to the pre-World War Progressive Movement. As one student wrote his parents in 1910 about religion at Grinnell:

"Christianity at Grinnell is interpreted in terms of service, and the God relation is too much overlooked in the attempt to make vital the man relation."

Service-minded "progressives" of the pre-1914 era included a number of graduates who joined a "Grinnell-in-China" movement and a group of friends who later would become important New Deal administrators: Harry Hopkins, Chester Davis, Paul Appleby, Florence Kerr, and Hallie Flanagan. A 1910 graduate, James Norman Hall, had eventful experiences in World War I as a British infantryman and a French aviator before withdrawing to Tahiti in 1920 to write of adventures on the sea and only returning to the United States for alumni reunions. A 1914 graduate and Harvard lawyer, Joseph Welch, won acclaim in 1954 for putting down Senator Joseph McCarthy, the Wisconsin red-baiter, in the nationally televised Army-McCarthy hearings.

Main, Macy, and Payne welcomed U.S. entrance into World War I in 1917 as another Progressive campaign, but Steiner was attacked "by 100 percent Americans" for his defense of immigrants and hyphenated-Americans. After the war, Progressivism diminished at Grinnell, and in the 1920s the idea of success challenged the ideal of service. Business administration became the largest major and students overwhelmingly supported Calvin Coolidge in 1924. Campus life revolved around football, prepping, and a new fascination with dancing--including "Charleston" demonstrations downtown at the old Colonial Theater. Gary Cooper stayed two years but could not make the Dramatic Club. Morgan Taylor won a gold medal in the 1924 Olympics in a hurdle race celebrated in the movie "Chariots of Fire." In 1925 he caught a pass in the last minute to defeat Iowa State 14-13. Biology professor Harry W. Norris defended modern youth and the doctrine of evolution at the time of the 1925 Scopes Trial:

"It seems to me that the youth of today...insist that religion and life have for them nothing in common if the facts of modern science are to be ignored. Young people care little for tradition. They are not asking to be chloroformed into paradise."

Without great trustee or alumni support President Main struggled in the 1920s to overcome the debts acquired from his over ambitious pre-war building program. He died in 1931 as the Great Depression deepened. His Dean, John Nollen, succeeded him at a difficult time and was forced to cut the faculty and reduce salaries by 20 percent. Enrollments dropped and graduates searched for jobs. Students were more conservative than alumni were; some gave attention to issues of international affairs as World War II approached, but President Nollen thought many were fearfully immobilized, or so he said in his 1940 baccalaureate address:

"Crippled by stupefying fear, they can neither save themselves nor serve their generation. If college men and women have not learned this lesson, then they have missed much of the value and meaning of a liberal education, which should have freed them from hampering inhibitions and opened their eyes to the joy and the creative power of a pioneering spirit."

Samuel N. Stevens, an industrial psychologist who believed in education as social control, succeeded Nollen in 1940, but his ambitious plans for the college were soon curtailed by World War II when Army training units replaced students who had joined the service. Several hundred women students remained, some taking War Minors, studying languages and map-making and learning how to make surgical dressings and operate

short-wave radios. Enrollments increased with the return of veterans after 1945, averaging more than 1,100 students in the late 1940s with 264 graduates in 1950 (the largest number to date) including 68 majors in economics and business.

Compared to the war, college life in the late 1940s was an idyllic escape, and prewar patterns of student life returned--some serious study, more light-hearted diversions like prepping, dancing, bridge, glee clubs, football, and Honor G initiations. Many older faculty members had retired during the war years, and younger professors arrived after 1945--James Stauss, Neal Klausner, Curtis Bradford, Joseph Wall, Kenyon Knopf, John Kleinschmidt, Winston King, Joseph Danforth, and Guillermo Mendoza among others. Some of them were troubled by President Stevens' rather arbitrary ways that increased in 1950 with the advent of the Korean War. Enrollments dropped, budget problems reappeared, and students were disturbed by cuts in the faculty and by confining social rules sustained by the genteel authority of Dean Evelyn Gardner. In 1954, Stevens resigned, having lost control of students, faculty, and trustees. He had built new dormitories--Cowles, Loose, and the Younger halls, a new science building, and a gymnasium named for Fred Darby '95, a longtime trustee and benefactor.

Howard Bowen became President of Grinnell in 1955 and moved the college forward in what many see as a golden age of its history. In his inaugural address on "The Free Mind" he set the tone of his administration:

"I believe that this unique human quality which I have called the free mind is threatened today even in the United States. And I believe that it is one of the special tasks of small liberal arts colleges like Grinnell to help keep this freedom alive."

Attacking the complacency of the 1950s, both at the college and in the nation, Bowen set out to raise standards--of admission, of scholarship, and of the quality of campus life. Ford Foundation grants aided his efforts, and new faculty members joined the institutional renewal. New buildings in the modern architectural style of Walter Netsch of Skidmore, Owings, and Merrill replaced the buildings of the 1880s. Students were increasingly directed to graduate and professional schools, something Bowen encouraged in his 1963 address on "Careers for Coeds." Bowen complained of "student timidity" in 1957, but by 1961 he was defending student activists fasting outside the White House in one of the first student antinuclear protests of the decade.

In the context of Cold War arms races and domestic racial conflict, activism increased at Grinnell, and, as elsewhere, it was also directed at campus social rules on cars, drinking, hours, and visitation. Bowen was less understanding on these issues and gave a famous talk on "slippage." His last year at Grinnell was discouraging, and he resigned in 1964 to become President of the University of Iowa. Always loyal to the college, he returned as a trustee in the 1970s and 1980s.

Glenn Leggett became President of Grinnell in 1965 as the war in Vietnam escalated, as civil rights conflicts grew more violent, and as student protests of all types increased. He defended a protest against a CIA recruiter on campus in early 1966:

"While I by no means condone irresponsible and publicity-seeking acts of students, I respect their rights as citizens. Students, after all, are citizens; they do not give up their citizenship when they enroll at Grinnell... The tradition of intellectual and cultural freedom is one of Grinnell's great strengths, and I think you will agree with me that I

should uphold it."

Alumni began to send cranky letters, and Leggett did his best to explain the reality of college life in the 1960s, starting a new alumni publication, *The Grinnell Magazine*. He upheld student rights in one of the most difficult eras in the history of higher education in America. There may have been some differing views of "rights" but the campus survived such "happenings" as nude *Playboy* protests, upside down flags, Commencement exhibitionism, illegal visitations, and even the closing of the college after the May 1970 invasion of Cambodia and the killings at Kent State. The closing exasperated townspeople and some alumni, but those present on the campus almost uniformly agreed with the decision and with Dean Joseph Wall's remarks at an all-college assembly:

"Those forces and ideas that threaten our life as a nation are not within this institution itself. We cannot...be effective by destroying ourselves as an institution. If anything is of utmost importance at this grave moment, it is that we work together, each according to his own conscience and each according to the way he sees effective, but work that this nation may live and that this institution may live."

A 1964 graduate wrote Leggett:

"My understanding of liberal arts education is that it is fundamentally a moral enterprise. It is precisely this interpretation that I see students taking seriously now in a way they never have in recent history. I applaud that effort."

While campus moods grew more passive after the closing, the fall of 1970 did see some continued protest against graduation requirements and social rules. The faculty dropped general education requirements, and student life began a process of change when the old separation of men's and women's campuses ended and when residence halls integrated by floor and then by room. In both curricular and social matters Grinnell became a "free and open" place.

The college also moved to affirmative action in its admission and appointment policies. There were more black students and more women faculty members. Greater curricular flexibility and enrichment developed with tutorials, internships, new departments, off-campus study, and interdisciplinary programs. The 1970s, however, were troubled by issues of governance over the role of students in academic matters and over the appropriate functions of faculty, administrators, and trustees. Mutual frustrations marked the last years of Leggett's presidency and the brief administration of A. Richard Turner from 1975 to 1979. In one of his last speeches to the faculty Turner cautioned against a drifting departmentalism:

"Do we individually and collectively welcome experimentation, undertake risk ventures?... How many of us consider ourselves intellectuals?... Or are we merely college intellectuals, skilled traffickers in the hermetically sealed problems of our respective disciplines?"

The trustees were the risk-takers of the 1970s, especially Joseph Rosenfield '25 who advocated an adventurous investment in Intel, the new "silicon valley" venture of Board chair Robert Noyce '49. Rosenfield brought his friend, Warren Buffett, on the Board, and Buffet advised a \$12-million investment in a TV station that sold for \$50 million four years later. The college endowment grew from \$14 million in 1968, to \$38 million in 1978, to \$270 million in 1988, and to \$500 million in 1995.

The college became truly prosperous for the first time in its history. Wealth rewarded wealth as foundation grants followed endowment growth. George Drake '56 became President in 1979. In his inaugural address he was mindful of the college's idealistic but less prosperous past:

"Viewed against the background of our missionary foundation, the abolitionist movement, the Social Gospel era, Grinnell-in-China, and the New Deal, the activism of the Vietnam years assumes its proper place as part of an historic pattern... I believe that our obligation to the future has been established by the history of the college, and that the proof is to be found in the accomplishments of Grinnell's graduates."

Drake's presidency was marked by themes of restoration--restoration of buildings and restoration of trust among students, faculty, and trustees. Renewed and repaired relations with alumni ensued and alumni giving increased considerably. Joe Rosenfield's beneficence continued in endowed chairs in social studies and women's studies and support of the Rosenfield Program in Public Affairs, International Relations and Human Rights, endowed in 1979 in his honor by trustee colleagues. Professor Joseph Wall '41 and, later, Professor Wayne Moyer ran the program and maintained the free inquiry and moral conscience traditions of the college's past. Older Grinnell-in-China traditions were revived with a new exchange program with Nanjing University and a Chinese Studies Program endowed by the Cowles-Kruidenier Foundation.

Rosenfield's and Noyce's gifts also included funds for computer and science facilities, including the new Grant O. Gale Observatory. Traditions of excellence in science were recognized in notable awards: Noyce received the Charles Stark Draper Prize in 1990 for his invention of integrated circuits and Thomas Cech '70 received the Nobel Prize in chemistry in 1989 for his exploration of the nature of RNA molecules. And Noyce, Cech, and Claire Patterson '43 were elected to the prestigious National Academy of Science.

Faculty moods improved in the 1980s, as did faculty salaries. At times, students engaged in quiet protests--for a gay resource center and against endowment investment in South Africa--but in the main students appeared "very happy" as a North Central Association Evaluation concluded in 1988. The "free and open" curricular and residential style of the 1970s continued as did the liberal and democratic ethos of the 1960s. Older traditions of athletic success returned with new attention to gender equity. The optimistic mood of the 1980s was reflected in larger admission pools and was reinforced by *U.S. News and World Report*, which repeatedly ranked the college among the nation's best liberal arts colleges.

President Drake retired in 1991 to be succeeded by Pamela A. Ferguson. Her first years saw greater attention to multicultural concerns in admission policies, faculty appointments, and curricular and campus programs. Patterns of the 1980s persisted, including patterns of prosperity. Preparations for the college's Sesquicentennial began shortly after her arrival. In the formal opening of the Sesquicentennial year in

September 1995 she spoke of the college's values and its history:

"I have learned in these past four years that as much as I guide this institution, it guides me. As president, I publicly reflect the strength of Grinnell. I represent the many individuals who have shaped Grinnell and the strong convictions which have formed a core of values that sustain and nurture this college. I join the alumni and current students, faculty, staff, and friends of Grinnell in reveling in the power a small place in the center of Iowa can have in teaching respect and flexibility--individuality, and community."

President Ferguson resigned in 1997. Charles L. Duke, longtime Vice-President and Dean of the College, took up the responsibility of Interim President. A search for a new President culminated in the appointment of Russell K. Osgood as President of Grinnell College in 1998.

GRINNELL COLLEGE

1988-1998

The college's three central values of excellence in liberal arts education, diverse community, and social responsibility all contribute to shaping its recent history.



- U.S. Supreme Court Justice William Brennan Jr. became the first recipient of Grinnell's Harry Hopkins Medal for distinguished public service.
- Roger Lasley assumed the position of College Registrar.
- A.S. Moffett was elected Chair of the Faculty.
- The college reduced individual faculty teaching schedules from six to five courses per year.

SPRING

- In May, the Board of Trustees elected William C. Lazier to chair the Board.
- Two seniors, Emily Green and Michelle Kuenzie, received Thomas J. Watson Fellowships. The Watson Foundation annually awards 60 of these national fellowships to support a post-graduate year of independent study and travel abroad. Green studied cultural and social perceptions of children in Guatemala and El Salvador. Kuenzie studied development, modernization, and women's subsistence strategies in Senegal and Mali.

SUMMER

- James Tederman, Vice-President and Dean of Student Affairs since 1977, resigned. Associate Dean Thomas Crady was promoted to succeed Tederman as Dean of Student Affairs.
- The college began offering the tuition-free Honor Scholars Program to selected high

school students. The program is designed to give minority high school students an opportunity to study math and science in a college environment for six weeks during the summer.

FALL

- A \$30,000 three-year ACTION grant made it possible for Grinnell to establish a Community Service Center on campus to develop and coordinate student volunteers working to alleviate poverty-related problems in the region.
- On October 28, the Board of Trustees approved an amendment to their 1985 South African investment resolution to make the trustee-controlled portion of Grinnell's investments South Africa-free over the next five years.

WINTER

- ◆ On December 21, Grinnell senior Rachel Asrelsky died in the crash of a Pan American World Airways jet over Lockerbie, Scotland. The Rachel Asrelsky Prize was established in the spring of 1989, awarded for the best submitted student paper from an anthropology class.



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- Grinnell initiated the Gender and Women's Studies concentration.
 - Grinnell joined a consortium of 26 colleges in the nation to form the Consortium for a Strong Minority Presence Scholar-in-Residence Program, which encourages African American and Hispanic American scholars to teach at small liberal arts colleges.
 - The college established the Grinnell "I Have a Dream Program." Grinnell's "I Have a Dream" program was the first in Iowa and the first in the country to be sponsored by a college. Through the program, Grinnell promised to provide college tuition to a group of fifth-grade students from Moulton Elementary School in Des Moines.
 - With a grant from the Hewlett Foundation, the college initiated the Overseas Community Involvement Program. Now in its 10th year, the program allows students to participate in international internships.

SUMMER

- In May, construction began on the renovation of Alumni Recitation Hall.
- Meredith Corporation awarded the college a \$195,300 grant to enhance language instruction. The five-year award supported an audiovisual classroom and resource center, which was built in conjunction with the renovation of Alumni Recitation Hall.
- The college completed installation of an automated catalog in The Burling Library catalog.

FALL

- President George Drake appointed a task force on gay/lesbian/bisexual issues.
- The Board of Trustees announced the establishment of the George A. Drake Professorship in Religious Studies. They named Harold Kasimow to hold the position. The Board also appointed James Kissane '52 to the Orville and Mary Patterson Routt Professorship in Literature and named Peter Connelly the Carter-Adams Professor of Literature.
- On September 9, the college observed its 100th year of Grinnell Pioneer football.
- Thomas R. Cech '70 shared the 1989 Nobel Prize in Chemistry with Sidney Altman of Yale. The two scientists showed independently that RNA could be a catalyst for chemical reaction.

WINTER

- On December 22, Howard Bowen, former President of the College, died in his home in California.



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- Grinnell initiated the Technology Studies concentration.
 - Robert Noyce '49 received the Charles Stark Draper Prize for his invention of integrated circuits.
 - The Department of Mathematics became the Department of Mathematics and Computer Science, offering a computer science major.
 - David White was awarded a Rhodes Scholarship. Julia "Piney" Janek received a Marshall Scholarship.
 - The college initiated a Peace Corps Preparatory Program to enhance student involvement in the Peace Corps and in other postgraduate service projects.
 - Charles H. Jepsen was elected Chair of the Faculty.
 - The college endowed the Henry R. Luce Professorship in Nations and the Global Environment with a \$450,000 grant from the Henry Luce Foundation.

SPRING

- Sol Linowitz, diplomat and co-negotiator of the 1977-78 Panama Canal Treaties, received the Harry Hopkins Medal.
- In May, William C. Lazier was re-elected to the position of Chair of the Board of Trustees.

FALL

- In October, President Drake presented the report of his Planning Committee, a group of trustees, faculty, administrators and students, which formed in 1988 and met for over a year, forming its conclusions and recommendations regarding the future of the college.

WINTER

- On November 4, Grinnell dedicated its Black Cultural Center for renowned educational leader Conney M. Kimbo.



SPRING

- In February, doors opened to the Harris Center, an event building that includes a 500-seat concert hall and a 400-seat cinema.
- The Intel Foundation established a Robert Noyce Memorial Foundation Fund to provide grant support for fellowships and internships at Grinnell.
- Three 1991 Grinnell seniors received Thomas J. Watson Fellowships: Bruce Emond, Seth Peterson, and Louis Saletan. Emond studied AIDS counseling and information services in Thailand and Malaysia. Peterson studied the Chinese democracy movement-in-exile in France, Germany, Australia, Japan, and Canada. Saletan studied the effects of reforms on Soviet performance arts in the USSR.
- The college's Career Development Office established a computerized network of international alumni who are willing to provide information for students and other alumni.
- Members of the Class of 1970 dedicated a Peace Grove on campus during their reunion. (Because of the Vietnam War and escalating events on campus, the college closed early in 1970 and this class had not participated in a graduation ceremony.)

SUMMER

- On June 1, the Alpha and Omega Sundial was dedicated in memory of Harriet M. Gale.
- On July 1, Pamela A. Ferguson became Grinnell's 11th—and first woman—President, succeeding President George Drake.

FALL

- In October, President Pamela Ferguson was inaugurated in a ceremony which included an original choral composition, "Out of the Land" by Professor of Music Jonathan Chenette.

WINTER

- In December, Frank Thomas '71 received appointment as Special Assistant to President Pamela Ferguson.



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- The faculty elected Gerald Lalonde, Professor of Classics, to a two-year term as Chair of the Faculty.
 - Tom Marshall '55, Vice-President for Development, resigned.
 - The Office of the Dean organized a Faculty Development Committee.
 - President Pamela Ferguson appointed a campus-wide multicultural task force to lead the college's commitment to further diversifying the Grinnell experience.
 - Eugene Herman, Professor of Mathematics and Computer Science, was named the first Samuel R. and Marie-Louise Rosenthal Professor of Natural Science and Mathematics.
 - Amy Clampitt '41 received a MacArthur Fellowship for her accomplishments as a poet.

SPRING

- In January, Alice Kellar joined the Grinnell staff in the new post of Vice-President of Human Resources.
- In February, Grinnell formed an Americans With Disabilities Act compliance task force of faculty, staff, and students to survey campus needs.

- In February, Michael S. Bever received appointment as Vice-President for Development and Alumni Relations.
- A new major in Chinese was approved, formalizing a program started in 1986 with an endowment from the Cowles Foundation.
- Christine Thorburn '92 received a Fulbright Scholarship to study health care in rural areas of Nepal.
- The college completed its renovation of Steiner Hall, to house the departments of education, philosophy, and religious studies.
- Two seniors received Thomas J. Watson Fellowships. Shaan Hamilton used his fellowship to study waste disposal techniques and associated environmental problems in England and Latvia. Adrienne McAdory studied the effects of racial and ethnic conflicts that divide communities in Kenya, Ghana, and Zimbabwe.
- In May, William C. Lazier was elected to a third term as Chair of the Board of Trustees.

SUMMER

- James Lincoln, Director of Student Financial Aid since 1986, was appointed Vice-President for Enrollment.
- On June 24, Grinnell renewed its agreement to send two new graduates each year to teach English at a Chinese high school through the Nanjing Exchange Program.

FALL

- In September, Grinnell students funded an organization called FEARLESS, in response to the death of their classmate, Tammy Jo Zywicki. FEARLESS provides information on how students and other travelers can protect themselves from predators on the nation's highways.
- The Department of Chemistry received a \$29,800 grant from the National Science Foundation for partially funding a new computing laboratory.

WINTER

- On November 5, C. Everett Koop, former Surgeon General of the United States, received the third Harry Hopkins Medal awarded by the college to outstanding public servants.



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- The college established a new concentration in Linguistics.
 - Three science departments launched The New Science Project, which develops the talents of all science students, especially those from groups underrepresented in the sciences—students of color, women, first-generation college students, and students from rural areas. The New Science Project, partially funded with a grant from the Lilly Endowment, provides a one-week early orientation experience, creates interactive science and mathematics courses for all students, and provides role models and contexts by offering students research opportunities.
 - Dennis Perri, Professor of Spanish, was named to the first McCay-Casady Chair in Humanities.
 - Grinnell launched a \$2.2 million fundraising effort to reclaim the campus's oldest building—Goodnow Hall, listed on the State of Iowa Historical Preservation Program and on the National Register of Historic Places.

SPRING

- Adam Stam '93 won a Thomas J. Watson Fellowship to study agricultural reform in the Ukraine and in Russia. In addition, two seniors, Heidi Freiburger and Morgan Robertson, both '93, received Fulbright Scholarships.

SUMMER

- With a \$129,600 grant from the Sherman Fairchild Foundation, the college expanded its popular summer research program for science majors. The program grew from 20 students in 1987 to more than 60 students in 1993.



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- Grinnell was one of 12 undergraduate schools selected to participate in the Minority Opportunities Through School Transformation Program. Sponsored by the American Sociological Association, the Program helps participating sociology departments improve curriculum, academic climate, and mentoring opportunities for students.

SPRING

- Rachel Stamm '94 won a Thomas J. Watson Fellowship to examine ecotourism and marine mammal conservation in the Dominican Republic, Canada, Norway, and the Bahamas.

- David Clay, Treasurer of the College, was promoted to Treasurer of the College and Vice-President for Business.
- Lori Schwab, an art major in the class of 1995, died suddenly while studying in London. The college dedicated a garden in her memory. In addition, her family established the Lori Schwab Prizes, awarded to Grinnell senior students who have demonstrated a commitment to helping women, children, or families in need; or to enriching the lives of children.
- In May, Elizabeth Ballantine was elected Chair of the Board of Trustees.

SUMMER

- Goodnow Hall renovation began.
- The National Science Foundation awarded Grinnell a \$148,000 grant to continue the restructuring of the college's introductory science curriculum under the New Science Project.
- Michael S. Bever, Vice-President for Development and Alumni Relations, resigned.
- Grinnell received a \$70,000 grant from the National Science Foundation to support an innovative classroom laboratory for introductory courses in mathematics, statistics, and computer science.

FALL

- Grinnell began to administer end-of-course evaluations in all classes across the college.
- Rhasheda Williams '98 became the first "I Have a Dream" student to attend Grinnell and the first "Dreamer" in the nation to attend a college in Iowa.
- Grinnell joined a consortium of 16 Iowa institutions that participate in President Clinton's community service program, AmeriCorps.
- The college re-endowed the Henry R. Luce Professorship in Nations and the Global Environment with a \$315,000 grant from the Henry Luce Foundation.
- E. Kevin Cornell joined Grinnell College as Vice-President for Development and Alumni Relations.

WINTER

- Grinnell was one of 14 institutions to share a \$50,000 grant from the National Science Foundation to improve chemistry instruction.



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- The college created an independent Chinese department.

SPRING

- On January 10, the benefit of becoming degree-seeking students was conferred on Grinnell College staff.
- The faculty voted to create a separate Personnel Committee for advising the Dean and President on faculty retention, tenure, and promotion.
- Two Grinnell seniors, Veronica Ocampo-Raeder and Todd Foreman, received Thomas J. Watson Fellowships. Ocampo-Raeder studied “the dance of humans and nature”: finding human signatures in tropical rainforests in Belize, Brazil, Tahiti, and Kenya. Foreman studied minority groups in British Commonwealth Labour parties in New Zealand, Australia, and the United Kingdom.

SUMMER

- In June, work began on the \$15.3 million renovation and remodeling project of the Bowen Hall of Science.
- On June 24, Grinnell launched its Sesquicentennial celebration with a ceremony at the birthplace of the college, the original Iowa College site in Davenport.
- Tom Crady, Dean of Student Affairs, was promoted to the position of Vice-President and Dean for Student Affairs.
- Waldo Walker, Vice-President for College Services and Director of Facilities Management, retired from Grinnell’s administration.

FALL

- E. Kevin Cornell, Vice-President for Development and Alumni Relations, resigned.
- On September 22, in conjunction with the rededication ceremony of the renovated Goodnow Hall, Grinnell publicly announced a five-year comprehensive campaign to generate \$75 million. Goodnow Hall became the new home of the anthropology department’s offices, classrooms, and laboratory.
- On October 9, Joseph F. Wall ‘41, Professor Emeritus of History, died. He was Dean of the College from 1960 to 1973, and the author of several influential books including Alfred I. Dupont: The Man and His Family (1990, a Pulitzer Prize finalist), Andrew Carnegie (1970) and Iowa: A Bicentennial History (1978).
- The National Science Foundation awarded the ChemLinks Coalition, of which Grinnell is a member, \$2.7 million to support the design of “new chemistry” courses

aimed at a broader student audience. These courses allow students to approach real-world problems using scientific analysis.

- The faculty created a new interdisciplinary concentration in Global Development Studies at the recommendation of the curriculum committee.
- The faculty approved the curriculum committee's recommendation to change the pass/fail grade option to a satisfactory/D-grade/fail option.
- The faculty approved the curriculum committee's recommendation to abolish the special programs division and to realign the divisions as follows: Philosophy, Religious Studies, and the Alternative Language Study Option program became members of the humanities division; Physical Education and the Writing and Reading Laboratories were made part of the social studies division; and the College Libraries and the Mathematics Laboratory joined the science division.

WINTER

- In November, Neal Smith, who served Iowans as a member of Congress for 36 years, received the Harry Hopkins Medal.
- In November, Grinnell's World Wide Web site went online.



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- During January, the college offered a special winter session as part of its Sesquicentennial celebration. Twenty-eight three-day short courses were taught by Grinnell alumni who are distinguished professionals and experts in their fields.
 - The faculty elected Jack Mutti, Sidney Meyer Professor of International Economics, to the position of Chair of the Faculty.
 - The Afro-American Studies concentration was reorganized into the Africana Studies concentration.
 - The college implemented a policy that allows academic department chairs serving a two-year term to take a one-course reduction in teaching load.

SPRING

- The Grinnell Singers performed selections from Professor Jonathan Chenette's Sesquicentennial composition, "Broken Ground," at Carnegie Hall in New York.
- On April 27, the college held a Sesquicentennial birthday party on campus. Dinner was served for 1,353 people—1,000 of them students—under an enormous tent on North Campus.

- The college published Pioneering: A Photographic and Documentary History of Grinnell College by L.F. Parker Professor of History Alan Jones '50.
- Aaron Gross '96 received a Thomas J. Watson Fellowship to study the practice of Ahimsa in Jainism and Tibetan Buddhism in India.
- On May 3, William Deminoff, Secretary of the College for many years, died of cancer.
- In May, Dennis Haas retired as the College Chaplain.
- Also in May, Elizabeth Ballantine was re-elected as Chair of the Board of Trustees.
- The men's basketball team posted a 17-8 overall record and won Grinnell's first conference title since 1962. Ed Brands '96 led the nation in scoring and three-point shooting with 33.9 points and 6.6 treys a contest, and he set a Division III mark by making 14 out of 22 three-pointers in the championship against Ripon College. With a 3.29 grade-point average, Brands also earned Academic All-America honors.

SUMMER

- Angela Voos was promoted to the position of Vice-President for Development and Alumni Relations.
- In July, The Iowa Higher Education Loan Authority issued \$12 million in Private College Facility Revenue Bonds on the college's behalf for construction of the Fine Arts Center.

FALL

- In September, the college held a groundbreaking ceremony for the Fine Arts Center addition and renovation. The building's architect, Cesar Pelli, was the featured speaker.
- Jennifer Michaels, Professor of German, was named the Samuel R. and Marie-Louise Rosenthal Professor of Humanities.
- Frank Thomas '71 was named Vice-President for Human Resources and Special Projects.
- The First-Year Tutorial marked its 25th year as a hallmark of a Grinnell education.
- Grinnell was among the first 23 colleges and universities in the nation, and the only one from Iowa, to receive a National Science Foundation Institution-Wide Reform of Undergraduate Education Award for the college's work on the New Science Project.

WINTER

- On December 5, President Pamela A. Ferguson concluded the college's 18-month Sesquicentennial celebration at a Scholars' Convocation by announcing the winners

of the first Joseph F. Wall Sesquicentennial Service Awards.

- Grinnell College and the University of Iowa received a \$209,000 grant from The Ford Foundation to strengthen international studies at both institutions. The three-year grant supported the “Bridging Project in International Studies.”



SPRING

- In April, to honor Robert N. Noyce '49, co-inventor of the semiconductor chip, the renovation and addition to the science building (while still in progress) was named the Robert N. Noyce Science Center.
- Grinnell College in the Nineteenth Century: From Salvation to Service by the late Joseph F. Wall '41, Professor Emeritus of History, was published.
- Twenty-six of the forty-seven students from Des Moines who participated in Grinnell's "I Have a Dream" program graduated from high school.
- Students founded Grinnell's Experimental College, in which community members and students, faculty, and staff teach courses that do not carry academic credit. Academic and practical or craft courses were offered.

SUMMER

- The Office of Development and Alumni Relations announced that the college met a challenge from the Kresge Foundation before its deadline. Kresge awarded the college \$750,000 after Grinnell raised \$2.2 million for the science building renovation, including an increase in annual giving of \$169,000 over the previous year.
- In July, Jonathan Chenette became the first Blanche Johnson Professor of Music.
- The Office of Computer Services connected North Campus residence halls to campus networks through the ethernet, which allows students to access Burling Library, department libraries, and the Internet from their rooms.

FALL

- In August, President Pamela A. Ferguson and Professor Jiang Shuseng, President of Nanjing University in China, signed a five-year exchange agreement. The accord renewed Grinnell's agreement to send two graduates yearly to teach English at a Chinese high school affiliated with Nanjing University. Nanjing University also agreed to send an instructor to Grinnell to teach Chinese.

- On September 27, the college hosted a dedication ceremony at the newly completed Robert N. Noyce Science Center. Gordon Moore, chairman emeritus of Intel Corporation, was one of the featured speakers.

WINTER

- In December, Grinnell received a three-year \$315,000 grant from the Andrew W. Mellon Foundation. The grant supports faculty development activities that incorporate new technologies in teaching. This was the second grant from the Foundation to the college; the first grant, awarded in 1995, provided \$285,000 to support demonstration projects created by faculty members in partnership with computer and information specialists.
- Jeff Clement '99 led the basketball team and the conference in scoring with an average of 25.6 points per game. The sharpshooter took the lead in the league's scoring race when he knocked home a national-record 16 three-pointers against Monmouth in a 151-112 victory.
- On December 31, Pamela A. Ferguson's resignation as President of Grinnell College took effect.



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- On January 1, Charles Duke, Vice-President for Academic Affairs and Dean of the College, assumed the position of Interim President of Grinnell College.
 - On January 1, James E. Swartz, Professor of Chemistry, began his role as the Dean of the College and Vice-President for Academic Affairs.
 - In late January, a two-day Faculty Retreat took place at the Ahrens Family Center. Faculty members took the first steps in creating a vision for the future of Grinnell College. Interest groups that formed during the retreat continued to meet and develop their plans through spring, summer, and fall of 1998.
 - College Registrar Roger Lasley resigned to accept the position of Registrar at Carleton College.
 - Elizabeth Dobbs, Professor of English, was elected Chair of the Faculty.
 - Jeff Clement '99 broke his NCAA all-division record twice this basketball season, hitting 19 three-point shots and making 77 points in a single game. Clement's endeavors earned him mention in *Sports Illustrated* magazine twice. He was also featured in *The Los Angeles Times* and *The New York Times*, and on CNN and NPR.

SPRING

- In February, the Board passed a resolution to begin the planning process for a future campus center and to update or replace a campus master plan.
- Also in February, the Board built into the 1998 fiscal budget a Fund for Excellence with an initial allocation of \$5.7 million, dedicated to support “innovative projects that are consistent with Grinnell’s core values and long-term goals.”
- The family of Robert N. Noyce '49 made a gift of \$1 million to fund the Robert N. Noyce '49 Visiting Professorship in the Physical Sciences, Mathematics, and Computer Science. The program’s goal is to bring outstanding scholars and leaders from the fields of physical science, mathematics, and computer science to the Grinnell campus. Arnold Adelberg, Myra Steele Professor of Natural Sciences and Mathematics, was named to direct the new program.
- Grinnell’s new fine arts facility was named the Matthew and Carolyn Swartz '51 Bucksbaum Center for the Arts.
- Grinnell received a \$261,953 grant from the Charles E. Culpeper Foundation to support the purchase of equipment for 10 teaching and learning spaces in the Matthew and Carolyn Swartz '51 Bucksbaum Center for the Arts.
- Ryan Gibson received a Thomas J. Watson Fellowship to spend a year in Ireland to study Irish artwork and literature, meet people and discuss their stories and ideas, travel to the different regions of Ireland, and produce artwork from the experiences.
- Grinnell’s male athletes scored a breakthrough by taking top honors in the Midwest Conference all-sports rankings for the first time in the 30 years the compilation has been kept by the league records office. Propelling the Pioneers to the top were a championship in cross country, plus second-place finishes in football, swimming, and indoor and outdoor track.
- On April 14, Grant O. Gale, Emeritus Professor of Physics and faculty leader at Grinnell for nearly 70 years, died of coronary artery disease. Active in his retirement as curator of the Physics Museum, he set a record by attending the opening faculty meeting of each year from 1928 to 1997.
- In April, all members of the college community received a copy of the list devised by the Council on Core Values and Institutional Excellence along with a set of guidelines for preparing proposals to the new Fund for Excellence.
- On May 18, Rhasheda Williams '98 became the first “I Have a Dream” student to graduate from college.
- Russell K. Osgood, Dean and Professor of Law at Cornell University School of Law, was named the 12th President of Grinnell College.

SUMMER

- In July, Jonathan M. Brand was named as Special Assistant to the President, Director of College Relations, and Secretary of the College. Frank Thomas took on new responsibilities as Administrative Coordinator for Community Relations and Campus Master Plan.
- Gerald Adams assumed the position of College Registrar.
- Edward Hirsch '72 received a MacArthur Fellowship for his accomplishments as a literary critic and poet.
- The Office of Computer Services connected South Campus residence halls to campus networks through the ethernet, which allows students to access Burling Library, department libraries, and the internet from their rooms.

RESPONSE TO THE 1988 NCA EVALUATION TEAM REPORT

In their "Report of a Visit to Grinnell College (Nov 14-16, 1988)," the NCA evaluation team presented a list of strengths and a list of concerns regarding Grinnell College. The strengths included a strong Board of Trustees, a President held in high regard, a good administrative team, an excellent faculty, bright students, a growing endowment, substantial financial aid, strong programs in the languages, an effective student services program, a well-run admission and financial aid program, an exemplary writing skills program, and a strong initiative to seek grant support. The team then reported eight concerns, to which we now respond.

1. There is no systematic strategic and long-range planning.

Systematic planning following the last NCA evaluation began with the appointment of a planning task force that recommended planning priorities in 1990. Other evidence of long-range planning includes the capital campaign of 1995, scheduled to be completed in June of 2000; the campus needs assessment and master plan currently in progress; and the Fund for Excellence, an initiative announced in February 1998 by the Board of Trustees to fund "innovative projects that are consistent with Grinnell's core values and long-term goals." Further discussion of long-range planning appears in the chapter on Criterion Four.

2. There is no clearly articulated, widely supported vision for the college.

Grinnell College articulates a vision through its mission statement and elaboration of that statement. The mission statement current in 1988 underwent revision in 1990. The mission statement and some of its derivations appear in the chapter on Criterion One. Following a faculty retreat and the announcement of the Fund for Excellence in February of 1998, Interim President Charles L. Duke appointed the "Grinnell College Council on Core Values and Institutional Excellence" to further develop our core values and a working definition of excellence at Grinnell College. We describe this process in the chapter on Criterion Four.

3. There has been no successful review of the college-wide curriculum for almost 20 years.

The Grinnell faculty has consistently upheld the "open" curriculum against competing models. Following the NCA evaluation of 1988, President George Drake appointed a curricular planning group to study potential curricular changes. Rather than

impose more structured requirements for graduation, the faculty affirmed the present system and did not enact comprehensive change. As a result, Grinnell's curriculum has retained the flexibility to incorporate new pedagogical methods, contemporary scholarship, and new interdisciplinary fields. Since 1988 the college has added two new academic majors and five new interdisciplinary concentrations; revised forms of instruction across departments in foreign languages and natural sciences; and enlarged the study of human diversity and multicultural issues. Full information on curricular review appears in the chapter on Criterion Three.

4. There is a lack of consistency among academic departments in the effectiveness with which they "mentor" and evaluate untenured faculty, and there is no systematic evaluation of the continued effectiveness of tenured faculty members.

In the past decade, the college has clarified its procedures for the review of untenured faculty. The purpose of this change was to increase communication and to outline a detailed review process to be followed by each department. The annual memorandum from the Dean to department chairs now emphasizes open communication and clear feedback as crucial elements of all faculty reviews. In the spring of 1997, the Faculty Executive Council revised guidelines for complete (usually third-year) and tenure reviews, to achieve greater consistency across departments. Ambiguous instructions (for example, concerning the role of tenured department members on leave at the time of an untenured colleague's review) are now clarified so that all departments can handle these issues in a consistent way.

The Faculty Budget Committee conducts systematic evaluation of both untenured and tenured faculty. Each year, the committee evaluates the performance of every member of the faculty before making individual salary recommendations to the Dean. End-of-course evaluations completed by students in all courses across the college help to measure student perceptions of educational effectiveness. We evaluate this process in the chapter on Criterion Two.

Interviews with untenured faculty conducted in 1997 by Carol Trosset, Director of Institutional Research, indicate that inconsistent mentoring is still a problem, although programs of orientation for all new faculty members and preparation for teaching the First-Year Tutorial are now in place. Untenured faculty members have an opportunity to discuss mentoring and other issues at a teaching colloquium that has been held annually since 1994. This colloquium is restricted to untenured faculty; it provides mutual support and suggestions for this group of faculty members. In fall of 1998, the Office of the Associate Deans initiated a low-key program which pairs newly arrived faculty members with experienced faculty mentors for informal consultation during the first year.

5. It is unfortunate that there are no females or persons of minority backgrounds who currently hold key administrative positions.

For most of the past decade, leadership in the administration reflected greater diversity than the NCA reviewers will observe on this visit. Through 1997 the college had a female President, a female Vice-President for Development, two African-American Vice-Presidents (for Enrollment and Human Resources), and also an African-American Director of Financial Aid. Only two of these individuals continue to

serve in the same positions of leadership. The President resigned effective December 31, 1997; her successor is President Russell Osgood. The Vice-President for Enrollment requested administrative leave in 1997 and subsequently resigned his position to become Vice-President for Student Services at DePauw University. His former position has since been eliminated; the Admissions and Financial Aid Offices now report to the Vice-President for Student Affairs. The former Vice-President for Human Resources and Special Projects continues to work closely with the President, having assumed new responsibilities for campus planning and community relations.

6. The faculty governance system is cumbersome and inefficient.

In 1995, the Faculty Organization Committee undertook a study of committees, committee membership, and the administrative work load of faculty members. After examining data from the faculty and administration, they found that the median number of committee assignments for Grinnell faculty was three, but that 24% of the faculty had assignments on five or more committees. The FOC was not able to propose substantial streamlining of committees or committee work. Their one notable adjustment was to centralize the task of recruiting and assigning eligible faculty to committee positions, rather than dispersing these assignments among countless ad hoc appointments unconnected to FOC nominations. This change at least permits some monitoring of faculty assignments and work loads.

Other changes in the faculty governance system include realignment of departments within the divisional structure (1995), one-course teaching reductions during a two-year term for department chairs (1995), and the 1994 division of the Faculty Executive Council into two groups, the Faculty Executive Council and the separately-elected Personnel Committee. The creation of this new group allows the Executive Council to devote more attention to general issues of policy and governance. We evaluate faculty governance in the chapter on Criterion Two.

7. The Board of Trustees does not conduct a systematic, annual review of the performance of the president.

The trustees now conduct an annual review of the President. A resolution adopted by the Board in May of 1995 reads "The performance of the President would be evaluated on an annual basis, commencing this year. The evaluation process would be informal and confidential. A committee of trustees would conduct the evaluation consisting of the current chair, the two vice chairs, the past chair, and one additional trustee. Prior to each evaluation, the purposes, goals, and process of evaluation would be discussed and agreed upon with the President."

8. The fine arts facilities are not sufficient for a high-quality liberal arts college.

The Matthew and Carolyn Swartz '51 Bucksbaum Center for the Arts is currently under construction. The building was designed by renowned architect Cesar Pelli with a leadership gift from the Bucksbaums. Groundbreaking occurred on September 27, 1996, and the planned completion date is December of 1998. The \$22 million center features a 348-seat recital hall, music practice rooms, an art gallery with five lighting zones, improved lighting and sound systems for the theatre,

art studios, a dance studio, and classroom space. Please refer to the Grinnell College web site, <http://www.grinnell.edu/>, for a detailed description of this new building and of the construction process.

THE GENERAL INSTITUTIONAL REQUIREMENTS FOR REACCREDITATION BY THE NORTH CENTRAL ASSOCIATION

*An institution affiliated with the Commission on Institutions of Higher
Education of the North Central Association of Colleges and Schools
meets these General Institutional Requirements.*

Mission

1. It has a mission statement, formally adopted by the governing Board and made public, declaring that it is an institution of higher learning.

Grinnell College has a mission statement, cited in the chapter on Criterion One. Grinnell College prominently displays the mission statement, as revised and adopted in 1990, on the first page of the annual academic catalog and on the college web page. The statement declares that Grinnell College is an undergraduate, four-year, coeducational college.

2. It is a degree-granting institution.

Grinnell grants a Bachelor of Arts degree in twenty-five major fields.

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Grinnell College was incorporated as Iowa College in 1847 and has enrolled students continuously since 1850. It moved to its present location in 1859 and began to call itself Grinnell College in 1909. The corporate name officially changed to Grinnell College in 1990.

4. It has legal documents to confirm its status: not-for-profit, or public.

The college is a non-profit corporation with tax-exempt status under 501(c)(3) of the Internal Revenue Code of 1986, as amended. A ruling letter granting this exemption was issued by the Internal Revenue Service in January 1953 and confirmed in

January 1995. The college is organized and existing under the laws of the State of Iowa based upon Articles of Incorporation and By-Laws duly filed.

Governance

5. It has a governing Board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The college has a governing Board. The Board of Trustees possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Governance of the college is vested by its Articles of Incorporation in the Board of Trustees. The Articles of Incorporation provide that the Board shall consist of no fewer than 16 members and no more than 32 members (excluding Life Trustees), at least one-quarter of whom shall be alumni or alumnae of the college. As of October, 1998, the Board of Trustees comprises 42 members (including 17 Life Trustees), 33 of whom are alumni or alumnae of the college (including 12 Life Trustees).

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The chief executive officer is the President of the College. In May, 1998, the Board of Trustees designated Russell K. Osgood as President of the College, to provide administrative leadership for the institution.

8. Its governing board authorizes the institution's affiliation with the Commission.

The Board of Trustees has the final responsibility for the operation of the college and has such powers and authority as may be appropriate to this purpose including the authorization of the college's affiliation with the Commission.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Grinnell employs a faculty that has earned degrees from appropriate and accredited institutions. The degrees earned by the faculty are listed in the academic catalog (1998-99, pp. 203-216).

10. A sufficient number of the faculty are full-time employees of the institution.

The following table sets forth the number of faculty at the college for the past five years.

	1993-94	1994-95	1995-96	1996-97	1997-98
Number of full-time faculty(1)	137	140	141	141	142(2)
Number of part-time faculty(3)	3.6	4.5	6.2	4.2	9.3

(1) Includes faculty on leave or their replacements.

(2) 69% of the faculty (1997-98) are tenured.

(3) Total part-time faculty calculated to show full time equivalent.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

The faculty has a significant role in developing and evaluating all of the college's educational programs. A curricular proposal typically comes from an academic department, which presents it to the appropriate academic division (humanities, social studies, or science) for consideration. If approved, the proposal goes to the Curriculum Committee, which includes faculty, student, and administrative representatives. Proposals regarding interdisciplinary concentrations require approval by the faculty as a whole.

Educational Program

12. It confers degrees.

Grinnell College conferred 368 degrees in the 1996-97 academic year. Degree requirements appear in the academic catalog (1998-99, pp. 42-49).

13. It has degree programs in operation, with students enrolled in them.

Grinnell College has students enrolled in each major departmental program. The number of students graduating with a Bachelor of Arts in each major department for the past ten years is attached to the "department information sheet" for each department. These reports are available in the resource room.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The mission statement is published on the first page of the college catalog and is evaluated in this report (See the chapter on Criterion One). Former President George Drake's elaboration of the ideals of liberal arts education, entitled "The Elements of a Liberal Arts Education," appears on pp. 30-32 of the 1998-99 academic catalog. It is evident from the catalog that academic programs at Grinnell College are compatible with the college's mission and based on fields of study that are commonly recognized in higher education.

15. Its degrees are appropriately named, following practices common to institutions of

higher education in terms of length and content of the programs.

The appropriateness of the Bachelor of Arts degree at Grinnell is evident from the descriptions in the academic catalog.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The only formal requirement for general education consists of a First-Year Tutorial course required of all students. Active faculty advising promotes breadth of knowledge, critical inquiry, and intellectual curiosity across an "open" curriculum. We evaluate the success of this curriculum in the chapter on Criterion Three.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The admission policies and practices of the college are published in the academic catalog and are consistent with the institution's mission. The "Admission and Student Financial Aid Committee," made up of representatives from the administration and student body, as well as three elected faculty members, has oversight of admission policies.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

Grinnell's learning resources and support services are discussed in the chapter on Criterion Three. Available to all students, these learning resources and support services help students to meet the challenge of Grinnell's degree programs.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The certified public accounting firm of McGladrey & Pullen performs a financial audit of the college on an annual basis.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The college's annual operating budget and audited financial statements demonstrate the college's allocation and use of resources in support of its educational programs. A collaborative budget process identifies potential resources and establishes allocation priorities. Internal reporting mechanisms assure that allocated resources are carefully monitored and controlled.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The college's fiscal viability is best demonstrated by the AAA and Aaa ratings assigned by Standard & Poor's and Moody's Investor Services, respectively, to a July, 1996 tax-exempt bond issuance. Grinnell is the first and only private liberal arts college to receive these highest bond ratings on an unenhanced basis.

Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, its academic calendars, its learning resources, its admission policies and practices, its academic and nonacademic policies and procedures directly affecting students, its charges and refund policies, and the academic credentials of its faculty and administrators.

The Grinnell College academic catalog displays the mission statement on the first page. Educational programs and degree requirements are clearly presented. The academic calendar appears in the catalog and is also widely distributed in bookmark form. Learning resources, such as the College Libraries, the Mathematics Laboratory, and the Writing Laboratory, are described in the catalog and in other official documents. Admission policies, financial aid information, and Tuition and Fees are clearly presented (1998-99, pp. 14-28). Refund policies are presented on p. 20. All academic policies and nonacademic policies (e.g., policies affecting residential life, motor vehicles, and alcoholic beverages) are described in the catalog, the Student Handbook, or both. Academic credentials of the faculty and administrators are described on pp. 203-223 of the 1998-99 catalog.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

As published on the first page of the catalog, Grinnell College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The college is on the approved list of the American Chemical Society. The college is a member of the Association of American Colleges, the American Council on Education, the College Entrance Examination Board, the Council for Higher Education of the United Church of Christ, the Associated Colleges of the Midwest, and the Midwest Conference, and it has a chapter of Phi Beta Kappa.

24. It makes available upon request information that accurately describes its financial condition.

The college's annual audited financial statements and Federal Form 990 are included with this report. The Vice-President for Business and Treasurer of the College prepares an annual report that is included in the President's Report and distributed to the same constituencies as the Grinnell Magazine.

CRITERION ONE

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

I. Mission

The Grinnell College mission statement appears on the first page of our annual academic catalog. It reads:

Grinnell College is an undergraduate, four-year, coeducational residential college that seeks to develop in students analytical and imaginative thinking in the liberal arts. The college exists to serve students directly and society indirectly. The college's ultimate goal is to educate citizens and leaders for our republic and the world beyond our borders. To this end Grinnell graduates should be equipped to pursue successful careers, satisfying personal lives, effective community service, and intellectually satisfying and physically active leisure. Selective in admission, the college strives to be a multicultural residential community open to the intellectually qualified who want to participate. Grinnell fosters critical independence in the context of a community that expects and respects intellectual and social diversity. We support and encourage a faculty of active scholars whose primary mission is to teach.

This statement is a revision of the mission statement adopted in 1988, the year of the college's last self-study. A planning committee appointed by President George Drake carried out the revision; the current statement dates from 1990. It guided the construction of our NCA assessment plan in 1996 and the formulation of institutional core values in 1997-98.

The mission statement has been publicized by appearing on the first page of each annual Grinnell College Academic Catalog, the principal document distributed to prospective students, enrolled students, faculty members, and administrative departments. In recent years the statement has also appeared on Grinnell College's web page and so has been available to anyone using the Internet.

II. Values

Over the past two years, discussions concerning the college's future have involved the Board of Trustees, administration, Faculty Executive Council, the whole faculty, and students. To clarify a sense of direction and purpose, the Executive Council drafted a list of values and presented it to the faculty for discussion. Following all-faculty discussion and revisions, the faculty unanimously endorsed the following list of core values on December 1, 1997:

- ◆ Excellence in liberal arts education for academically talented students.
- ◆ Education that emphasizes the free and open exchange of ideas, critical thinking, and reflection on its own process.
- ◆ Excellence in teaching as the highest priority of the faculty.
- ◆ Active scholarship in and out of the classroom and beyond the campus.
- ◆ A diversity of perspectives.
- ◆ Personal, egalitarian and respectful interactions among all members of the college community.
- ◆ Meeting financial need of admitted students.
- ◆ An ethic of social responsibility and action.
- ◆ An ethic of self-governance and personal responsibility.
- ◆ Preparation for lifelong learning.

The list does not represent a hierarchy, nor is there any assertion that the values are free of conflict with each other. The discussion of core values continued during a faculty retreat held in January of 1998.

Following the announcement of the Fund for Excellence in February, Interim President Charles Duke created the Grinnell Council on Core Values and Institutional Excellence. He charged this Council, which included representatives from the administration, the faculty, the staff, and the student body, with further developing the core values and Grinnell's definition of excellence. We describe this process, as a form of long-range planning, in the chapter on Criterion Four.

III. Goals

The college prepared and submitted a plan for the assessment of student learning as part of a mandate from the North Central Association. The Faculty Executive Council guided construction of the plan and distributed a draft to the faculty for discussion. During the process of constructing the plan, members of the Executive Council attempted to formulate the mission statement and the catalog definition of the liberal arts into a set of six specific institutional goals. These are:

1. The development of skill in analytical thinking and writing.
2. The development of depth of disciplinary knowledge in a major field.
3. The development of breadth of knowledge across the liberal arts.
4. "Educate citizens and leaders by equipping graduates to pursue successful careers and satisfying lives."
5. "Foster critical independence in a community that expects and respects intellectual and social diversity."

6. "Support and encourage a faculty of active scholars whose primary mission is to teach. "

In January of 1997 over 50 faculty members, representing every academic department, gathered for a two-day workshop to draft assessment plans that would outline specific departmental goals for student learning. The NCA accepted the college's assessment plan (including the departmental plans) in April of 1997.

While the core values reveal a Grinnell ethos, articulating ways that we choose to interact as a community, the learning goals above were more specifically construed as guiding assessment activities. Nevertheless, since the writers felt that an observer could not understand Grinnell's pursuit of intellectual goals without understanding the concomitant valuing of personal responsibility and autonomy, one section of the assessment plan points out "distinctive features of Grinnell's culture" including open discussion, a participatory governance system, respect for student autonomy, respect for faculty autonomy, and a commitment to diversity.

IV. Evaluation

All attempts to put our mission into practice emphasize two principles: support for intellectual freedom and a commitment to excellence in faculty teaching and student learning. Every derivation of the mission statement, therefore, includes these two features. The success with which the college has realized these primary goals forms the subject matter of this report. Meanwhile, we note below some of the ways in which the mission of the college is integral to college activities.

To give one example, goals derived from the mission clearly influence the style of governance observed at Grinnell College. As mentioned above, traditions of open discussion, intellectual autonomy, and participatory governance form a significant feature of our culture, influencing our approach to the assessment of student learning and other college activities. For example, key committees of the college draw their membership from the faculty, administration, and student body. One reason that governance seems recalcitrant to streamlining at Grinnell is that the centralizing of power which would facilitate streamlining can so easily threaten our values of autonomy, diversity, and inclusiveness.

For students, too, self-governance and personal responsibility characterize daily experience in the residence halls and in their classes. As the academic catalog puts it, "The college gives each student responsibility for making significant curricular choices and for constructing a coherent course of study." (p. 4) There is evidence that students seek out Grinnell for this freedom of choice and responsibility. A recent study of student admission and retention found that students who enroll here tend to favor "curricular flexibility" in college education. Positive descriptions of Grinnell College as a model for student responsibility, enthusiasm for liberal arts education, and life-long learning appear in such recent books on higher education as Colleges that Change Lives (Penguin, 1996) and Involving Colleges: Successful Approaches to Fostering Student Learning and Development Outside the Classroom (Jossey-Bass, 1991).

President Ferguson's remarks in her annual report at the end of the 1995-96 academic year contained a succinct statement of the college's mission:

Simply put, our mission is to provide a liberal arts education to academically talented individuals while also instilling a strong sense of social responsibility. Clearly, we have learned that how we fulfill this mission must adapt to the exigencies of the time, as we have so adeptly done over the past 150 years. But at the heart, we have remained a student centered institution with a superb faculty devoted first to teaching and then to scholarship.

The goal of faculty excellence in teaching and scholarship informs the criteria by which Grinnell College appoints, retains and promotes the faculty. In all forms of faculty evaluation, teaching receives foremost emphasis, although research is also viewed as a vital part of a faculty member's responsibilities. A document outlining "faculty expectations," produced by the Executive Council in July of 1997, maintains this focus on pedagogical and scholarly (or creative) excellence. On teaching, the document states:

Professional competence and mastery of knowledge in a discipline are necessary qualities; in addition, a faculty member must be able to communicate the knowledge in ways that stimulate and challenge students to raise new questions, to think critically about them, and to express their thoughts clearly in written form and orally.

On scholarship:

At Grinnell, it is held that excellent teachers cannot turn away from the continuing dialogues and debates in their academic disciplines. For these reasons, as well as for the personal and intellectual rewards they will gain, all faculty members are expected to develop an ongoing research program, documented annually in the Faculty Activities Report.

The third criterion for faculty evaluation, in keeping with the values of community and social responsibility, involves demonstrating a record of service to the college.

V. Continuity

On February 12, 1998, the Board of Trustees announced the creation of the Fund for Excellence. They set aside \$5.7 million from the operating budget, announcing that this money is to be used for "innovative projects that are consistent with Grinnell's core values and long-term goals." The Fund for Excellence provides impetus for the challenge of working toward innovation in the context of the college's mission. Proposals directed toward the Fund for Excellence are supposed to further the college's core values through strategic enhancement of what is best and most distinctive about the institution.

As Grinnell moves into a new era, marked by a new presidential administration, it appears that the college's mission and values will continue to influence the course of future events. President Osgood has accepted the list of college values as a starting point for developing his own plan for Grinnell College. As his new administration charts its course, Grinnell's publications for internal and public distribution—including the catalog, the alumni magazine, admissions publications, the college web site, and student and staff handbooks—will present their audiences with an increasingly clarified and consistent long-term vision for Grinnell College. Throughout the two years of our institutional self-study, despite enormous administrative changes and uncertainties, discussions across the college have tended to affirm the continuities in Grinnell's sense of purpose.

CRITERION TWO

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This following chapter describes and evaluates the way that the people, finances, and facilities of Grinnell College work to support excellence in education for undergraduate students in the liberal arts. Board, administrative, and faculty organization comprise the three primary areas of human resources. Financial organization includes the budget process, a summary of the revenues and expenditures needed to keep the college in operation, and the college's distinctive approach to investment. Finally, we review the maintenance of existing facilities and equipment as well as ongoing renovation and new construction projects that anticipate the college's changing needs while re-affirming its continuity of purpose.

I. Human Resources

A. The Board of Trustees

As of October 1998, the college is governed by a Board of 42 trustees, 33 of whom are alumni of the college. In addition, the President of the Alumni Council serves as an ex officio member. At present, Board members serve four-year terms and can be re-elected for an unlimited number of terms. Current trustees nominate and elect prospective new members. After eighteen years of service, a Board member is eligible for election as a Life Trustee, an honorary status that grants the freedom to be less directly involved in Board governance. Seventeen members of the Board—twelve of whom are alumni—currently have Life Trustee status. Ongoing discussion of term limits for members has not at this time resulted in a decision to limit terms on the Board.

The Board of Trustees meets four times a year, gathering on the Grinnell campus for their fall, winter, and spring meetings and then at an alternative site for their informal retreat at mid-summer. Board members receive agenda packets of information in preparation for each meeting. In the meetings, which are scheduled over two days, trustee committees present their findings and recommendations to the full Board, which also hears reports from the President, Dean, Chair of the Faculty, and Student Government Association President. The Board actively solicits information and conducts inquiries into questions relevant to its governance. One recent project has involved reviewing the college by-laws in detail, preparing a new draft to be presented to the full

Board for approval in fall of 1998.

In September of 1997, the Board formally established an Executive Committee consisting of the past and present chairs of the Board and the chair of each standing committee. This group holds monthly conference calls between regularly scheduled Board meetings, to consult about ongoing issues and prepare to take proposed actions to the whole Board as needed. Other committees of the Board of Trustees include

- Audit
- BEST (Budget-Endowment Study Taskforce)*
- Budget
- Buildings and Grounds
- Human Resources
- Investment
- Space (proposal for a new campus center to provide space for student groups and multicultural support organizations)*
- Trustee-Faculty Relations
- Trustee Organization

Those marked with * are special, or ad hoc, committees. The rest are standing committees of the Board. At the October 1998 meeting, a proposal to establish two new committees—Academic Affairs and Student Affairs—will come before the full Board for its approval. These committees are standard elements of other liberal arts college Boards, the former permitting Board members to understand and comment on academic policies, and the latter enabling direct communication between trustees and students.

B. Administrative Governance

The Board of Trustees appoints and reviews the President of the College. Executive authority is vested in the President for all administrative functions and decisions throughout the college. Reporting to the President are four Vice-Presidents and the Affirmative Action Officer. Upon his appointment, President Russell Osgood created two additional positions in the President's office: Special Assistant to the President and Director of College Relations (Jonathan Brand, forthwith appointed also Secretary of the College by the Board of Trustees), and Administrative Coordinator for Community Relations and Campus Master Plan, constituting a new title and position for Frank Thomas, the former Vice-President for Human Resources and Special Projects.

Administratively, the college is divided into 20 departments, with 130 administrative/exempt personnel and 105 support staff. There also are 39 Dining Services employees as well as 85 Facilities Management (bargaining unit) employees. The Vice-Presidents function as the executive administration to which the various service and executive areas of the college's staff report. The Vice-Presidents also act as the "cabinet" of the President, providing advice and counsel for the administrative governance of the college. The President meets weekly with the Vice-Presidents, who in turn meet with their staffs.

The Vice-Presidents and their areas of oversight include:	
Vice-President for Academic Affairs; Dean of the College <ul style="list-style-type: none"> • academic programs • faculty recruitment and faculty employment • technology (shared with the Vice-President for Business) • library 	Vice-President for Development and Alumni Relations <ul style="list-style-type: none"> • fundraising, including the Grinnell Campaign • alumni relations • public relations/communications
Vice-President for Business; Treasurer <ul style="list-style-type: none"> • finances • technology (shared with the Vice-President for Academic Affairs) • equipment and physical plant • human resources (management of benefits and compensation; employment of all non-faculty personnel) 	Vice-President for Student Affairs; Dean of Students <ul style="list-style-type: none"> • student services • residence life • admission and financial aid

The Vice-Presidents demonstrate sufficient professional and educational background to provide knowledge and leadership for the institution. Each of the Vice-Presidents has a degree above the baccalaureate level as well as professional training, experience, or certification. For this list, please refer to p. 216 of the 1998-99 academic catalog.

For most of the past decade, this group of administrative leaders reflected greater diversity than the NCA reviewers will observe on this visit. Through 1997, the college had a female President, a female Vice-President for Development, two African-American Vice-Presidents (for Enrollment and Human Resources), and also an African-American Director of Financial Aid. Only two of these individuals continue to serve in these positions of leadership. The President resigned effective December 31, 1997; her successor is President Russell Osgood. The Vice-President for Enrollment was granted administrative leave in 1997 and subsequently resigned his position to become Vice-President for Student Services at DePauw University. His former position has since been eliminated and the admissions and financial aid offices now report to the Vice-President for Student Affairs. The former Vice-President for Human Resources, as mentioned above, has agreed to serve in a newly defined position which will report directly to the President. His former position will be replaced by a Director of Human Resources (search currently underway for this position) who will report to the Vice-President for Business.

College leaders continue to analyze and evaluate the college's overall governance strategy and communication needs. For example, in the spring of 1998, Interim President Charles Duke instituted regular meetings between the Faculty Executive Council, the Vice-Presidents, and the President. Such interaction serves the institution by affording greater communication and cooperation between the administrative and academic arms of the college.

Since assuring a current high quality of services must precede strategic planning, the college has embarked upon a needed and comprehensive external review of each of its administrative departments. Such reviews should lead to greater commitment to the overall mission of the college. We anticipate that the reviews will not look like or function as efficiency studies, but rather serve to illuminate the operation and service of the way each department relates to the mission of the college. Simply put, since the function and goal of the institution is to provide a college where academically talented students may learn from academically talented and qualified faculty, then supportive areas must derive from and contribute toward the same goals.

The college provides each non-faculty employee, and each faculty member who supervises non-faculty employees, with the college Staff Handbook. (A copy is available in the resource room.) The Handbook outlines specific work guidelines and rules. Also included is general information regarding the college's mission and responsibility to those it serves. Of note is the recent (1997) revision of the college's Discrimination and Sexual Harassment Policy and Procedures for Resolving Complaints of Discrimination and Sexual Harassment. The Handbook also reproduces specific state or federal policies that might be relevant to employees of the college.

C. Faculty Governance

The faculty governance system is outlined in the Faculty Handbook, which the Office of the Dean distributes to all faculty members and keeps up to date as changes occur. The two central governing committees of the faculty are the Executive Council and the Personnel Committee. All non-administrative faculty members on these committees are elected representatives of the faculty. At the time of the last NCA review, the Executive Council conducted all faculty personnel reviews. In 1994, however, the faculty voted to create a new Faculty Personnel Committee, responsible for making recommendations to the Dean and President on faculty contract renewal, tenure, and promotion. This change frees the Executive Council, which formerly spent much of its time deliberating on personnel cases, to give greater attention to matters of academic policy and college-wide governance.

Indicating the significance of this change, a review of Executive Council minutes for a sample year before the separation (1991-92) indicates that discussion of personnel matters took up 15 out of 21 Council meetings. No longer deliberating over these cases, the Council has been considerably more productive in recent years, including among its accomplishments the re-definition of department chairs' responsibilities (1996); revision of the college's sexual harassment and discrimination policy (1996); review of all the departmental learning-assessment plans (1997); development of the list of core values for endorsement by the faculty (1997); discussion of the proposal for a new campus center (1998) and joint meetings with the college Vice-Presidents to formulate proposal guidelines for the Fund for Excellence (1998). During these years, the Council also developed a ground-breaking policy for handling shared contracts (a faculty position shared by two individuals). The Office of the Dean now regularly receives requests for information from academic institutions seeking to use Grinnell's structure as a model for establishing their own shared contract policies.

Both the Personnel Committee and the Executive Council meet weekly throughout the academic year. The President, the Dean, and the Chair of the Faculty sit on both of these faculty committees. Effective communication between the two committees is important, since Council recommendations on issues such as personnel policy, nomination of candidates for promotion to full professor, and annual merit raises can all benefit from general (non-confidential) information from those faculty members on the Personnel Committee, who are experienced in carrying out faculty reviews. It has taken several years under this new system to work out the implications of separating the personnel function from the original Executive Council.

In addition to these two governing committees, other standing committees of the faculty make decisions and recommendations regarding areas of the academic program: academic computing, academic standing, admission and financial aid, cultural film series, curriculum, faculty organization, library and book store, personnel appeals, physical education, public events, and teacher education. Many additional ad hoc committees take care of tasks that are more specific. At the time of the last NCA review, these committees were appointed by individual administrators of academic programs. An effort two years ago to distribute the service load more equitably across the faculty resulted in greater centralization of committee appointments by the Faculty Organization Committee.

Still, efforts to decrease the total number and size of committees have not met with appreciable success. The Faculty Organization Committee analyzed Faculty Activity Reports for the 1994-95 academic year and found 401 committee slots filled by 120 persons. The median number of assignments for faculty was 3, and the mean was 3.3, but there was great variability in number of assignments, with 22% of the faculty assigned to only one committee, while 24% were on five or more committees. At the extremes, three faculty members not on leave had zero assignments, while two faculty members—the Chair of the Faculty and the Associate Dean—took the grand prize by sitting on 14 and 16 committees, respectively. (“Faculty Organization Committee Report to the Faculty,” appropriately dated April 1, 1996). This year the newly elected chair of the Faculty Organization Committee and the Dean’s Office will again look at this issue in an attempt to make more efficient use of faculty time, expertise, and experience in governing the college.

Increased support for faculty development activities provides an incentive for faculty members to stay current in their fields, apply new teaching methods, and renew motivation by developing new courses and revising courses they teach regularly. A Faculty Development Committee funds faculty seminars, reading groups, discussion groups, teaching colloquia, faculty-faculty tutorials, and other activities. Funding for faculty development increased from \$30,000 in 1992 to \$72,000 in 1998, demonstrating the college’s ongoing commitment and effort to support quality undergraduate instruction. Indeed, faculty development has been a key factor in the evolution of the curriculum over the past decade, as reported in the chapter on Criterion Three. Annual reports by the Dean of the College describe the varieties of faculty development projects and their outcomes.

The Grinnell College faculty is “a faculty of active scholars whose primary mission is to teach.” Each faculty member sustains an ongoing program of scholarship, resulting in publications or other appropriate works to be evaluated by academic peers outside the college. The Dean’s Report for 1996-97 noted that during a three-year period, over 70%

of the faculty had completed peer-reviewed scholarly or creative works, including a number of articles co-authored with students. In general, the credentials of the Grinnell College faculty clearly testify to appropriate preparation for the teaching, scholarship, and service expected of them. 99% of the faculty hold the Ph.D. degree or the most advanced degree in their fields—for example, a Master of Fine Arts for a professor who teaches studio art classes. The degrees earned by each faculty member are published in the academic catalog (1998-99, pp. 203-216).

Full reviews of faculty performance are conducted in the third and sixth years for tenure-track faculty. The [Faculty Handbook](#) explains this process in detail. Annually, the budget committee of the Executive Council thoroughly reviews the performance of each faculty member, tenured or untenured, in preparation for making individual salary recommendations. When Dean Duke surveyed his counterparts at ten highly selective liberal arts colleges in spring and summer of 1997, he learned that at most of these colleges the department chairs and the Dean (or Provost) reach informal decisions on salaries for individual faculty members. According to these survey findings, no other polled school reviewed its faculty members systematically with reference to consistent information and review by an elected group of faculty members, as described below.

The two key elements in Grinnell's annual merit review system are the person's Faculty Activities Report and a letter written by the department chair. On the FAR form, which covers several pages, faculty members summarize their own accomplishments in the three areas of teaching, scholarship, and service in the preceding year. The department chair uses this information and other available sources (including student end-of-course evaluations, colleagues' reports of class visits or team teaching, and perhaps samples of scholarly work) to assess the performance of each departmental colleague in the three areas of responsibility. The chair adds any context that might help the budget committee, and then members of the budget committee assign merit ratings to every faculty member, based on all this information and any pertinent information from a recent personnel review.

The budget committee calculates the average rating across all faculty in a given category, normalizes an individual's rating by this average, and then weights the three figures to obtain an overall merit figure suitable for use in recommending salary increments. Weights assigned last year were 50% to teaching, 33% to scholarship, and 17% to service. Of course, even in this system, differences between faculty members in a given year arise more often from distinctions in scholarship and service than from different levels of teaching performance. From year to year, an individual's ratings will also fluctuate more widely in the areas of scholarship and service than in teaching.

We conclude this section by presenting two views on the organization of faculty time, a vital resource which requires reconsideration as the college examines its priorities and values. The contributors of these two short pieces represent the contrasting perspectives of a senior faculty member (George Drake, Professor of History and a former President of the College) and two newer members of the faculty (Jared Gardner and Cannon Schmitt, Assistant Professors of English). Their dialogue gives voice to the pressures and choices faced by those in the academic profession, particularly in day-to-day life as a faculty member at Grinnell College.

Fragmented Faculty

George Drake

Without succumbing to romanticization, it can be asserted that the life of the Grinnell faculty has become less contemplative *and* less institutionally centered with the passage of time. These tendencies have been particularly noticeable over the past ten years. In part, this is the result of societal and legal pressures to conduct our business with much greater care and documentation. Much more important, however, is the combination of increased professionalism, rapidly changing and expanding disciplines, exploding technology, and heightened student expectations. As always, the focus at Grinnell is on students and undergraduate teaching. Excellent teaching requires ever increasing time and effort which, in the experience of many, more than replaces the course “dropped” when the college shifted to a 3-2 load in 1988. The expanding model of good teaching at Grinnell includes enhanced quantity as well as quality of feedback on assigned work; extensive e-mail contact with students; expanded office hours and open-doors; creative use of technology in teaching; and individual and small group “tutorial” teaching along with supplemental review sessions. The primacy of teaching must be supplemented by an active research and writing program as well as extensive service to the department, academic concentrations and college. Many faculty continue to teach in the summers, whether as directors of student research or as leaders of off campus internships and study opportunities. Others are active in a variety of faculty development workshops. All are expected to use the summers for research and writing.

Though complaints are heard, the faculty generally recognizes that it is lucky to be teaching good students in a good college that supports our endeavors. The problem is that each one focuses too exclusively on his or her own small segment of Grinnell’s academic life. It is as though the faculty are on separate tracks that seldom converge. Instead, each looks down these tracks seeing only what stretches directly in front while struggling each day to discharge the many competing teaching, professional and institutional obligations. Very little time and energy are left to contemplate, much less to act on general institutional needs and goals. In short, there are successful biologists, sociologists, philosophers, chemists and historians, but few dedicated servants of Grinnell College. The prevailing attitude seems to be one of, “let the administrators direct the college and we will teach our students and carry on research; there isn’t time or energy for us to do both.” The *will* to do both is present, but too many have not discovered the *way*.

Fragmented Time, Dedicated Service

Cannon Schmitt and Jared Gardner

Few would deny that the last decade has witnessed new and increasing demands on faculty at Grinnell. Some of these demands derive from transformations in the profession and changing models of academic careers. Others originate in the College itself, in its ambition to serve our students by providing more individualized teaching and advising. The convergence of the two results in inevitable pressure on a faculty working to meet mounting expectations for the quality of their teaching, research, and service. In this context, the call for an assessment of faculty time is a call worth endorsing. With more opportunities for contemplation and for consideration of the direction and goals of the College as an institution, we could do an even better job at what we already do well.

That said, it is a mistake to conclude that faculty are not at present “dedicated servants of Grinnell College.” The diagnosis of our faculty as “fragmented” places the responsibility for managing the demands and pressures we face solely on individual faculty members. Grinnell faculty believe in and work tremendously hard for the college. If we seem “fragmented”—overly concerned with our particular students or particular fields of expertise—that perception results in large measure from developments both in the academy and in the culture at large. The family is no longer what it was even a decade or so ago. Increasing numbers of two-career couples and commuting relationships result in complicated and shifting responsibilities. The academic career has changed as well, with additional pressures to publish and participate in one’s discipline at regional and national levels.

These and countless other changes in the personal and professional lives of our faculty inevitably lead to a changing campus culture. While these changes pose new challenges for the institution, none of this should blind us to the tremendous amount of dedicated work that goes on every day. The traditional informal settings for contemplation and discussion are no longer the forums to which all faculty turn to consider institutional needs and goals. If many traditional venues have disappeared, new formal and informal ones have proliferated. At meetings, curricular workshops, reading groups, and over dinner, Grinnell faculty gather daily to consider and act upon questions of the college’s mission. Newer formalized settings should not be understood as replacing serious contemplation with bureaucratic paperwork. Neither should an increasing investment in faculty research be understood as taking time away from service to the institution. Time devoted to research improves teaching skills and raises the national profile of the college, thus helping to make this a place where the best students and faculty in the country will want to spend their academic careers.

It is a challenge for those who formerly measured dedication to the college in terms of certain visible patterns of behavior and agreed-upon criteria to learn to recognize the incredible amount of energy our faculty at all ranks and in all disciplines devote not only to their individual careers but to the success and prestige of the college as a whole. The wonder of it all is that, in the midst of multiple and continually growing demands on their time and energy, faculty manage so often and so successfully to dedicate themselves to serving a changing Grinnell.

II. Financial Resources

A. Budget Process

At the time of the last NCA review, the budget process was primarily located in the office of the Executive Vice-President, a position that has since been eliminated. President George Drake and President Pamela Ferguson each took steps toward inviting broader participation in this process. Most recently, President Ferguson appointed an on-campus budget committee that brought together the Vice-President for Business, the Dean of the College, the Vice-President for Human Resources, and one faculty member. Assisted by college staff members, this on-campus committee worked to:

- develop an estimate of the total resources available to support college operations for the coming year,
- determine allocation priorities,
- review requests submitted by each department, and
- compile a budget recommendation to be presented to the Board of Trustees for their approval.

Given the new administrative structure (described in the section on “Administrative Governance” above), President Osgood is now developing a budget process for 1999-00 that will remain broad-based and further increase faculty participation in the process.

In addition, the Fund for Excellence, announced in February 1998 and described more fully to the college by President Osgood in late August, will make it possible to allocate money to enhance the future of the college through an account that stands outside the college’s base budget. In some cases, projects initially supported by the Fund for Excellence can be folded into the base budget following evaluation of institutional needs and the project’s value to the college. The Fund for Excellence is discussed more fully in the chapter on Criterion Four, in the context of long-range planning for the college.

B. Revenues and Expenditures

The college has three primary revenue sources: comprehensive fees (tuition and fees, room and board); endowment income; and gifts or grants from alumni and friends, corporations, and foundations. Additional revenues come from government grants and contracts, auxiliary fees (other than room and board), and other sources. Student comprehensive fees provide approximately one half of Grinnell’s total operating support, making the college’s dependency upon student-generated revenues one of the lowest in private education. Indeed, the college’s commitment to affordable, quality education is powerfully demonstrated by the consistent appearance of Grinnell’s name in external college guides (both in print and online) which rank the college as offering students one of the “best value” excellent liberal arts educations in the nation.

The college’s endowment, through a carefully constructed spending policy, provides a significant and predictable flow of resources to support current operation. The policy permits the spending of 4.5% of the three-year (twelve-quarter) moving average market value of the college’s endowment funds. (In practice, actual spending over the past five years has approximated 3.5% of the annual average market value.) This moving-

average policy evens out annual spending levels, enabling Grinnell College to endure short-term market fluctuations and to focus instead on long-term results. Based on a total return concept (endowment spending draws on both income and realized gains), this spending policy protects the long-term real purchasing power of the endowment and makes it simpler to plan ahead. Endowment spending constitutes approximately one-third of the total operating support. In contrast to the financial support provided by revenues from students, Grinnell's percentage of endowment support is among the highest of all private colleges.

Private gifts and grants represent the third major source of operating support. Alumni and friends of the college play an important role, providing financial resources for the operating budget as well as capital projects and endowment support (such as named scholarships and professorships). The \$75 million Grinnell Campaign, considered a comprehensive campaign because annual giving (the participation of alumni in the annual operating budget) is a focus area in addition to building and endowment fundraising objectives, had raised \$76,102,347 as of June 30, 1998, with \$63,123,197 in gifts received and the remaining \$12,979,150 in pledges outstanding. The Grinnell Campaign is scheduled to end in June, 2000.

After these three main sources (student comprehensive fees, endowment income, and private gifts/grants), other sources of revenue for the college include investment earnings on operating funds and indirect cost allowances with respect to federal grants and contracts.

As for major expenditures, compensation of faculty and staff represents slightly more than half of the annual operating budget. Student assistance (grants and scholarships) represents more than 21% of the total. In addition, Grinnell has historically allocated a substantial part of its budget to the operation, maintenance, repair, and replacement of facilities and equipment. The result is a campus with minimal deferred maintenance and a strong technical infrastructure.

To make possible significant improvements and additions to college facilities and programs, however, external support (gifts and grants) such as those from the Grinnell Campaign assume crucial importance. Cash flow requirements for renovation of historic Goodnow Hall and the Bowen Hall of Science (Noyce Science Center), for example, were satisfied by gift flow or available undesignated resources. In addition to gifts, the cash flow required for the new Fine Arts Center will be provided via tax-exempt financing. Specifically, Private College Facility Revenue Bonds (Grinnell College Project) Series 1996 were issued July 9, 1996. They provide \$12 million in interim financing. As part of the issuance, Moody's Investor Services and Standard & Poor's assigned their highest possible ratings, Aaa and AAA respectively, making Grinnell the first liberal arts college to receive these ratings on a bond issue. (The highest bond ratings have historically applied only to universities such as Princeton, Yale, Stanford, and Harvard.) The 4.75 percent interest rate reflects these outstanding ratings. These bonds represent Grinnell's only outstanding debt, and will mature June 1, 2001. Additional information about Grinnell College's financial condition and outlook is available in the President's Report in the resource room.

C. Investments

Investment responsibility and authority reside with the Investment Committee of the Board of Trustees. Investment assets relate primarily to endowment and similar funds. Currently, the Investment Committee manages approximately 35% of the endowment portfolio. External managers, selected by the Investment Committee, manage the balance of this portfolio. The focus is upon long-term investment performance; Grinnell's endowment has long reflected an asset allocation with relatively high weighting to equity securities (stocks).

For the period ending June 30, 1998, the college's endowment portfolio returned the following performance: one-year, 38.0%; three-year, 32.4%; five-year, 23.7%, and ten-year, 17.7%. This performance exceeds the comparable Standard & Poor's return over the same periods (30.2%, 30.2%, 23.0%, and 18.5%) in all periods except the ten-year period. This achievement is especially notable because the S & P is a 100% equity index, while Grinnell's asset allocation, though heavily weighted to stock holdings, still includes some lower-yielding cash and fixed income investments.

The Grinnell College endowment closed the fiscal year on June 30, 1998, in excess of \$1 billion (\$1,019,048,000). Compared to other endowments, Grinnell's investment performance has been and continues to be among the strongest. This endowment provides a level of operating support that is among the highest of all private colleges. Such reliance, in turn, intensifies the challenge faced by the trustee investment committee, which is charged with preserving the endowment's purchasing power while providing a stable flow of operating resources. Accomplishing this feat requires a long-term investment perspective focused on total return, as described above.

III. Physical Resources

The Grinnell College campus covers approximately 95 acres, with 33 buildings on the central campus (equivalent to eight city blocks) and 53 predominantly residential buildings on the perimeter of campus (equivalent to five city blocks). The college also owns a remote research facility (Conard Environmental Research Area, or CERA) approximately 14 miles from central campus. Campus buildings range in age from Goodnow Hall, built in 1885 (and most recently renovated for the college Sesquicentennial in 1996) to the Noyce Science Center and Bucksbaum Fine Arts Center, the former recently finished and the latter currently under construction. All buildings are in good to excellent condition.

In fact, since the last NCA review, nearly all academic facilities have undergone complete renovation, and in some cases significant expansion. The sole exception is the wing of the science center which serves psychology and mathematics/computer science; this facility was two years old in 1988. All academic buildings are computer networked, with each faculty office and almost all teaching spaces accessible from the network. Science laboratories for use in teaching and in student-faculty research are first-rate and meet all current codes. Art studios, music practice rooms, theaters, and technical areas are spacious and provide a healthy, stimulating environment. Computer rooms accessible to students are spread throughout academic buildings and residence halls.

A. Maintenance

An active maintenance program ensures that deferred maintenance is virtually non-existent. The scheduled maintenance includes major renovations of student residences on a regular cycle, as well as a program of tuckpointing and roof replacement for academic and residential buildings. Energy conservation, Fire Safety, and ADA Compliance programs are also in place and will continue. The Director of Facilities Management considers an effective preventive maintenance program to be a “work in progress,” which unless continually monitored and improved, becomes obsolete. In the experience of this department, one of the best ways to avoid deferred maintenance is to establish scheduled maintenance cycles like those currently in place at the college.

Until recently, the maintenance program in place for infrastructure issues was not as good as the building maintenance program, as evidenced by power outages and mechanical problems experienced in fall, 1995 and into 1996. A new electrical distribution upgrade project should eliminate these problems by introducing a new system designed to improve the performance, reliability, and availability of electrical power for the campus. This upgrade project also enabled the college to move forward on the residential computing project, providing the capacity to “wire” individual student rooms in the dormitory halls for computer use.

The Building Maintenance and Equipment Fund enhances scheduled maintenance cycles and ongoing programs by providing reserve funds for periodic construction, renovation, or equipment purchase and replacement. The reserve fund accumulates to meet unplanned needs that arise in the areas of facilities and technology. In this way, the college can respond to emergencies or opportunities without adversely affecting previous budgetary commitments. Facility projects have included the chilled water plant, steam line repair and replacement, the electric service upgrade, and Darby Gym floor replacement. Technology projects have included telephone switch replacement, administrative database conversion, and residential networking. As the complexity of the college’s facilities and technology increases, so does the importance of the Building Maintenance and Equipment Fund. A college objective has been to augment this reserve. It has increased significantly, from \$136,000 in 1992 to \$800,000 in 1998.

B. Renovations and New Construction

Facilities Management attempts to monitor campus facilities needs, in order to anticipate future projects which will address these needs. Areas recently under discussion have included “Phase II” of the science building project, a new campus center to make more space available for student groups and multicultural support organizations, improved facilities for the post office and computer services, and an addition to the Physical Education Complex.

In the course of reviewing a variety of proposals for new building projects in 1997, the Board of Trustees concluded that the time had come for a comprehensive study of the facilities and needs of the campus. Following intensive interviews with six planning firms which responded to the college’s request for proposals, a committee of faculty members and administrators recommended to the Board the appointment of Shepley Bulfinch Richardson and Abbott, in association with Dober, Lidsky, Craig, and Associates, to assist the college in developing a comprehensive Campus Needs Assessment and

Master Plan. SBRA, founded in 1874, has received major design awards, including the highest honor bestowed by the American Institute of Architects, and its clients include many of the country's finest colleges and universities. DLCA, also recognized worldwide, specializes in offering assistance with campus and facility planning. The Board approved this recommendation in June of 1998.

President Osgood has appointed a Campus Plan Advisory Committee chaired by Frank Thomas, whose new title is Administrative Coordinator for Community Relations and Campus Master Plan. The Advisory Committee will work with the outside firms as they analyze the condition of existing buildings, campus, and environs to develop a synthesis of the best alternatives for future building projects. "This plan," President Osgood explained to faculty, staff, and students on July 10, 1998, "will also develop a long term vision for the campus and its surroundings so that intermediate decisions can be made which move us toward that unified vision." President Osgood anticipates that the Master Plan will assume its final form by summer of 1999.

CRITERION THREE

The institution is accomplishing its educational and other purposes.

Grinnell College seeks to offer a liberal arts education of the highest quality, in keeping with our institutional values and with special emphasis on the value of direct interactions between students and professors. Many of Grinnell's competitor schools have allowed faculty research productivity to assume greater importance than the commitment to excellent teaching. In this regard, priorities at the best small colleges often begin to resemble those of research universities. Indeed, research output is more easily documented than is the quality of undergraduate instruction. However, our goal is for Grinnell, among the finest colleges and universities, to be the one that most effectively supports—with resources, internal expectations, and thorough evaluation—its commitment to making “teaching the highest priority of the faculty.” At the same time, the college recognizes the importance of active scholarship to develop faculty knowledge and to enhance the teaching program.

In the opening words of the academic catalog, the college's primary educational goal is to help Grinnell students learn to practice “analytical and imaginative thinking in the liberal arts.” During their four years at Grinnell, students gain the ability to pursue knowledge and to engage in creative endeavors; they learn how to examine a given subject from more than one perspective, and they hone their skills in problem-solving, critical inquiry, and both written and oral communication. Grinnell is a four-year, residential college, and the experience of living on campus contributes in important ways to students' intellectual and personal development. Many opportunities for learning, only some of which confer academic credit, occur outside the classroom.

In the first part of this chapter, we examine the academic program. We begin by addressing two of the college's stated learning goals: that our students develop breadth of knowledge across the liberal arts and that they develop depth of knowledge in a major field. Since breadth of knowledge does not in itself confer a general education, we also consider the purposes of the First-Year Tutorial and other courses that provide a common learning experience across the student body. For the great majority of our students, a range of activities that involve learning from direct experience (off-campus study, internships, and independent projects) both expand the scope and enhance the knowledge gained in the classroom.

To conclude the section on the academic program, we review patterns of change in the college's curriculum over the past ten years. We find that during this period the Grinnell faculty has actively sought to expand and traverse the boundaries that delimit traditional academic disciplines and teaching methods. They have carried this enterprise forward

in the context of an open curriculum: creating interdisciplinary programs, experimenting with new instructional methods, infusing the study of human diversity throughout the liberal arts curriculum, and initiating a ground-breaking project which draws and retains students from groups underrepresented in the sciences.

In the second part of this chapter, we examine academic support services for students, and in the third part we review other student services and co-curricular programs. While results of our assessment activities appear in each part of this chapter, an appendix to the self-study report provides a more complete review of current progress of Grinnell's assessment plan.

We find that the college is successfully accomplishing its educational and other purposes. Areas that currently need attention include helping students to make the most of the wide latitude they have in planning their programs, extending our writing assessment to study the work of a larger sample of students, building strategies to increase the enrollment and retention of minority students, and expanding both opportunities and visibility for the most accomplished scholarly work that Grinnell students can produce in their undergraduate years.

I. The Grinnell Curriculum

A review of whether Grinnell is accomplishing its educational purposes must begin by explaining that the Grinnell College curriculum is an "open" curriculum. Requirements for graduation consist of completing the First-Year Tutorial, earning 124 credits, and completing a major. This curricular structure is rare in higher education. Requirements for an academic major at Grinnell are similar to those at many other colleges and universities, promoting depth of knowledge in a chosen field. However, critics point to an apparent conflict between Grinnell's other educational goal of achieving breadth of knowledge across the liberal arts and a lack of rules explicitly requiring a set "distribution" or "core" of courses intended to fulfill that goal for all students. A core value of the college, the ethic of self-governance and personal responsibility, underlies the open curriculum. As the academic catalog states, "The college gives each student responsibility for making significant curricular choices and for constructing a coherent course of study."

Martha C. Nussbaum, a noted classicist and philosopher, offers an external appraisal of the Grinnell curriculum in her recent book, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Harvard University Press, 1997):

Some campuses feel that they can infuse Socratic values throughout the curriculum without required courses of any sort. In some cases they recommend the activity of choosing one's own curriculum as itself a setting for Socratic activity as, in dialogue with a faculty adviser, students reflect about their own goals and the courses that might promote them. Three institutions that have successfully practiced this approach to various extents are Grinnell College, in Iowa; Amherst College, in Massachusetts; and Brown University, in Providence, Rhode Island . . . This approach works best with very well-prepared students and a faculty devoted to teaching. All three are lucky to have that combination. (p. 47)

As indicated by this passage, the open curriculum has become a central feature of Grinnell's public identity. The college's "view book", a document sent to prospective students, emphasizes this point in the first chapter. The 1997-98 issue of the view book states:

Several distinctions separate Grinnell from other highly selective national liberal arts colleges. One of the most significant is our open curriculum. Except for the First-Year Tutorial there are no other requirements to fulfill outside your major. At Grinnell, you will create your own curriculum consistent with a broad liberal arts education. To the intellectually curious, this freedom to experiment encourages thoughtful individual development. (2)

There is some evidence that the curriculum does operate as a factor in the college applicant's decision to enroll at Grinnell. As part of a study of admission and retention for the college in 1997, interviewers from the firm of Kane, Parsons & Associates, Inc. telephoned prospective students who had inquired about the college but did not apply (N = 500), had been admitted to the college but had declined to enroll (N = 251), or had been admitted and matriculated (N = 105). Interviewers asked the respondents to imagine four hypothetical colleges, each of which emphasized one of four different characteristics: curricular flexibility, student support, dedication and commitment, or self-transformation. In response to the question regarding which kind of college the respondents would prefer, 56% of the Grinnell matriculants preferred curricular flexibility, while 34% of admit-declining students and 27% of non-applicant inquiring students preferred curricular flexibility. In response to further questions, Grinnell matriculants tended to associate the college's curricular flexibility with lifetime love of learning, high academic standards, and a diverse student body.

A. Breadth of Knowledge

In this section, we review data to determine to what extent Grinnell students achieve breadth of education across the liberal arts. We analyze data from student transcripts to get a general picture of the courses that students have selected, and thereby to assess the breadth of learning in their programs. Transcript analysis shows that Grinnell students do take a reasonable distribution of courses across the three academic divisions, but this analysis—described in section 2 below—does raise one area of concern which is now under discussion by the faculty, regarding whether too many majors in the humanities division are falling short of a liberal arts ideal by neglecting to take eleven or more credits (three courses) in the science division.

Next, we look at the topic of general education to get a sense of what common skills and information all or most of our students learn. We report on the segments of the college assessment plan that pertain to general education, including the college-wide assessment project on analytical thinking and writing, still in its pilot stage. We report on academic advising and on the First-Year Tutorial in separate sections. The reader should understand, however, that a student's experiences of academic advising and of the First-Year Tutorial are inextricably linked. Over the summer before they arrive, entering students select a list of preferences from a page of tutorial descriptions; the tutorial professor becomes their faculty adviser as well as their instructor. The close connection between advising and teaching in a student's first semester becomes a

formative experience for both new students and faculty.

Student surveys show a high level of satisfaction with the advising system. Initial faculty discussions of the transcript analysis raised the suggestion that the college needs to support and encourage academic advising as an important teaching duty requiring its own skills and training, and to acknowledge that this responsibility is considerably more challenging and time-consuming for faculty members than it would be if the college had a different kind of curriculum.

1. Inducements to Breadth

While the Grinnell curriculum is based on the principle of intellectual self-governance, the college does provide formal and informal inducements to breadth of education. Before describing student behavior, we would like to acknowledge these inducements, as they demonstrate the college's commitment to this educational goal. Inducements to breadth at Grinnell include the *Vade Mecum*, departmental and divisional credit limits, and special requirements for off-campus study, accelerated graduation, Phi Beta Kappa membership, and licensure for teaching. Most important, the relationship between student and adviser offers a crucial opportunity for students to learn the value of breadth in their liberal arts program.

a. Advising.

The most important way a student learns the value of gaining breadth of knowledge across the liberal arts is through the relationship with the student's adviser. All academic plans require the approval of the faculty adviser. As stated in the academic catalog:

Each student has a faculty adviser for guidance in planning academic work and for related counseling. For all first-year students, the advisers are their tutorial professors; later, students choose advisers in their major fields. (1998-99, p.6)

This strong link between teaching and advising gives advisers of first-year students a good familiarity with the individual student's personality, academic abilities, and interests. Jo Calhoun, Director of Academic Advising, describes advising at Grinnell as "an extension of the teaching relationship." As described in Burns Crookston's classic article, "A Developmental View of Academic Advising as Teaching" (*Journal of College Student Personnel*, January 1972, pp. 12-17), the process of making academic choices itself becomes the occasion for learning and maturation. In their advising sessions, students practice and gain awareness of their own development in reasoning, interpersonal skills, problem-solving, decision-making, and evaluative activities.

The Academic Advising Office supplements faculty advising for all students, eases the transition for transfer students, and offers specialized help for students facing conditions or circumstances which impede their learning. However, primary responsibility for achieving breadth across the liberal arts—and, later, for charting a path through the academic major—rests with the student, assisted by the faculty adviser. As the catalog states

At Grinnell the planning of a student's education is undertaken jointly by

the student and the faculty member who is the student's academic adviser. The college expects that the student and the adviser work together to develop a course of study liberal in both breadth and depth and adapted to the special interests and long-run needs of the individual student. (1998-99, p. 30)

The Academic Advising Office provides a college publication called the Advisers' Handbook to all faculty members. This document describes the responsibilities of advisers, which include:

1. To help the student plan his or her program of study.
2. To provide a sympathetic hearing and, as needed, advice or referral on academic, career, and personal concerns.
3. To be readily available to the student, giving to each an opportunity to know a faculty member well, and a sense that someone is personally interested in his or her welfare.
4. To encourage each student to develop the ability to make responsible decisions.

The Handbook contains advising suggestions for first-year students regarding courses in each academic department. The information aids the adviser in guiding the student's decisions toward the purposes of the college.

One method for assessing the success of this system is to sample student opinion about advising. We have gathered information from two sources: from the senior class of 1997 by use of the HEDS (Higher Education Data Sharing) senior survey and from a sample of the student population in the fall of 1997.

In the spring of 1997, the Office of Institutional Research asked the graduating class to fill out the HEDS Senior Survey. Two hundred and eighty five seniors complied, accounting for a 76% participation rate. The averaged responses of the students underwent comparison to benchmark statistics from a number of comparable small liberal arts colleges. One question asked the participants to rate various aspects of college programs on a scale from 1 (very dissatisfied) to 4 (very satisfied). Grinnell College seniors gave the item "academic advising" a mean rating of 3.3 (3 was anchored with the phrase "generally satisfied"). Although no inferential statistics were performed, the mean was nominally higher than any of the comparison group means, indicating that Grinnell seniors were as satisfied or more satisfied with their advising system than were peers at other institutions.

In the fall of 1997, the Office of Institutional Research sent the ACT Survey of Academic Advising to a randomly selected subset of the student population (approximately 440 students). Students completed 199 surveys, including 79 from first-year students, 52 from sophomores, 31 from juniors, and 34 from seniors (3 surveys did not mark this item). The results of this survey are available in the resource room. In summary, students reported that they were generally satisfied with their advisers. In response to the global question "How well does the academic advising system meet your needs?" over 93% of the students chose the answers "adequate," "more than adequate," or "exceptionally well." Although many students reported changing advisers since coming to Grinnell, the change was most often due to a declaration of major. Only six students reported changing an adviser because the student was not satisfied with the adviser.

Students expressed satisfaction with virtually every aspect of advising, including the ideal of making students responsible for their own decisions.

This last issue, personal responsibility, deserves some amplification, as this core value of the institution plays a critical role in keeping our curriculum both “open” and conducive to a broad liberal education. In the advising survey, students had the opportunity to agree or disagree with a series of impressions of their faculty advisers. Among the items, the following related to student responsibility:

Item	Mean Score
Encourages me to assume an active role in planning my..... academic program	4.42
Respects my right to make my own decisions	4.42
Respects my opinions and feelings.....	4.27

The mean scores are between 4 (agree) and 5 (strongly agree). From the student point of view, then, it appears that advisers are sensitive to the collaborative nature of planning the academic program.

The advising survey provides quantitative evidence for student satisfaction with the advising system. A survey sent to first-year students and to faculty advisers of first-year students illustrates the close collaboration and occasional tension that exists between student and adviser. Responses to this survey constitute a haphazard sample of first-year students finishing their first semester at the college; many students do not make written comments. Of interest is the survey question “Was your tutor generally helpful as an academic adviser?” At the end of the 1997 fall semester, 106 students submitted written responses to this question. Although some responses are difficult to classify or contain mixed messages, approximately 80 of the responses are positive. Here is a sampling of the responses pertaining to the planning of the student’s academic program:

-
- He is an excellent adviser. A number of courses I did not want to take at first turned out to be the best courses for me.
 - He was helpful in the areas of the sciences and discussing with us what we want to be doing with our education. It helped me think things through.
 - I believe she directed me to the right path.
 - He was always there when I kept changing my mind.
 - He was very hands-off on course choices, which I admire. His one piece of advice, to take Philosophy 111 I am very grateful for.
 - Recommended and even discouraged certain classes.
 - He was less flexible than I would have liked.
 - He pushed for a strong liberal arts education with a well-rounded schedule.
 - He was not trying to help me, he was trying to dictate to me.
 - She does her best to help me with my needs.
-

Compare these comments with another set of comments, elicited from the faculty advisers of first-year students. One question posed to them was “Were there areas in

which you had difficulty advising students? If so, what were these areas?" Most of the 28 faculty respondents indicated there were no areas of difficulty (and did not elaborate). A few of the respondents, however, pointed out problems with advising toward breadth of education:

- Many students do not want to take math or science. If the college wants students to take courses outside of their common range of interests, why doesn't it require them to do so? Why should the adviser have to pressure them into it? Why should we be the bad guys?
 - I found it difficult to get some of the students to express their own interests, especially academic ones, or to consider the wide open spaces in the college curriculum. The students seemed a bit more narrowly focused than I had anticipated. Liberating them was difficult at times.
-

The effectiveness of Grinnell's open curriculum depends in large part on the success of the academic advising relationship. Breadth in the liberal arts is accomplished one student at a time, through a series of focused conversations. Conversely, the advising relationship benefits from the challenge of an open curriculum. A real need for substantive advising arises as students design and negotiate their programs. For example, a subject that begins as the student's primary area of interest and intended academic major often assumes a more secondary role as intellectual exploration leads the student to new areas of study and a different academic major. Throughout this process, faculty members serve as consultants, teachers, and advocates for the value of taking courses across the liberal arts.

It is gratifying that student satisfaction with advising is high, and that the faculty at Grinnell take seriously their obligation to advise students through the undergraduate years. There exists a continuing need to support faculty members in their efforts to become effective advisers. A project planned by the Office of Academic Advising, the Chair of the Faculty, and the Associate Deans of the College will focus on articulation of advising expectations, along with more extensive training and evaluation of advisers. The college needs to identify formal ways to acknowledge and encourage advising as a primary faculty activity.

b. Vade Mecum.

No other inducement to breadth exerts so strong an influence on students as does the role of the adviser, but several other messages from the college signal support for the adviser in this effort. For example, the summer before a first-year student arrives at Grinnell, one of the first documents the student receives is the college's Vade Mecum: A Guide to the Liberal Arts at Grinnell College. This guide suggests that a new student plan a program of study for the long run. It offers this advice to the student:

In the first two years you should plan to study a variety of disciplines exemplifying different methods of obtaining and organizing knowledge. Breadth of learning, a sense of both the unity and the diversity of human knowledge, is fundamental to a liberal education and should be developed in the first two years.

The value of a broad education informs the structure of this academic guide. The Office of Academic Advising distributes the *Vade Mecum* to both first-year students and their advisers.

c. Credit limits.

Students may earn no more than 48 credits in one department or 92 credits in a division. These limits act to restrain excessive specialization in the major or in any one of the three divisions of the college (humanities, science, and social studies).

d. Program requirements.

Off-campus study, typically consisting of a semester at a foreign institution, is popular at Grinnell. More than half of Grinnell students choose to study off-campus, either for one or two semesters. Among the requirements for a successful application, the academic catalog and Student Handbook list “evidence that the student has pursued a strong program of liberal education.” The Off-Campus Study Committee interprets this requirement as a reference to breadth of coursework across the three divisions of the college. Similar requirements apply to students who seek internships, double majors, and early graduation. In this way most Grinnell College students, at some point in their academic careers, formally demonstrate that their academic work includes several courses in each division and, more important, they submit a statement in which they argue that their own, individual four-year academic program meets the catalog definition of a balanced liberal arts education.

e. Phi Beta Kappa.

Students learn about the requirements of Grinnell’s Phi Beta Kappa chapter from the *Vade Mecum* and other documents. To be eligible for this honor, students must take three semesters of a modern foreign language (or two semesters of a classical language), completion of calculus or more advanced courses in mathematics, and at least 12 credits in each of the three divisions of the college (counting no more than eight from a single department).

f. Licensure for teaching.

The college’s Department of Education offers a course of study toward licensure for elementary and secondary school teaching. The requirements for licensure include breadth. As stated in the academic catalog, “Students seeking licensure must have taken courses in all divisions and a course in mathematics, in American history or government, and coursework in both a biological and physical science.” (1998-99, p. 87) About twelve students per year complete this certification.

2. Breadth Demonstrated in Transcript Analysis

If all these inducements to breadth, taken together, are effective, a review of student transcripts should demonstrate that students take coursework distributed across the curriculum. One index of this distribution is to calculate the proportion of course credits students take in each of the three divisions of the college: humanities, science, and social studies. The student's academic major clearly influences the distribution of the student's course credits across the three divisions. For this reason, it is useful to categorize the transcript analysis according to the division in which the student's major department resides. Figure 3.1 shows the proportion of credits earned in each division by students classified according to the division in which they had a major. The pie charts represent all of the data from graduating students in the years 1990 to 1997. For comparison, Figure 3.1 includes pie charts reproduced from the Grinnell College Institutional Self Study Report of 1988. These charts, which included data from the graduating classes of 1986 and 1987, appear on p. 234 of the 1988 report.¹

The chart showing the 1990-1997 data indicates that students in the three divisions do distribute their credits across the divisional boundaries. Not surprisingly, the highest proportion of credits appears in the division in which the major department resides. The chart shows that commerce across the divisions is not symmetrical. Humanities majors currently take 62% of their credits in the humanities division. The tendency for humanities students to take most of their credits within that division is greater in the present decade than it was at the time of the 1988 self study. The behavior of students in the other two divisions has not changed appreciably.

After establishing that students do take courses in all three divisions of the college, we next tested the number of credits a given student earns in each academic division. In 1997, Dean Charles Duke analyzed the academic credit transcripts of students from the class years of 1990 through 1996. The data were subject to three queries:

1. What proportion of the class graduated with more than 11 credits in science?
2. What proportion of the class graduated with more than 11 credits in social studies?
3. What proportion of the class graduated with more than 15 credits in humanities?

¹ In the fall of 1995 the faculty voted for a divisional realignment that moved the departments of Philosophy and Religious Studies from the Social Studies division to the Humanities division. The pie charts showing the 1990-1997 show proportions as though these departments were in the Humanities division for all of those years. The older data (1986-87), however, are based on the two departments as members of the social studies division. Thus, it is not surprising that the proportion of humanities credits taken by students rises marginally for all three divisions in the more recent data.

Figure 3.1a: Credits Earned by Grinnell Graduates -- 1986-87

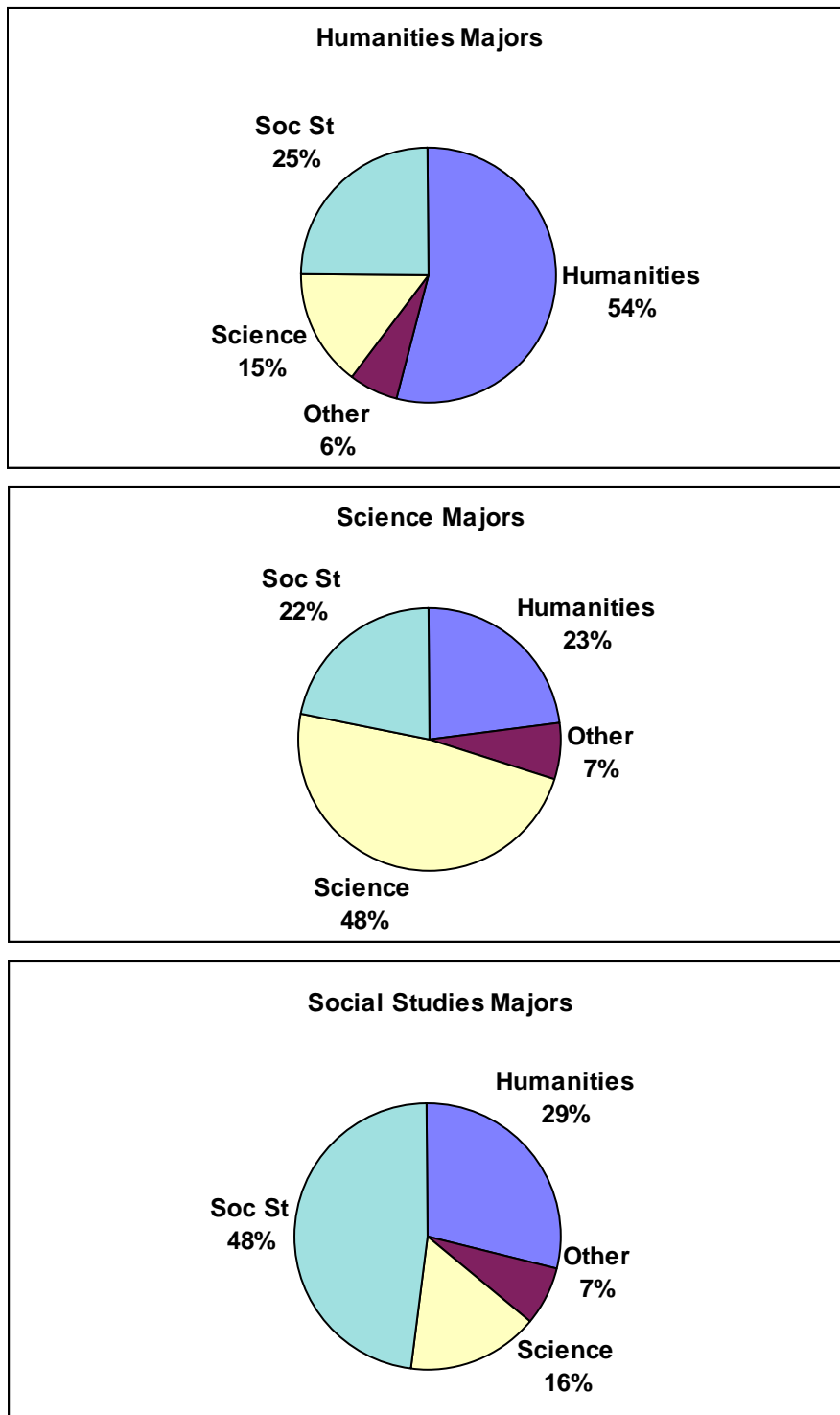
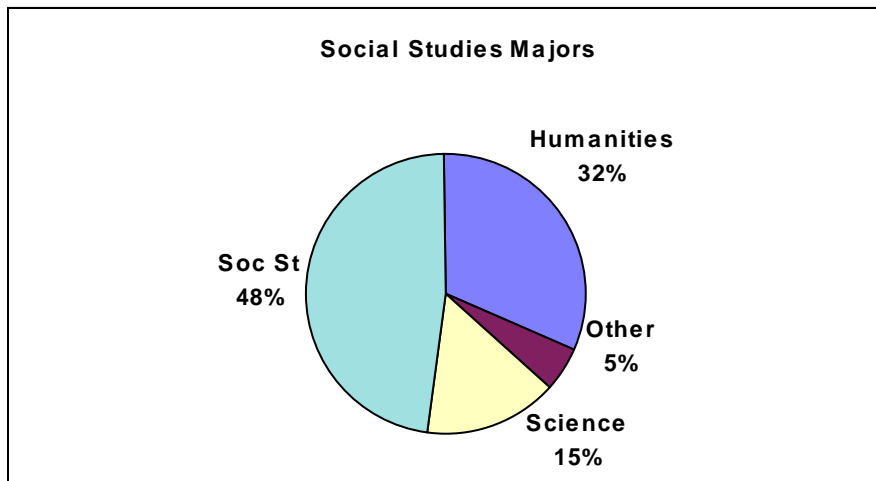
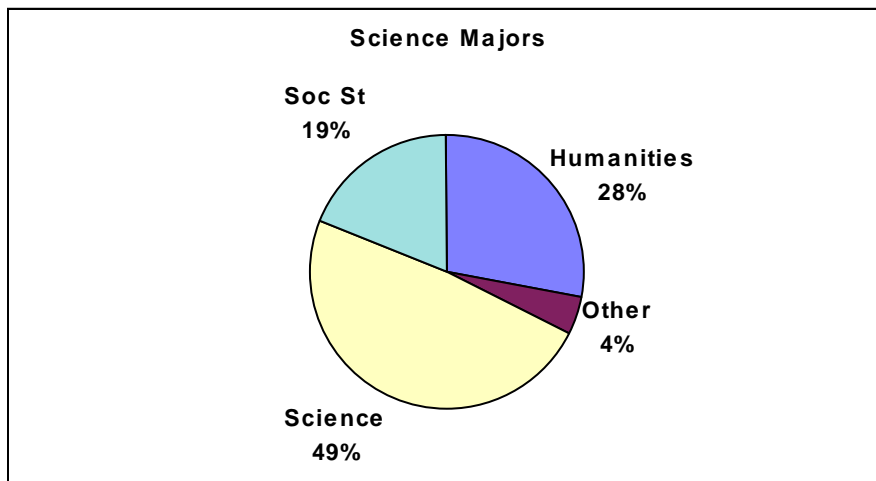
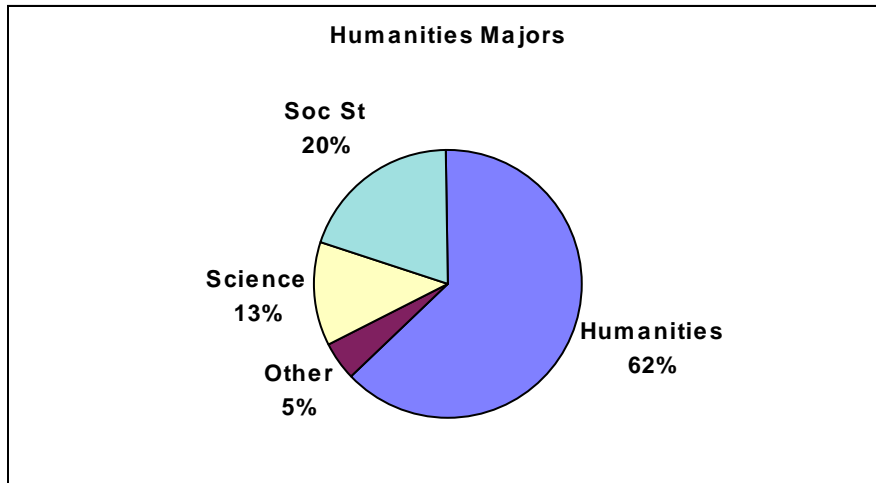


Figure 3.1b: Credits Earned by Grinnell Graduates -- 1990-97



The three queries simulate common distribution requirements at other institutions. To have more than 11 credits at Grinnell College typically means that a student enrolled for at least three four-credit courses; to have more than 15 credits means that a student enrolled for at least four four-credit courses. These criteria approximate the distribution requirements at Oberlin, Bryn Mawr, and Swarthmore Colleges, although these institutions may have other requirements as well. We include the additional four credits in humanities because our humanities division includes the fine arts.

The results of the queries appear in Figure 3.2. Presumably, any student with a major within the division will exceed the minimal criterion for credits in that division, so these statistics are not shown. Slightly more than 80% of the social studies majors and about 70% of the humanities majors take more than 11 credits in science. Approximately 82% of humanities majors and 83% of the science majors take more than 11 credits in social studies. Approximately 95% of both science and social studies majors take more than 15 credits of humanities. These data remain fairly stable over time, except that humanities majors seem to be taking fewer courses outside their own division now than they did seven years ago.

Finding another institution against which to “benchmark” these statistics is a challenge. One institution with an open curriculum, Brown University, provides public information concerning students’ breadth of education. Historical information is available in a report, The Brown Curriculum Twenty Years Later, by S.E. Blumstein (1990). More recently, Brown published its self-study report on the internet at <http://www.brown.edu/Administration/Accreditation/>. Our reading of these documents leads us to conclude that the Grinnell statistics concerning breadth of education are similar to Brown’s. Brown reports the proportion of graduates who have 5 courses in each of three divisions, humanities, social studies and science, although the number of graduating classes in the study is not reported. We did a parallel query on the Grinnell 1990-1997 database. Taking Brown’s reported proportions from their self-study report (Section 4) a table of comparative statistics yields the following information:

Proportion of graduates with five or more courses in a division.

	Humanities		Social Studies		Science
Humanities Graduates	-----		Grinnell 59%	Grinnell 36%	
			Brown 50%		Brown 40%
Social Studies Graduates	Grinnell 92%	-----		Grinnell 40%	
	Brown 70%			Brown 60%	
Science Graduates	Grinnell 88%		Grinnell 58%	-----	
	Brown 70%		Brown 40%		

Of these results, the statistic giving rise to the most concern is the proportion of humanities majors who do not take many credits of science courses. In an effort to understand this behavior more precisely, Carol Trosset, Director of Institutional Research, undertook a pilot study of senior humanities majors in spring of 1997. Carol Trosset analyzed their seven-semester transcripts (and their eighth-semester class schedules, since these courses would not yet appear on the students’ transcripts), to count their credits earned in the science division. From this analysis, she was able to identify senior humanities majors who were about to graduate without three science courses.

Figure 3.2a

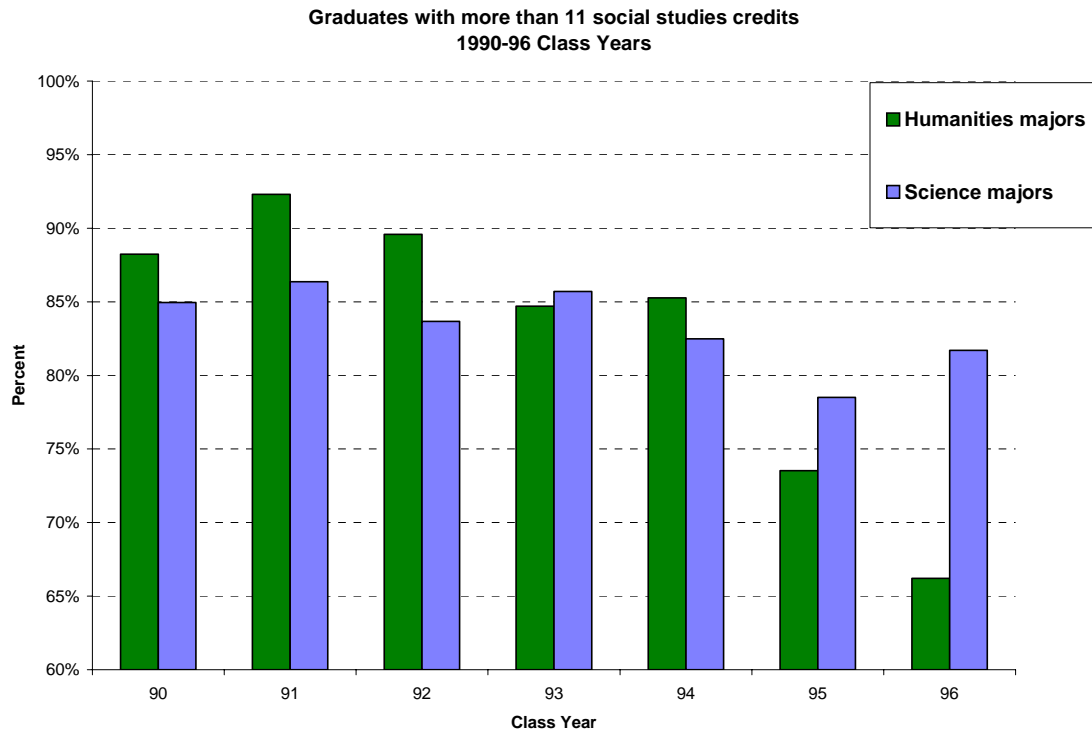


Figure 3.2b

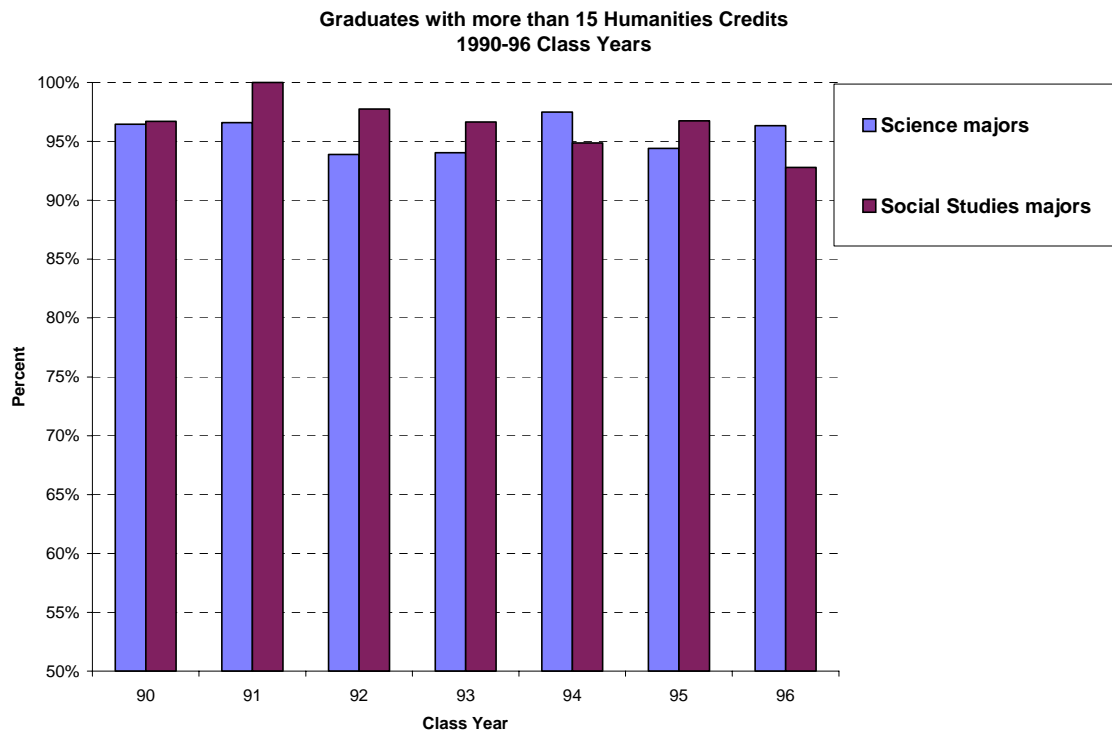
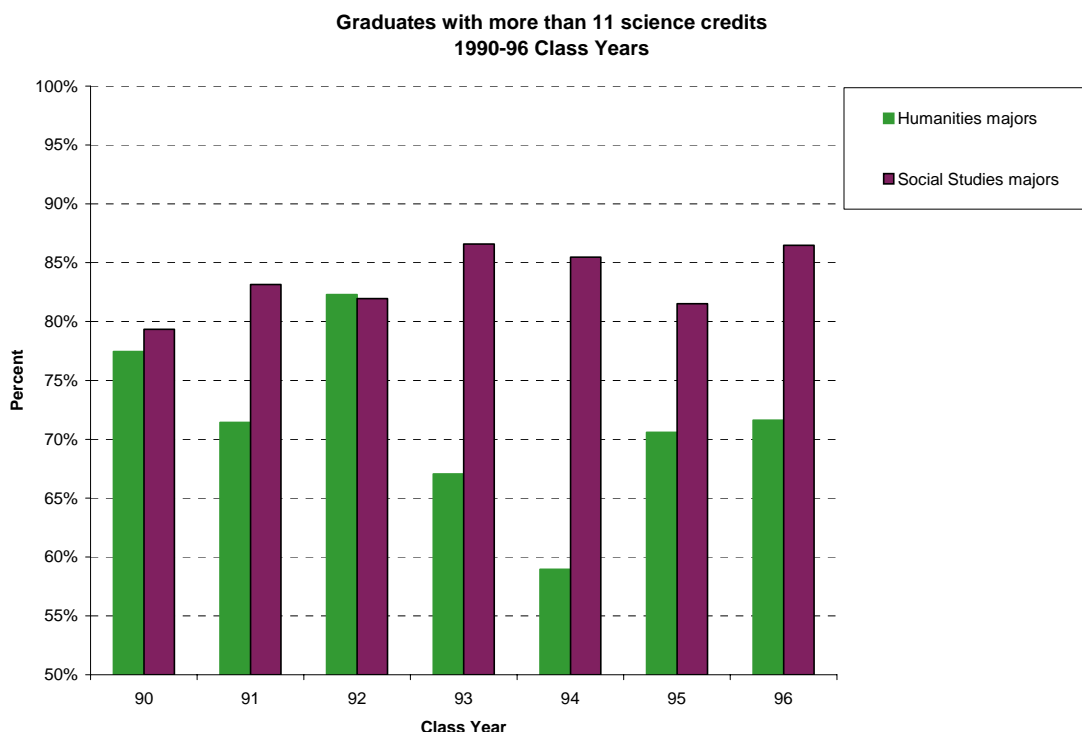


Figure 3.2c



The analysis showed that 27 of 100 humanities majors in the senior class did not have at least three courses in science (more than 11 credits). One of these 27 students had transfer credit in science. Further analysis indicated that only one student was graduating without any science courses; five students had one course and 21 students had two courses. Carol Trosset interviewed 13 of the students and received commentary from five others in writing. A summary of the results, available in the resource room, indicates that 10 students reported that “they arrived knowing that their interests did not lie in science.” In some cases, the inducements to breadth (described above) had an effect. Two students took science courses in order to be eligible for off-campus study and one took science to be eligible for teacher certification. Seven students reported that they “actively resisted” the advice of their academic advisers on this issue.

Many Grinnell faculty members have argued that the three academic divisions do not represent an adequate way to subdivide the liberal arts. A closer look at particular components of the curriculum indicates that the great majority of Grinnell students take courses in major areas of liberal arts studies. Transcript analysis of all graduating students from the classes of 1990 through 1997 yields the following statistical information:²

² The transcript data base does not include courses taken during off-campus study semesters. Therefore some of the statistics that follow, e.g., credit in foreign language, are conservatively biased.

- A query asked for the proportion of students who graduated with some record of having earned credit in modern foreign languages. The proportions were 90% for humanities majors, 88% for social studies majors, and 82% for science majors. Because the transcript database does not hold information about transfer credit, advanced placement, or other means of establishing language fluency, these proportions represent conservative indices of student experience in modern foreign language.
- A query asked for the proportion of students who graduated with some record of having earned credit in mathematics. The proportions were 74% for humanities majors, 91% for social studies majors, and 96% for science majors. These proportions, again, do not include transfer or advanced placement credit.
- A query asked for the proportion of students who graduated with some record of having earned credit in the fine arts. The proportions were 90% for humanities majors, 85% for social studies majors, and 79% for science majors.
- A query asked for the proportion of students who graduated with some record of having earned credit in the natural sciences (physics, chemistry, and biology). The proportions were 78% for humanities majors, 71% for social studies majors, and 91% for science (including mathematics and computer science) majors.

Overall, the proportions shown here indicate a reasonably successful effort at encouraging breadth of education in an open curriculum. However, faculty members in the transcript analysis workshop did express concern about the number of students in the sample who did not meet the faculty members' criteria for an ideal liberal arts education. Increased attention and energy directed toward advising may help to show whether the college can bring students closer to achieving this ideal. The transcript analysis workshop suggests that "the ideal" probably will not be identical for all faculty members, and is more likely to be articulated as a set of alternative models devised by groups of faculty. A new initiative in faculty advising, perhaps using this proposed set of model programs, may reduce the number of unbalanced or "narrow" programs designed by students, yet retain the flexibility and other advantages of the open curriculum. Meanwhile, it is already the case that a substantial majority of students not only graduate with a traditionally-defined broad liberal arts education, but enjoy the added accomplishment of having designed their programs in an individual and intentional way.

3. From Breadth to General Education

The transcript analysis indicates that the majority of Grinnell College students take a reasonable distribution of courses across each of the three academic divisions: humanities, science, and social studies. In the absence of a curricular requirement for general education, it is useful to describe general education at Grinnell with reference to the ideas expressed in college documents, academic department plans, and other sources. The academic catalog describes an education in the liberal arts (1998-99, p. 30): "The college believes that liberal education guards the student against the narrowness of outlook that arises from concentrating exclusively upon one subject." The catalog then describes eight elements of a liberal education. They include:

- * The effective expression of thought.
- * The study of a language other than one's own.
- * The study of literature and culture.
- * Quantitative studies, including problem solving and technology studies.
- * The study of mathematics.
- * The study of the natural sciences.
- * The study of human society.
- * The study of creative expression.

Throughout its recent history, the college has attempted to infuse its broader curriculum with these elements. For example, the movement to teach writing across the curriculum began at Grinnell over twenty years ago. Its enduring product is the First-Year Tutorial. A grant from the Pew Charitable Trusts (1992) resulted in an expansion of the teaching of modern foreign languages and the introduction of a Foreign Language Option in courses offered in other departments throughout the curriculum. A series of grants from the Sloan Foundation in the 1980s resulted in the formation of a Technology Studies interdisciplinary concentration. Grants from the Lilly Endowment, the National Science Foundation and GTE have facilitated the movement toward more inclusive and experience-based introductory science courses.

One approach to evaluating general education at Grinnell College is to ask faculty to describe their contributions to general education. As part of research conducted for this self-study, David Lopatto, the Self-Study Coordinator, asked department chairs to respond to the question "How does your department contribute to the general education of Grinnell undergraduates?" The question is open-ended and so the answers are difficult to classify. (Responses are appended to departmental information packets in the resource room.) Some department chairs, representing departments that teach writing, modern foreign languages, and mathematics, pointed out the obvious relevance of their curriculum to general education. In addition, the chairs' responses refer to attempts to teach about the diversity of people and cultures, to teach "models of interdisciplinary and multi-cultural investigation," "holistic perspective," "historical perspective," and "literacy and language of other peoples." Sample responses included:

-
- Anthropology provides a holistic perspective on the human condition which is broad in time, broad in space, and broad in both biological and social contexts.
 - Both studio and art history courses help students develop critical thinking skills, learn to interpret art, build a "visual vocabulary", become visually literate and become better art critics.
 - History instruction aims to teach students how to think. Rigorous restriction of thesis and the insistence upon verifiable and relevant evidence serve to hone thinking skills, and accustom the student of history to the analysis essential to understanding complex problems, both past and present.
 - All psychology classes emphasize critical thinking, self-evaluation of ideas, and written expression.
-

Many departments emphasized inclusion, stating that both introductory courses and second level courses are accessible to and populated by non-majors. Most departments contribute to interdisciplinary concentrations. In addition, all departments noted their contribution to First-Year Tutorial.

a. First-Year Tutorial.

The First-Year Tutorial is the only universal course requirement for graduation. All first-year students take this course in their first semester, with class size ranging from 12 to 14. Faculty from all departments take on the dual role of instructor and adviser. Students are expected to pass the tutorial with a grade of "C" or higher; failure to do so leads to remediations described in the college catalog (p. 42).

Faculty participate in informational meetings regarding tutorial. They may rely on an extensive compilation of information in a notebook called Resources for Tutorial Faculty, revised annually by the office of academic advising. The Resources includes objectives and guidelines for the tutorial. The objectives are:

1. *To help the student plan his/her academic program in the liberal arts through an individualized tutor/student advising relationship.*
2. *To give special attention to: a. writing and critical analysis, and b. an oral component that will enable students to improve speaking skills.*
3. *To explore a particular topic which illuminates methods of inquiry rather than the mastery of a particular discipline.*

The first objective formalizes the student/adviser collaboration described above. The second objective points to the general education goals of writing, critical thinking, and speaking. The third objective permits unlimited diversity of course topics and equips students with general skills in critical thinking and analysis. Examples of the 29 tutorial topics offered in the fall of 1998 are:

-
- Argumentation in the Ancient World: China and Greece
 - Mathematics and the Other Arts
 - The Birth of Hollywood: 1914-1939
 - Environmental Responsibility: What Should We Do?
 - On the Faultline: Voices from the Other Europe
 - Social-Science Fiction: "The X-Files" and American Popular Culture
 - Greed: Good or Bad for Society?
 - *Candide's* Representations: Image, Text, Opera
-

Faculty members may use the Resources notebook to find information about "Teaching Critical and Analytic Skills: Writing," "Teaching Critical and Analytic Skills: Oral Communication," and "Advising in the Open Curriculum." Along with faculty members who are not teaching tutorials, they may take advantage of the Faculty Writing Seminars offered every summer under the auspices of the Associate Deans' Office. In addition, the Grinnell College Writing Lab supports faculty efforts to teach writing. Faculty may enroll in a faculty oral communication summer workshop for help in designing sequences of oral assignments and a vigorous, collegial exchange of ideas on effective techniques

for leading classroom discussions.

The success of tutorial as a general education course is a matter of perennial discussion. Critics sometimes point out that the course has no common content. Other criticisms emerge from a recent survey of tutorials which asked tutorial instructors, "Do you feel the stated goals of the tutorial are appropriate?" Of 28 faculty respondents, 21 answered in the affirmative. Among the more critical answers were:

- There are too many goals. Tutorial is like a course-and-a-half balancing act.
 - Too much is expected.
 - The goals aren't realistic. For example, I don't think you can teach 18 year olds to do an adequate presentation this soon. You can teach them how to ask questions in class, how to comment, how to respond to query, but not much more.
 - The goals are becoming more complex given the new components of library, computers, etc. I always tend to privilege group discussion, close reading, and accurate writing, in that order.
-

The tutorial survey for students asked the students if they had felt they had made progress toward the goals of tutorial. Specifically, students were asked to write responses to the question "Did your writing improve through work done in the tutorial, and if so in what ways? If not, why not?" The question evoked 348 responses. A tabulation of the responses indicates that 277, or 79.6%, were positive. Typical positive responses included:

- I became clearer and more analytical in my writing.
 - My writing is supported more by evidence, comes to a point, and is clearer.
 - I have become aware of my use of passive voice and my need to use stronger verbs.
-

Negative comments included:

- No. First of all, because I didn't do a couple of the papers and second of all, I didn't learn any new techniques, besides citation.
 - I didn't feel as though the writing assignments were challenging enough.
 - I felt like it got worse because I didn't have the energy to improve or care because we wrote so much I sort of lost my pizzazz.
-

The survey also asked students to respond to the question, "Did your oral presentation skills improve through work done in the tutorial? If so, in what ways? If not, why not?" The question evoked 372 responses. Of these, 225 or 60.5% were positive. These included:

-
- My presentation skills improved and I became more confident and interested in what I had to say.
 - Yes, by learning what kind of evidence to put out.
 - It was a good experience to get up in front of the class. I had never really formally presented before.
-

Negative responses included:

- No. We were reviewed by our peers during the presentation but all the comments were pretty positive.
 - My oral presentation skills were very refined going in to the tutorial.
 - I will always be nervous and uncomfortable doing oral presentations.
-

The survey asked students, “Did the tutorial help you recognize the essential ideas in the material you were reading?” The students were asked to respond to the question on a 1 (not at all helpful) to 7 (very helpful) scale. From 394 responses the average rating was 5.68, with a modal rating of 6. Positive comments included:

- All of our readings were discussed and then written about which led to a greater understanding of the material.
 - We continually reminded ourselves of our past reading, making connections, finding common themes.
 - Everything in the class tied together in the end in a most pleasant way.
-

Negative comments included:

- We didn't cover it all in discussions so I left feeling unsatisfied.
 - It helped, but we did not read anything too challenging, so I'm not sure how it would have helped with harder material.
 - Some of the material was extremely difficult.
-

The survey asked students, “Did the tutorial help you think critically about the materials you were studying? They responded to the question on a 1 (not at all helpful) to 7 (very helpful) scale. From the 393 responses, the average rating was 5.64, with a modal rating of 6. Positive comments included:

- I think I became more skeptical and analytical about things I read.
 - It made me go more in-depth and make more connections about things.
 - Tutorial helped me improve my critical thinking skills by pushing me to take a deeper look at the materials rather than just superficially scanning them.
-

Negative comments included:

- I didn't get them so I didn't think much about them.
- It was kind of a dud, but since most of it was student discussion, our critical thought may not be what it should have been.
- Class without variation in style limited need for critical thinking.

Despite some individual tutorial sections that have not been successful and despite faculty criticism that tutorial attempts to accomplish too much, it seems clear that First-Year Tutorial remains the college's most successful and coherent effort to provide students with an introduction to general education. The tutorial has a well-established support system that includes an oversight committee, a writing advisory committee, a Writing Lab, a student advising office, and the administration of the college. Tutorial is likely to remain a salient component of the college's commitment to liberal education.

b. Common academic experiences.

While there is no "core" of courses taken by all students, there are courses in which many students enroll. These high-enrollment courses provide a strong basis of shared experience among the students. In order to assess the scope of these shared experiences, one might use the example of two graduating classes (1992 and 1997) to see what proportion of each group enrolled for a particular course at some time during their Grinnell career. The ten most frequently enrolled courses appear in Figure 3.3. As might be expected, all ten courses are introductory. Although there are internal shifts within the rankings, the top ten most enrolled courses are identical for the two graduating classes. Each of these courses enrolled more than a third of the graduates in a given graduating class. This list of courses therefore represents a basis of shared academic experience for a large number of students at the college.

Figure 3.3: The Ten Most Enrolled Courses in the Curriculum, Ranked for the Graduating Class of 1992 and for the Graduating Class of 1997

Course (Class of 1992)	Rank	Course (Class of 1997)
Introduction to Economics (Econ 111)	1	Introduction to Anthropology (Ant 104)
Fundamentals of Literary Analysis (Eng 107)	2	Introduction to Economics (Econ 111)
Introduction to Political Science (Poli Sci 101)	3	Calculus II (Math 133)
Introduction to Anthropology (Ant 104)	4	Calculus I (Math 131)
General Psychology (Psy 113)	5	Introduction to Statistics (Math 115)
Introduction to Statistics (Math 115)	6	Fundamentals of Literary Analysis (Eng 107)
Calculus II (Math 133)	7	Introduction to Political Science (Poli Sci 101)
Introduction to Philosophy (Phil 111)	8	Introduction to Philosophy (Phil 111)
The Ancient Greek World (Humanities 101)	9	General Psychology (Psy 113)
Calculus I (Math 131)	10	The Ancient Greek World (Humanities 101)

4. Learning Assessment: General Education

The Assessment Plan for Grinnell College comprises both college-wide assessment projects and departmental assessment plans. The department plans focus, where relevant, on the performance of students in the major. Each department plan does include, however, goals and assessment procedures for non-majors. The language of the goals set for the non-major differs among departments. Nevertheless, it is possible to discover common ground in the learning goals that departments have for the students who come to them seeking general education, and from these commonalities it is possible to build an inductive list of goals for general education. The assessment coordinator reviewed the department plans and extracted these goals. The following goals for general (non-major) student learning directly appear in the plans of multiple departments and seem indirectly implied by many more. The list includes:

1. Analytic or critical thinking.
2. Communicating effectively through writing.
3. Critical reading of text.
4. Communicating effectively through speaking.
5. Making reasoned arguments.
6. Analyzing data.
7. Understanding diversity.
8. Quantitative problem solving.
9. Designing and understanding research.

The North Central Association approved the assessment plan in April of 1997. While departments have made progress in carrying out the procedures mandated by the plan, there is yet no data base sufficient to analyze department assessment of non-majors.

a. Student surveys.

Survey data do give a measure of student reaction to their experiences in general education. The 1997 HEDS senior survey contained questions related to some of the topics listed above. Some relevant responses include:

Item	Mean score (1 to 4 scale)	Place among peers
Communicate well orally	3.3	
Highest		
Think analytically and logically	3.6	Highest
Use quantitative tools	2.7	Highest

The 1997 College Student Experiences Questionnaire also contained questions related to these general education topics. It asked students to evaluate their gains in a variety of areas on a 1 to 4 scale. The full report is available in the resource room. Some relevant responses include:

Item	Mean score (1 to 4 scale)
Understanding other people	2.99
Understanding science	2.44
Ability to think analytically	3.05
Quantitative thinking	2.45

Finally, the CSEQ asked the students to rate their gain with respect to “a broad general education about different fields of knowledge.” The distribution of responses was:

Very little	2 (1.0%)
Some	18 (9.4%)
Quite a bit	72 (37.7%)
Very much	98 (51.3%)

The mean score was 3.40. Students generally perceive that they are gaining a broad general education at Grinnell.

b. College-wide writing assessment.

An innovative form of learning assessment, conducted for the first time in the summer of 1997, is a faculty seminar to evaluate progress in student writing between the first year and the senior year. Every year since 1974, groups of Grinnell faculty members have gathered to analyze samples of student work in week-long summer seminars on the teaching of writing. The college assessment plan added a new feature to one of these seminars, converting it into a pilot project in writing assessment. The “Analytical Thinking and Writing Assessment Project” described in the assessment plan calls for a group of faculty to evaluate and compare a sample of student essays written for a student’s First-Year Tutorial with essays of comparable scope written by the same student in the senior year. Paula Smith, Associate Professor of English, convened this seminar.

The 1997 group of seminar participants read papers by eight student authors. The college’s writing advisory committee summarized and presented the results at a faculty meeting in November of that year. The purpose of this pilot seminar, as described in the Assessment Plan for Grinnell College (p. 19) was to develop a set of criteria for use in evaluating student writing. Presenting case studies of comparative early and late work by eight student writers, the seminar report did register the participants’ opinions that “we felt generally dissatisfied by the quality of the senior writing and in some cases by the lack of progress in writing.” This conclusion was provocative, and a faculty discussion followed which questioned the methodology used in the seminar. As a stimulant for faculty discussion, the announcement of the pilot project drew early criticism (since the preliminary results were understood as making grander claims than the evidence warranted), but it did succeed in starting an ongoing faculty discussion about college-wide expectations for student writing.

Grinnell's writing assessment program entered its second stage in the summer of 1998, when a second group of faculty members applied the criteria that had been developed the previous summer and added new information to each case study in the process of refining and developing the assessment method. Paula Smith again convened the seminar, and this faculty group examined work by twelve students from four different First-Year Tutorials. Participants found it useful to have additional contextual information about student writers, including details of the writing assignments and copies of the tutorial instructors' assessment of each student's writing ability at the end of the first semester of college. Most important, interviews with the students themselves probed for their own perceptions of their development as writers and their self-assessment of the essays they had written.

At this point in the project, the faculty groups have refined the evaluative criteria and established what types of information they need for effective writing assessment. Extremely preliminary and tentative results include three findings: first, the pilot phase of the project appears to reinforce the importance of the adviser's role in "tracking" a student's progress as a writer; second, it seems to posit that a student's level of initiative and planning is a key predictor of improvement in writing. Finally, participants noted that the students sometimes expressed frustration about their college professors' dismissiveness of anything they had learned about writing in high school; perhaps, the pilot study suggests, emphasis on the continuities and an approach that builds on students' high school writing might prove more effective than the current model of asking them to "start all over again" as writers upon entering college. Each of these tentative findings, if borne out by the larger sample, could spur changes in advising practices and training of tutorial instructors. The writing assessment project will go through its final pilot stage in summer of 1999 before expanding to assess the work of a larger number of students. A full-scale project, covering a significant sample of students, will permit evaluation of the extent to which a student's writing improves over four years at Grinnell College. Full reports on both summer seminars are available along with other materials on assessment in the resource room.

Student self-reports of improvement in their writing tend to be less conservative than the evaluations by the faculty members in the summer seminars. For example, the HEDS senior survey asked respondents to evaluate the extent to which their undergraduate experience enhanced the capacity to write effectively. The range of potential answers included 1 (not at all) to 4 (greatly). Two hundred and fifty six seniors from the class of 1997 responded to the question. The frequency distribution of the their responses was:

Not at all	0 (0%)
A little	14 (5%)
Moderately	93 (36%)
Greatly	149 (58%)

The average response was 3.5, a mean slightly higher than the means for the peer groups described in the report.

Grinnell students who responded to the College Student Experiences Questionnaire in the fall of 1997 also responded to a question regarding the "estimate of gain" in various skills. Students rated how much they gained in "writing clearly and effectively" on a

scale of 1 (very little) to 4 (very much). One hundred and ninety respondents showed the following distribution of answers:

Very little	6 (3.1%)
Some	39 (20.4%)
Quite a bit	65 (34.2%)
Very much	80 (42.1%)

The mean score was 3.15. Clearly, most students report that they are gaining skill in writing clearly and effectively during their time at Grinnell College.

B. Depth of Knowledge

So far, we have reviewed the students' breadth of education and acquisition of the skills and knowledge that can be described as general education. The college's concept of liberal education, however, also includes a provision for study in depth. The vehicle for study in depth, as at most colleges and universities, is the academic major.

1. Inducements to Depth

Satisfactory completion of a major field is required for graduation. Work in the major typically consists of a minimum of 32 credits in the major. It is not unusual for the major department to require or recommend additional courses from other departments. Most of the majors are located in a distinct department. These majors include

American Studies	Classics	History	Psychology
Anthropology	Computer Science ³	Mathematics ³	Religious Studies
Art	Economics	Music	Russian
Biology	English	Philosophy	Sociology
Chemistry	French	Physics	Spanish
Chinese	German	Political Science	Theatre

Two additional majors are the General Science major, which is an interdepartmental major within the science division, and the Independent major, which is designed by the student with help of the academic adviser⁴. Information on each departmental major is available in the resource room among the materials assembled for each department. This information includes the number of graduates over the past decade, department descriptions, department assessment plans, and course syllabi. The majors in Chinese and in Computer Science are new since the last NCA review in 1988. The college also has two departments, Education and Physical Education, which do not offer a major.

³ Both the Computer Science major and the Mathematics major are offered in the Department of Mathematics and Computer Science.

⁴ Since 1990 there have been an average of eight graduates with independent majors each year. Although the major is constructed to be unique, some themes repeat. The most frequent theme for independent majors is "International Relations", constituting about 25% of the independent majors in this decade.

The Assessment Plan for Grinnell College lists as one of Grinnell's goals to "help students to develop depth of disciplinary knowledge in a major field." The plan states:

Grinnell requires its students to master the depth and rigors of a particular field of inquiry and body of knowledge. Thus, each student must choose a major field of study and must focus on the knowledge and techniques of inquiry of that discipline. Besides the direct knowledge and skills associated with the particular discipline, we expect all majors to aid students in learning to approach analytical thinking and writing in their major with creativity and originality. (pp. 12-13)

2. Depth Demonstrated in Transcript Analysis

The number of graduates with majors in each department and their demographic characteristics over the period from 1988 to 1997 is available in the resource room, in the packets of information provided for each department. The following table shows the number of graduates from each major department in the class of 1997:

**Table 1: Number of Graduates from Each Major Department
in the Class of 1997**

Department	Graduates	Department	Graduates
American Studies	8	History	25
Anthropology	19	Mathematics	7
Art	13	Music	12
Biology	37	Philosophy	7
Chemistry	25	Physics	12
Chinese	2	Political Science	27
Classics	4	Psychology	27
Computer Science	4	Religious Studies	9
Economics	30	Russian	2
English	33	Sociology	29
French	8	Spanish	6
German	6	Theatre	10

Most majors require at least 32 credits for completion. Most of the curriculum is organized into 4-credit courses. A snapshot of the diversity of the experiences in the major can be taken by asking how many "traditional" (lecture or seminar) courses students take in each major. A transcript analysis on the curricular behavior of graduates from 1990-1997 indicated that students in the Mathematics and Computer Science department graduated with a median of 10 of these traditional courses. Typical students in other departments graduated with 7, 8, or 9 courses in their major. Foreign language students, especially in French, Russian, and German, tend to graduate with only 5 or 6 traditional courses in the major. This low number is deceptive, however, as it reflects the common practice in foreign language departments of transferring credits to the major from students' off-campus semesters at international sites.

3. Learning Assessment: The Academic Major

Each major department contributed an assessment plan to the Assessment Plan for Grinnell College. Department assessment plans and progress reports are available with the information for each department in the resource room. The most common vehicle for assessment is the portfolio, which, depending on the discipline, will include writing samples taken from various points in the student's career, written records of oral examinations (especially in foreign language), the products of work in the fine arts, and answers to exams designed or modified to be part of the assessment method. Portfolios form a part of the assessment plan for 14 departments. The first opportunity to collect materials for the portfolios occurred in the fall semester of 1997. For that reason, we do not currently have complete portfolios that afford a longitudinal analysis of student learning in the major. We do have, however, the results of several early analyses. These include:

- The Department of Mathematics and Computer Science administered the ETS Major Fields Test in Mathematics to the senior mathematics majors. Fifteen of 19 available senior majors took the test. The mean score for the group was in the 99th percentile on means from institutions using the test. Similarly, nine senior Computer Science majors took the ETS Major Fields Test in Computer Science. The mean score for the group was in the 99th percentile. The department has collected written work on projects completed by students in calculus and other courses. The department reviewed these projects at a faculty workshop in the summer of 1998.
- The Department of Economics conducted a faculty workshop for assessment in the summer of 1997. Workshop participants compared papers authored by students in lower-level courses with those authored by seniors. A cross-sectional comparison showed senior papers to be better in analytic reasoning, argumentation, and writing skills. Among the results of the workshop were a departmental decision to require a common citation style and a plan to assign exercises in which students routinely edit their papers.
- The Department of Biology conducted a faculty workshop for assessment in the summer of 1997. The workshop participants composed a criterion for assessing student papers and then tested the criterion on a sample of student work. The department found that discussion of assessment goals led to the creation of a new introductory course that reflects the clarification of their learning goals.
- The Department of Psychology has employed a computerized "similarity ratings task" for a group of psychological terms to be tested on students. The psychological terms receive ratings from faculty, upper-level students, and introductory students. The testing investigates the hypothesis that upper-level psychology students will rate the terminology in a pattern similar to the experts, while introductory students will show a different pattern of ratings. Indeed, preliminary results indicate that the patterns of upper-level students resemble the experts' patterns more closely than the patterns of the introductory students. The department continues to work on ways to analyze the results statistically.
- The Department of Anthropology administered two assessment exercises to students in the introductory course and to senior majors in the fall of 1997. The first exercise was a map exercise that challenged the student to place an event or specific locale on a world map. The second exercise challenged the student to

match concepts in anthropology with the names of well-known historical figures. Results from this pilot study indicate that while both groups do approximately as well on the mapping exercise, seniors score higher on the concept matching. Department faculty members continue to work on test validation.

- The Department of History sent a sample of student papers from both introductory and advanced courses to an outside reviewer in the spring of 1998. In general the reviewer was “favorably impressed” with the quality of the student work and found the advanced-level papers superior to the entry-level papers in several respects. The reviewer’s report is available in the resource room.
- The Department of Chinese Studies held a summer workshop in 1998 to evaluate the goals of the curriculum and assess how well the objectives are being met. A report of this assessment is available in the resource room.

C. Experiential Learning

For the majority of Grinnell students, the depth of their grounding in a major academic field is complemented by curricular experiences outside the classroom, such as off-campus study, independent projects, and internships. Figure 3.4 below shows the range and distribution of these types of learning, which grant academic credit but are not typical classroom courses: individual guided reading, independent research projects, faculty-sponsored internships for academic credit, directed summer research, senior theses, and off-campus studies. A dilemma arises from the fact that a Grinnell professor’s most individualized and intensive work with students often does not count in the teaching schedule. Currently, faculty members take on this work voluntarily, in addition to teaching five standard courses. If the college chooses to build on this particular strength by showcasing and encouraging the production of student scholarship, it will be important to review the way that this teaching activity might fit into a faculty member’s schedule as something other than an extra, uncompensated responsibility.

Figure 3.4: Total Enrollments for all Forms of Independent Study by Year

Year	<u>Type of Enrollment</u>									Total
	Guided Reading	Individual Reading	Independent Study	Summer Research	Thesis	Plus-2	ANT 490	Interns	Off-campus	
1988	93	15	172	34	7	96	0	61	155	633
1989	65	13	177	37	5	97	0	52	170	616
1990	50	5	185	38	5	89	0	69	143	584
1991	47	10	206	45	13	91	2	72	149	635
1992	68	10	166	57	10	84	4	72	141	612
1993	64	13	186	51	12	97	3	78	152	656
1994	95	2	174	50	6	91	1	97	156	672
1995	38	4	189	32	2	92	3	82	185	627
1996	61	5	175	42	9	81	2	58	160	593
										MEAN 625
										MEDIAN 627

1. Off-Campus Study

Grinnell College encourages and supports off-campus study, particularly international study, as a part of a well-rounded liberal arts education. Students typically apply for international study in their sophomore year and spend one semester off-campus in the junior year, with fully portable financial aid available to those who qualify for aid. The percentage of students who depart from the campus for international study has remained consistent throughout the past decade at about half the junior class (48%).

While the total number has remained fairly stable, tremendous growth has occurred in the number of locations to which the students travel. According to the Dean's annual reports, it was typical for students to travel to up to 17 countries in the 1980s. In the 1990s, the number has grown to about 40, with most of the additional sites located in Africa and Asia. The college also sponsors some foreign study tours during a mid-semester recess or the interim period in January. In the past few years students and their faculty guides have visited Greece, Russia, and France. The value of such opportunities has led a group of faculty members to propose significant expansion in field learning and academic study tours, in the form of a proposal to the new Fund for Excellence.

2. Internships

Grinnell College initiated an internship program for students in 1978 as a means of "testing academic theory and technique against the practice of the work place." In the 1990s, the program has grown to support over 70 interns each year. Internship sites during the academic semester tend to be within driving distance of the college, and they include hospitals, schools, museums, and businesses. Summer internship sites are more distant and varied. One program that combined the advantages of both international travel and internship experience is the recently concluded Hewlett Overseas Community Involvement Project, which faculty members hope to continue with internal funding. This program sponsors a faculty mentor and a small group of students to travel overseas and take part in community projects. There were six of these projects, with a seventh scheduled for summer of 1999.

The internship program is experiencing continued growth due to rising interest from students and faculty as well as increased availability of funding. College-wide discussion of the institution's core values helped to clarify how important it is to students and alumni that a Grinnell education foster "life-long connections that support friendships, work, and learning." Faculty members who supervise the academic component of these internships gain respect for the ways that students integrate their traditional coursework with the experience and knowledge gained at the internship site. With a strengthened network of alumni connections and new fundraising efforts that focus on this area, it is likely that the academic internship program will expand in coming years.

3. Student Scholarship

Student scholarship, broadly conceived as original, independent work, occurs throughout the curriculum in every department. There is no central archive or repository for student creative work, so the number and scope of these projects can only be estimated imperfectly. Counts of the annual number of independent projects, which averaged 181 over the past decade, and of summer research, which averaged 40 annually in the same period, do not even include all of the original theatrical

performances, musical recitals, creative writing projects, and natural and social science research projects produced by students every year.

The reader may get a sense of the scope of these projects by going to issues of the Grinnell Magazine, which reports on student achievements. We can offer a sample of these creative activities by listing the Grinnell College projects associated with one particular program, the ACM Program for Minority Students and Academic Careers. We select this program because it spans the decade, features young scholars across the curriculum, and highlights the achievements of students from underrepresented groups. The scholars and their project titles are listed in Figure 3.5.

Figure 3.5: Grinnell College ACM Minority Students and Academic Careers - 1988-1998

Year	Student	Mentor	Title
1988	Jill Petty '89	Lauren Berlant English	Afro-American Literature and Literary Theory
	Rita Rawson '90	Christopher Hunter Sociology	Protecting Criminals
	Alanna Tyler '90	Robert Grey Political Science	Analysis of Soviet Interview Data
1989	Samuel Perlman '90	Jonathan Chenette Music	Black Music in the College Classroom
1990	Marie D. Myers '91	Kesho Scott American Studies	A Study of the Creole Community as a Separate Ethnic Group in New Orleans, Louisiana
	Angela Orange '92	John Mohan Russian	The Contributions and Heritage of Pushkin
1991	Jacob Alexander '93	Lee Sharpe Chemistry	Synthesis of Poly(3-Methylthiophene)
	Chang Chae '93	Bradley Bateman Economics	Monetarist Theory vs. Keynesian Theory in the Real World
	Melinda Pettigrew '92	Thomas Brozoski Psychology	The Effects of Insulin on Brain Dopamine Systems
1992	Celine Hamilton '94	Theda Herz Spanish	Chilean Women's Literature
	Charles Gibbs '94	Charles Jepsen Mathematics	Unsolved Problems in Geometry
	Rachel Oh '93	Janet Gibson Psychology	Facial Recognition
	Gloria Flores '93	Anna Martinez Aleman Education	The Theme of Sexuality and its Implications within the Literature of Latino Men and Women
1993	Elena Bernal '94	Eliza Willis Economics	Cuban Cultural Influence in the United States before the 1960's
	Natalia Graf '94	Laura Sinnett Psychology	Suicide Factors Between and Within Ethnic Groups
1993 cont.	Angela Onwuachi '94	Christine Loflin English	Comparison Between the Role of Motherhood in the Literature of African-American and Nigerian Women

	Brian Peebles '94	Ellen Mease Theatre	Asian American Theatre: A Critical, Analytical, and Personal Pursuit
1994	Julie Banuelos '96	Jack Mutti Economics	The Impact of Trade on the Unionized Sector of the Mexican Economy
	Lynn Makau '96	Ana Martinez Aleman Education	The Experience(s) of Biracial Students on the ACM Campuses: Not Just a Black and White Issue
1995	Victor Cornejo '97	Paul Tjossem Physics	Two-photon Ionization Spectroscopy of Nitric Oxide Near 365 Nanometers
	Darryl Roberts '97	Saadi Simawe English	The Sermon as a Structural Element in the 20th Century African American Novel
	Vicky Sosa '96	Christopher Hunter Sociology	African American and Latino Racial Relations: The Things That Divide Us
1996	Timeca Briggs '98	Jared Gardner English	Development of the Black Woman's Literary Voice in Light of the Selective Forces of Time and Space
	Ben Cochran '98	David Lopatto Psychology	The Effects Previous Knowledge of a Schedule of Reinforcement Have on People's Behavior
	Jeetander Dulani '98	George Drake History	The Current State of Human Rights in South Africa
	Marisol Flores '97	Carol Trosset Anthropology	A Comparative Study of How Immigrants Learn English as a Second Language
1997	Alex Casillas '98	David Lopatto Psychology	Outcome-based Assessment of the Effectiveness of Psychotherapy
	Rachel Muñoz '98	Lisa Avalos-Bock Sociology	Multiracial Identity: Navigating Fluid and Shifting Boundaries in a Monoracial Context
	Carmen Nuñez '98	Ken Christiansen Biology	Phylogeny and Taxonomy of Siera (Collembola: Entomobryidae)
1998	Sarah Banola '99	Kent McClelland Sociology	Ethnographic Study of a Learning Organization
	Marcus Gabriel Rodriguez '00	Victoria Brown History	Transplanted Women: Family, Community, and Survival in Southwest New Mexico, 1965 to the Present

Perspectives on scholarship at Grinnell have evolved in two ways. First, the distinction between faculty and student scholarship carries less significance than it did formerly. The number of faculty and student co-authored publications is growing, and the current climate values faculty/student collaboration. Second, there is a new emphasis on completing scholarly projects by communicating them beyond the classroom and even beyond the campus. Besides journal articles and conference papers co-authored by faculty and students, there are more vehicles for the communication of student work than ever before. Numerous announcements of student recitals, performances, and public lectures appear in the college's Campus Memo announcements, especially in the spring.

During summer of 1998, with support from the Fund for Excellence (described in the chapter on Criterion Four), a group of faculty members gathered to plan a proposal for an innovative program that would give students the formal opportunity to produce a “Mentored Advanced Project,” constructed from existing elements in the curriculum and culminating in a finished product to be made public beyond the bounds of the classroom and kept in an archive of such work. Adoption of this MAP proposal would acknowledge and make more visible the best work, both creative and scholarly, produced by students at Grinnell College.

D. The Evolving Curriculum

The Grinnell faculty has consistently upheld the open curriculum against competing models such as distributional credit requirements or universally imposed “core” courses. Following the NCA evaluation of 1988, President George Drake appointed a curricular planning group to study potential curricular changes. At a meeting in November 1991, the faculty endorsed in principle the value of “advanced integrated inter-departmental study,” but plans for establishing a senior seminar did not move forward at that time, for reasons that are difficult to reconstruct accurately after seven years. Where graduation requirements are concerned, the faculty has tended to validate the present system, enacting no comprehensive changes in the curriculum.

In another sense, however, as former President Duke states in his Introduction to this report, the faculty has dramatically re-shaped the curriculum to reflect the following three priorities:

- a strong new emphasis on interdisciplinary studies, in keeping with contemporary scholarship in the academic disciplines;
- innovative pedagogical methods and course design, particularly in foreign languages and laboratory sciences; and
- updating of all parts of the curriculum to incorporate recent scholarship on race, class, and gender.

Specifically, five new interdisciplinary concentrations have been added, as well as two new academic majors, in Chinese Studies and Computer Science. These changes, as well as the change from a six-course to a five-course faculty teaching schedule, have required the addition of faculty positions, including endowed chairs named in Women's Studies, economics, and “Nations and the Global Environment”; new positions in women's history and post-colonial literatures, five new positions in the foreign language departments, and several additional faculty positions needed to staff the new academic majors and to carry out the New Science Project (described later in this chapter). Within existing programs, faculty members revise a large number of courses each year and departments take advantage of regular external reviews as an occasion to re-shape their curricular offerings.

This section examines the forces behind curricular change at Grinnell, surveys the principal curricular changes of the past decade, and demonstrates ongoing faculty attention to the effectiveness and success of the college curriculum.

1. Forces behind Curricular Change

The complex dynamic that drives curricular change at Grinnell contains at least four components. One component is the sensitivity of the college community to contemporary academic and intellectual discourse and to currently debated social questions. The other components are internal: innovations made possible by increased faculty size, a culture that permits ambitious faculty to pursue their ideas, and institutional support for faculty and curricular development.

a. Faculty size.

As former President Charles Duke observes in the Introduction, the past decade has seen an increase in the size of the Grinnell College faculty from about 118 to 138 FTE, or approximately 20 new full-time positions. The addition of these faculty lines requires some contextual explanation. The college made a decision to reduce the faculty teaching schedule from six to five courses a year, beginning in 1988. This change did not, however, immediately bring with it the large number of new faculty lines that would have been needed to compensate for the expanded class sizes and smaller number of total courses that inevitably resulted. Instead, over the ensuing decade, gradual and strategic addition of faculty positions enabled new curricular directions and priorities rather than directly replacing what was “lost” from the curriculum in 1988. On the other hand, the 20 faculty positions added during the past decade still do not add up even to complete replacement ($118 \text{ faculty} \times 6 \text{ courses} = 708$; $118 \text{ faculty} \times 5 \text{ courses} = 590$; $708 - 590 = 118$ “lost” courses; $118/5 = 23.6$ full-time positions) of the course reductions and expanded class sizes that resulted when the faculty adopted their new teaching schedule. In the meantime new curricular programs with their own staffing needs have emerged, including the two new academic majors and five new concentrations in interdisciplinary areas of study. Most recently, granting a course release for department chairs two years ago further reduced the number of courses and sections offered. This paradoxical squeezing and expanding of the curriculum may help to account for the prevalent sense of “faculty overload” discussed in the chapter on Criterion Two.

In his 1996-97 annual report, Dean Duke elaborated on the value of curricular innovations gained by adding a substantial number of new faculty positions over a longer, seventeen-year period:

A larger faculty increases curricular diversity by allowing time in faculty schedules for interdisciplinary courses. With the growing interdisciplinary character of our academic programs and with the increased realization that effective learning requires cross-disciplinary teaching, we can place more emphasis on staffing our interdisciplinary concentration courses and creating new concentrations. For example, our 10 interdisciplinary concentrations, including Gender and Women’s Studies and Environmental Studies, offer courses from various departments on an interdisciplinary topic and always include a senior seminar. Our newest concentration is Global Development Studies. Many students elect a concentration in addition to a major. These concentrations would have been impossible without the additional faculty appointed since 1980.

b. Faculty initiative.

Changes in the curriculum can generally be traced to faculty interest and effort. As Dean Duke noted in his report following the 1992-93 academic year, "In this curriculum, change usually occurs as a result of small groups of faculty members becoming interested in new curricular areas and requesting funds to support their development."

c. Administrative support.

Support for curricular and faculty development is a critical factor in the evolution of the curriculum. In 1992, the college created a Faculty Development Committee, chaired by Associate Dean Helen Scott. This committee has its own budget and coordinates with other sources of support, including in-house grants and programs, grants from outside agencies, and opportunities afforded by consortial activities. The committee has coordinated or supported teaching colloquia, teaching and learning discussion groups, faculty reading groups, summer writing seminars, summer oral skills seminars, multicultural seminars, various workshops in technology, computing, and statistics, Midwest Faculty Seminars, Associated Colleges of the Midwest conferences and workshops, a collaboration with the University of Iowa (The Bridging Project), curricular development grants, and faculty-faculty tutorials. The Dean's Report following the 1996-97 academic year estimates that in that year, 69% of the faculty took part in these development activities. In his 1995-96 report, Dean Duke summed up these activities:

The major purpose of organized faculty development activities is to help sustain wholeness and vitality of liberal education. Ranging from assisting new faculty in their transition to teaching Grinnell undergraduates to supporting interdisciplinary interests of experienced faculty, faculty development activities provide opportunities for intellectual discussions beyond narrow individual research and teaching interests and stimulate faculty beyond the daily routine of preparing courses, working with students, continuing their scholarship, and meeting with faculty committees. As a result, faculty can develop broader intellectual interests and become more effective teachers by developing a better understanding of student learning styles, discovering more effective ways of communicating with students, and learning new techniques for exciting students intellectually.

2. Interdisciplinary Concentrations

Interdisciplinary concentrations or "area studies" originally developed in the 1970s, when several academic departments engaged in joint efforts to study a geographical area of common interest (Latin America, Russia and Eastern Europe, Western Europe). More recent concentrations, such as Gender and Women's Studies (1989), Technology Studies (1990), Linguistics (1993), Global Development (1995), and Africana Studies (1996, replacing an Afro-American Studies concentration)⁵ give students the opportunity to focus their studies on gender, technology, language, and economic development, most often from an international and intercultural perspective.

⁵ The Afro-American Studies concentration was reorganized to reflect the "reorganization of intellectual thinking about Africa and the African Diaspora." (Katya Gibel Azouley, Chair of the concentration)

As the academic catalog states, interdisciplinary concentrations afford the student an opportunity for breadth of study and a structured introduction to a broad area of study outside the more traditional academic major. (1998-99, p. 162) Students can concentrate in the following areas:

1. Africana Studies.
2. Chinese Studies.
3. Environmental Studies.
4. Gender and Women's Studies.
5. Global Development Studies.
6. Latin American Studies.
7. Linguistics.
8. Russian and Eastern European Studies.
9. Technology Studies.
10. Western European Studies.

These concentrations and their requirements appear in the catalog (1998-99, pp. 162-175). Concentrations are optional; students complete them in addition to a major. The concentrations typically offer an introductory course and a senior capstone seminar, as well as a grouping of course offerings from across the academic divisions. The number of Grinnell students graduating with a concentration appears in Figure 3.6.

**Figure 3.6: Graduates in the Ten Interdisciplinary Concentrations
From 1990 to 1997**

Concentration	Year								
	1990	1991	1992	1993	1994	1995	1996	1997	Total
Africana Studies	2	5	1	0	3	2	1	4	18
Chinese Studies	0	1	3	3	2	2	0	2	13
Environmental Studies	3	5	8	10	7	14	7	14	68
Gender and Women's Studies	12	6	12	6	13	18	8	16	91
Global Development Studies	--	--	--	--	--	0	0	2	2
Latin American Studies	2	0	2	3	2	3	5	4	21
Linguistics	0	0	0	0	0	1	3	1	5
Russian and Eastern European Studies	3	2	4	5	2	2	0	0	18
Technology Studies	0	1	1	0	1	1	1	0	5
Western European Studies	1	3	0	3	0	1	1	1	10
Total	23	23	31	30	30	44	26	44	246

3. Curricular Diversity

While many courses addressing human diversity or multiculturalism develop as part of an interdisciplinary concentration, faculty members also engage in a wider effort to revise courses in all departments, helping our students to understand, for example, how analysis of categories such as race, gender, and class leads to new theoretical

paradigms and raises new questions in many disciplines throughout the academy. As described above, due both to their more recent graduate training and to deliberate recruitment efforts, many new faculty members bring expertise in these areas. Continuing faculty attend summer development seminars, after which they revise or design courses. Courses introduced or modified during the decade include, among many others, Chicano Culture: Identities and Communities (1991), From Youth to Old Age (1993), Gender and Science (1993), and Gender Development (1994).

Dean Charles Duke provided an overview in his report on the 1992-93 academic year. In that year, he asked academic departments to comment on the question “in what ways, if any, is your department contributing to multiculturalism on campus?” According to the Dean’s Report, responses showed that “academic disciplines represented at Grinnell have shifted during the past several decades to include a richer array of human experiences.” Both the humanities and social studies divisions cited many course additions or revisions that reflected new studies in diversity. The science division took a different approach, called “The New Science Project.”

4. The New Science Project

The New Science Project began in 1993 as a pilot program in the sciences (biology, chemistry, mathematics, physics, and psychology) to increase enrollment and retention of students from groups that are underrepresented in these scientific fields. The early phase of the project, funded by grants from the Lilly Endowment, National Science Foundation, and GTE had three goals:

- To foster acclimation to college life through student participation in a pre-orientation week on campus. This pre-orientation program, now well-established after five years, does seem to improve students’ persistence in pursuing their academic interest in science; 47% of the participants declared a science major, compared to 27% of those invited who did not participate. On the other hand, the invited students who declined to participate showed a somewhat higher cumulative grade-point average (2.94 versus 2.53, in the 1993 entering group) compared with the students who participated in the project.
- To respond to different learning and teaching styles through interactive science and mathematics courses. In practice, this goal entailed the creation of 1-credit workshop courses in biology, mathematics, psychology, and chemistry, while the physics department incorporated the “workshop” approach, involving hands-on learning and small group interactive work, into a designated section of its standard 4-credit “General Physics” course.
- To provide role models and contexts for the study of science by introducing early research opportunities for participating students. Supplementary funding from GTE and the college adds support to these efforts, which build upon an already-strong undergraduate summer research program at the college.

A second phase of the project began in 1996, when the NSF funded a \$196,000 grant to continue the division-wide reform of undergraduate science education and to support the establishment of the Science and Mathematics Learning Center, which is described below in the section on academic support services. For more complete description and assessment of the New Science Project, see the Report on Student Affairs in the

resource room.

Thus, while the science departments did not introduce the study of cultural diversity into their courses with the frequency of the other divisions, their focus was to make science more accessible to a diverse student population. The impact of their effort is difficult to assess, since the number of students involved is small and because so many disparate factors influence a student's choice of major and courses. One promising statistic, as described above, is that the first group of students to participate in the New Science Project, starting in 1993, declared science majors at almost twice the rate of a comparison group, who were invited to participate in the project but did not become involved. Because the students represent various groups, it is difficult to tally these results, but a recent study of the African American, Latino/Latina, and Native American students who have participated in the New Science Project shows that 73% of these graduate with degrees in science, compared to 17% of those students from the same ethnic groups who did not participate in the New Science Project.

5. Departmental Reviews

The college has undertaken a program of systematic evaluation (self-study followed by external review) of all academic departments and concentrations. Reports of department reviews since 1995 are available in the resource room. These include reviews of Theatre (1995), Mathematics and Computer Science (1996), English (1996), Economics (1997), History (1997), Chinese (1998), Gender and Women's Studies (1998), and Sociology (1998). A review of Religious Studies is now underway, and additional evaluations will take place in the upcoming academic year. This program is relatively new, providing departments with an outside perspective from colleagues at respected peer institutions, who comment on the rigor, effectiveness, and appropriateness of departmental programs and policies.

The History Department, following a recommendation from its external review, has made a commitment to develop a new introductory course, and to that end has recently obtained a prestigious Focus Grant from the National Endowment for the Humanities, to support the planning and initiation of that course. As the grant proposal states, "The goal of this project is to design a new, introductory-level course in history that is cross-cultural in terms of its geographical, cultural, and chronological breadth and that hones students' abilities to draw connections and identify significant differences among peoples and cultures . . . Treating different states and cultures, and ranging from the deep past to the late twentieth century, this course will introduce students to the diversity of human experience and the ways in which historians study that experience." This new curricular development, with its emphasis on human diversity, is in keeping with institutional traditions and yet responds to the external perspective of evaluators in the academic field.

For the college self-study, the coordinator asked each academic department chair to comment on the challenges and opportunities facing the department. These responses are available in the resource room. There were 25 reports requested, from the 24 major departments and from Education. The main theme of the responses is concern for maintaining or expanding a curriculum in the discipline. For some departments, this concern is expressed as a need for an additional faculty position. A few departments express the desire to expand the curriculum in a new direction. Another theme is the concern for keeping up with technology, either because it is central to the discipline

(e.g., Computer Science) or because it affects pedagogy. One pair of departments proposed a new academic major: The Biology and Chemistry departments have worked on a plan that would allow students to major in Biological Chemistry.

6. Ongoing Review of the Curriculum

The college periodically reviews the curriculum in relation to broad institutional goals. This discussion continued in the summer of 1998 in a workshop on student transcript analysis sponsored by the Jim Swartz, Dean of the College. The purpose of the workshop was to explore how much divergence of opinion Grinnell faculty members would display if asked individually and then in small groups to devise standards for an ideal education in the liberal arts. To this end, a group of faculty and administrators met and evaluated a sample of fifty student transcripts provided by Stephanie Greffe, the Assistant Registrar. Participants rated each transcript according to their individual criteria of a successful liberal arts program. Carol Trosset, Director of Institutional Research, presented her analysis of the compiled results at the next workshop session, leading to discussion regarding the optimal depth and breadth of an excellent liberal arts education. Participants then devised several alternative models of the ideal student curricular plan. In order to measure adherence to these models using the available data base, faculty members based their curricular models on factors we could assess through transcript analysis: course credit distributions across the academic divisions, course distributions across content categories, and course distributions across skill categories.

Final discussion focused on academic advising as the vehicle for increasing the student's awareness of the challenges and rewards of achieving both breadth and depth of learning in the liberal arts. Proposals for enhancing advising included increasing communication among advisers; refining the faculty models of the ideal curriculum so they could be communicated to the students; and asking students more formally to attend to long-range academic planning. Dean Swartz intends to enlarge the discussion of the curriculum to include the whole faculty. There are plans in place for a faculty workshop on liberal arts education for broader distribution, discussion, and action in consequence of these transcript analysis exercises.

II. Academic Support

Grinnell's academic program enjoys excellent support from the staff of our three "learning laboratories." They offer individual assistance as new and continuing students develop college-level skills in writing, problem-solving, note-taking, reading difficult academic materials, managing time effectively, and gaining a good understanding of scientific reasoning. All students on campus have access to this support for learning. Even more universally, all students make use of both the increasingly "wired" library system and the college's computer services, two vital resources for today's students of the liberal arts.

A. Support for Academic Skills

Grinnell College offers students three academic skills services that support student learning: The Writing Laboratory, the Reading Laboratory, and the Science and Mathematics Learning Center. These three learning laboratories serve their educational purpose effectively and provide valuable resources for student learning.

1. Writing Laboratory

Established in 1972 as an aid to faculty members teaching the First-Year Tutorial, the Writing Laboratory now helps student writers in all courses in the college. The staff also offers a one-credit course on College Writing (CW 100) and a two-credit independent study on teaching composition. Since the last self-study in 1988, the Writing Lab has grown larger and more integral to the work of the college, with a staff of five full-time instructors (beginning in 1993) and a more varied roster of duties. In 1990, the Lab moved into renovated offices on the first floor of Alumni Recitation Hall—a move that represented the Lab's coming into its own as a persuasive presence on the campus, as well as an acknowledgment, by the faculty and administration alike, that the college's cross-curricular approach to writing is here to stay.

The Lab follows some procedures developed and proven over time. Virtually all instruction takes place one-on-one in 45-minute periods. Students bring in drafts of work in progress. Staff members consult waiting lists several times a day when cancellations occur, and they work longer or shorter days depending on the time of the semester and the level of “traffic” passing through the Lab. Staff members keep professors informed of their students' Lab visits through printed forms or via e-mail.

Other activities are new, as the staff continually responds to the needs of students and faculty. More recent staff activities include educating first-year students about the nature of academic honesty; producing a newsletter for faculty to share information about teaching writing; maintaining Internet connections with other college and university writing centers; publishing articles; and collaborating with members of the faculty on their scholarly work. In response to increased use of the Lab, students were hired part-time, starting in 1996, to help the staff by answering telephones and making appointments. The long-time Director, Mathilda Liberman, retired in spring 1998. The new Director, Betty Moffett, hopes to make the Lab still more responsive to growing demands. For example, she plans to institute weekly staff meetings and to revise the course on “Teaching Composition,” designed for English majors who seek state licensure as teachers.

A few figures will indicate Lab growth since Fall 1988. In that year there were:

students enrolled in College Writing 100:	35
enrolled in CW104 (no longer offered)	7
enrolled in English 397	1
walk-ins	229
faculty consultations	5
total number of different individuals	278
total number of consultations	1148

In the Fall of 1997 there were:

students enrolled in CW100	72
enrolled in English 397	0
walk-ins	279
non-credit students with regular	
appointments (a new category)	8
faculty consultations/visitations	9
alumni consultations	3
total number of different individuals	358
total number of consultations	1706

Throughout these changes, the mission of the Lab has remained the same: to carry out its share of the writing program with as much skill and devotion as possible. To this end the staff continues to educate itself, not only in the arts of teaching writing, but also in the course materials from which writing assignments are fashioned; to make itself available for consultation with faculty members and, at their invitation, to lead their tutorial classes in discussions of grammar and organization; and to serve on various ad hoc committees where its knowledge and experience are of use.

In 1993, the Writing Lab began a system of student evaluations of the staff members' performance. These evaluations, as well as others undertaken by the tutorial committee, have consistently been favorable, because the Lab is simply very helpful to students trying to find a voice and a thesis. The staff also evaluates itself through a system of peer visitations and consults with the Associate Dean from time to time. More than anything, however, the Lab values the continuing support and approval of the faculty, under whose implicit direction it works.

The Writing Lab is currently asking for a review of its status. It is treated as part of the administrative staff for purposes of college governance, and as members of the faculty for purposes of accrediting the instruction it gives. The staff is interested specifically in the possibility of sabbatical leaves for senior members of the staff, an option so far withheld on grounds that the staff is not tenurable or held to scholarly account. In every other respect, the college has treated the Lab with great delicacy and tact; it allows generous salaries for the staff and has received its requests with favor and goodwill. Only on the matter of leaves for the sake of scholarly renewal does it seem to be in a quandary, and only on this count can it be said that there is anything amiss in the Lab offices.

2. Reading Laboratory

The Reading Laboratory develops learning skills, including good reading and effective note taking. Joan Mohan, the Director, staffs the Lab on a three-quarter time, nine-month contract. The Lab offers a one-credit, pass/fail course in reading and study skills; the usual enrollment for the academic year is about 50 students. The Director also welcomes students who are not registered for credit to use Reading Lab services. For example, upon request, she administers a standardized reading test at the beginning of each semester to determine individual needs in the areas of vocabulary, reading comprehension, and reading rate. Students then take a version of the same test at the end of the semester to assess improvement. In the majority of cases, the results are positive.

Over the last decade, the Reading Lab has acquired an extensive collection of instructional books and audiotapes that foster the improvement of reading comprehension and rate, learning and study strategies, and vocabulary. Joan Mohan has placed special emphasis on building a library of English as a Second Language (ESL) materials in areas including grammar, pronunciation, American studies, cross-cultural communication, and pedagogy. More recently, the Lab acquired its own web page and interactive computer software for strengthening reading rate and comprehension. The search for worthwhile programs appropriate for both native and non-native speakers of English represents an ongoing challenge. Incorporating technology into the Reading Lab's curriculum will require continued institutional support to provide necessary hardware and technical expertise.

3. Science and Mathematics Learning Center

The Math Laboratory has assisted students since 1979. At the time of the last NCA visit, this learning laboratory had its focus on helping students in mathematics; expansion into a Science and Mathematics Learning Center occurred only two years ago. Staffing the Math Lab is a full-time Director, Katherine McClelland, who oversees 20 to 25 advanced math students as assistants. The Math Lab is open for drop-in tutoring on weekdays, Sunday afternoons, and five evenings each week. Katherine McClelland evaluates its function:

This structure seems to have worked well for helping students deal with the transition to college math courses, which are often substantially different from high school math. Individual tutoring and appointments with professors are very useful sources of help, but the Math Lab is an important complement to these. First, the Math Lab provides the students with a community of learners, both peers from their math class and upper-level students who can model good study skills and problem-solving techniques. This community provides both emotional and intellectual support. Some students are able to find this community on their own, but many new students need assistance in making the connections that will allow them to experience the support and pleasure of group study. Second, the average to better-than-average student does not usually need an individual tutor, but he or she will find places where calculus is quite difficult. The Math Lab is a place where these students can find ready help without an appointment, often in the evenings when they are becoming frustrated with a homework assignment. This defusing of frustration may be one of the most important aspects of the role of the Lab.

The Director reports that the Math Lab logs some 1500 to 2000 visits each fall semester. Visits drop in the spring semester, but remain in excess of 600. Carol Trosset, Director of Institutional Research, surveyed student satisfaction with the Mathematics Laboratory in 1997. She sent a survey to a random sample of students who had used the Math Lab during the fall semester. Thirty-three students out of 70 responded. The results indicated that students had an overall positive evaluation of the Lab. Two criticisms that emerged from the survey were that the Math Lab was often noisy and that some student assistants lacked good interpersonal skills. The Director is attempting to correct these problems.

In 1996, Grinnell College began a three-year program, funded by the National Science Foundation, called "New Science Project: A Division-Wide Introductory Science Reform Effort." As part of this initiative, which represents the second stage of the New Science Project described earlier in this chapter, the Mathematics Laboratory expanded to include a new learning center devoted to enhancing teaching and learning in the sciences. Minna Mahlab, Assistant in the Science and Mathematics Learning Center, joined the staff in 1996, when the center opened. She offers "Science Lab 100," a one-credit adjunct course taken concurrently with science courses, and also "Science Education," which prepares students to serve as peer mentors, laboratory assistants, or tutors. Minna Mahlab offers individual tutoring, supervises student tutors, and supports the improvement of science teaching and learning, with particular concern for the success of students who are members of traditionally underrepresented groups.

The Science and Mathematics Learning Center underwent preliminary assessment in 1997, in preparation for the college's first annual report on the NSF grant. This assessment was very positive, and President Charles Duke expressed the sentiment that the college is "extremely fortunate" to have this center and its personnel.

B. Academic Resources

1. The College Libraries

The Grinnell College Libraries include Burling Library, the Curriculum Library, and the Windsor Science Library. Their mission statement asserts a commitment to "serve the instructional, research, and general information needs of the campus community." As of the fall of 1997, the libraries collectively held 394,000 volumes, 23,500 sound recordings and videos, 10,200 microforms, 461,300 state and Federal government documents, and subscribed to 2,800 serials. Interlibrary loans from institutions throughout the United States supplement these resources. Burling Library serves as the primary campus library, providing 400 individual student study spaces, numerous computer terminals linked to the academic computers, an electronic classroom for electronic literacy instruction, a listening and viewing room, the Black Library, the College Archives, and other specialized facilities.

While the Burling Library is still the same building it was ten years ago, a new emphasis on electronic information systems has radically changed the way in which students and faculty interact with the library. The Grinnell College Institutional Self-Study Report of 1988 makes mention of only one online bibliographic service. Today the library provides a large array of links to online information.

It is difficult to convey the contemporary library functions and services in printed text. At this moment we invite the reader to set aside the self-study report long enough to access the library's web pages at the college Internet site, <http://www.grinnell.edu>. In this electronic forum, the library describes its mission and vision, its catalog and holdings, and its services and links to the world. Among its most important functions is the instruction of users in library and online information technology. In fact, the library staff offers faculty workshops on library use as well as a course for students, Library Research Techniques. The library staff is also available to give introductory presentations for First-Year Tutorial classes.

The libraries underwent an external review in spring of 1994. The reviewers wrote:

It was readily apparent during our visit that the Grinnell College Library is viewed in positive terms by the college community. Such views are clearly justified. The background information provided for us; our interviews with faculty, students, and staff; our tours of the library facilities; and impressions of the way in which the facilities and collections are used have left no doubt in our minds that the college is well-served by its library.

A more recent survey confirms the high regard which Grinnell students have for the libraries. In the spring of 1997, members of the graduating class responded to the Higher Education Data Sharing senior survey. On that survey, 59% of the 254 respondents stated that they were "very satisfied" with library resources. The percentage of "very satisfied" Grinnell students is higher than comparative statistics from several peer institutions, as reported in the HEDS 1997 Senior Survey.

In a statement entitled Looking Toward 2000: A Vision for the Grinnell College Libraries, available on the college's Internet site, the library staff summarizes its vision:

[W]e see our library of the future as a flexible and unified organization. As our many opportunities, challenges, and priorities change and develop, we have the capability to adjust our responses. Within the library, we work as a team to identify our priorities and to deliver the best service possible. Within the college, we reach out to and interact with other departments in service to our common mission, education. We envision ourselves, our colleagues and our users engaged in mutually supportive, successful pursuit of this goal.

2. Computer Services

Computer Services provides an "environment in which all members of the college community can use computing to enhance educational activities" (1998-99, p. 33). This phrase, which appears in both the 1988 and 1998 versions of the academic catalog, is one of the few aspects of computing and computer services to remain constant from the time of our last self-study. As with the library, and because of the same developments in technology, computing at Grinnell has undergone a metamorphosis in the past decade. Computer Services now maintains approximately 600 personal computers, terminals, and workstations located all over campus, including many in student residence halls. Over 500 microcomputers representing all of the major species dot the campus. These are increasingly connected by networking technology, with the central processors (VAX processors now used for academic and administrative computing) slated for eventual replacement. Computer Services maintains two of the most crucial media of communication from, to, and within the college: electronic mail and the telephone system. An array of voice-mail features became available to campus telephones in summer of 1998.

An annual summary of the achievements of Computer Services appears in the President's Report. (A collection of these reports covering 1991 through 1997 is in the resource room.) In the past decade, primary challenges have included increasing and

updating microcomputers; extending networks to the dormitories and the periphery of campus; upgrading the telephone system; modernizing software for both academic and administrative programs; and educating users about new systems, new networks, and the Internet. Despite the difficulties of maintaining easy access to computers while also upgrading and expanding, Computer Services has a high satisfaction rating with students. The HEDS Senior Survey for the class of 1997 revealed that 93% of the respondents indicated they were generally satisfied or very satisfied with computer services.

In preparation for this self-study, the self-study coordinator asked academic department chairs how their departments made use of computers and other technology. The department responses appear in the department information packets in the resource room. Judging from these responses, it appears that every faculty member and every student is now a computer user. The heaviest use of computers occurs in the science division, where applications range from the eponymous Computer Science major's programming tools to the research laboratory's dependence on the computer as a controller of other devices. Social studies departments rely on the computer for statistical software and specialized data base management; humanities departments use personal computers for transcribing musical notation and for text processing in diverse character sets. All departments rely on the computer for electronic sources of information through the library or the Internet. Electronic communication, including bulletin boards, web pages, and e-mail, is by now ubiquitous.

The continuing challenge posed by computer technology involves keeping up with the pace of change. In the summer of 1998, the college completed a program of rewiring the dormitories for computer access. At the same time, the college is attempting to meet the growing need among both faculty and staff for training in new technological resources that can support teaching. In 1997, the college received a grant for \$315,000 from the Andrew W. Mellon Foundation for "Integration of Instructional Technologies into Teaching and Learning." This grant supports the addition of instructional technology specialists as well as curricular development projects.

III. Campus Life

According to the HEDS 1997 senior survey, Grinnell students express general satisfaction with student life programs and services. They rate nearly all student services more highly than do their peers at a number of other highly selective liberal arts colleges. This "edge" was particularly evident in the areas of residential programs, campus social life, student health services, and academic advising. Giving cause for concern, however, in the same survey Grinnell's campus climate for minority students ranked lower than most comparison schools. Faculty members and the Office of Multicultural Affairs have launched an initiative coordinated by Irene Powell, Associate Professor of Economics, to develop strategies for improving the campus climate, with the goal to recruit and retain more minority professors, administrative staff, and students. A proposed new campus center may help in this effort by providing space for multicultural student groups and for increasing awareness of cultural diversity.

A. Residential Programs

The Office of Student Affairs is responsible for providing students with a rich experience outside the classroom that will complement the academic program and extend opportunities for intellectual and personal development. The center of this experience is the residence life program, since almost all students live on campus or in college houses. In fall of 1997, the Student Affairs Office convened “focus groups” of students to evaluate levels of satisfaction with residence hall life and to probe student understanding of the self-governance philosophy on which the present system is based. Students generally reported being “very satisfied with the residence life program because of the comfortable, interactive environment that existed in the halls . . . they reported gaining a new understanding of themselves and their needs which translated into greater self-confidence.” On the other hand, “it was clearly difficult for them to articulate the spirit of self-governance in any way other than concrete tasks and issues [such as regulating noise in the residence halls, or sharing dish-washing chores].” Self-governance, one of the college’s core values, refers to the exercise of free choice through which students learn to become responsible and accountable members of their campus, town, and global communities.

Appointed by Tom Crady, Dean of Student Affairs, a task force composed of faculty, staff, and students worked during spring of 1998 to provide a framework for self-governance which is more broadly understood as connected with personal development. The task force developed the following principles:

- You are responsible for your community.
- You are accountable for your choices.
- You are accountable for preventing your actions from infringing or violating other’s rights.
- You are responsible for speaking and listening to others to reach shared understandings.
- You are responsible for addressing situations and communicating concerns about issues that undermine community or individual rights, whether they be your own or others’.

These principles, presented to the Student Government Association at the end of spring semester 1998, are published in the Student Handbook and other residence life publications. All entering students had the opportunity to discuss these principles during New Student Orientation in fall of 1998, as part of an effort to reduce the confusion that seems to surround student perspectives on self-governance at the college.

In addition to the “focus groups” Bill Flanagan, Vice-President and Dean of Students at Beloit College, met with members of the campus for two days to evaluate the residence life program. He, too, found that the concept of self-governance needs to be further clarified for the students. This reviewer also underlined the central importance of the Residence Life Coordinator program, whereby seven master’s-level professionals live in

the Grinnell residence halls to provide counseling, advising and support for students. The RLCs train and work with student volunteers (Student Advisors and Hall Social Coordinators) to create programs and offer support to students.

Bill Flanagan made several suggestions for improving the RLC program, including greater involvement of faculty members, wider diversity of staff, and additional

administrative support that would allow RLCs to spend more time with students. The review concluded that the college's residence life system is effective:

Given Grinnell's relative geographical isolation, the residence halls play a significant role in creating a positive, empowering, living and learning environment which supports the College's mission as a private, highly selective and academically rigorous, residential liberal arts environment. . . RLCs play a key role in the institution's retention efforts by being pro-active agents of support and challenge for the students. This is accomplished quite effectively when RLCs are asked to follow-up faculty and staff concerns with students they have connected with through their work in the halls. The Academic Advising Office, strategically located near the Residence Life Office, coordinates this system to the advantage of the students and institution. This system works effectively for Grinnell ensuring that students in academic or personal difficulty can be approached by a positive friendly face before the situation is out of reach. (Grinnell College Report on the Residence Life and Housing Programs, Flanagan, 1998).

B. Student Services

Student services offered by the Office of Student Affairs in addition to the residence life program include the chaplain's office, academic advising, Younker Memorial Health Center, the Community Service Center, the Campus Forum, career development, Grinnell Outdoor Recreation Program, campus security, international student services, and multicultural affairs. We select some highlights of recent change in these areas; a more detailed report on student affairs resides in the resource room.

1. Multicultural Affairs

In the early 1990s, the Director of Minority Students, Siclinda Canty-Elliott, became the Assistant Dean of Student Affairs and then the Associate Dean of Student Affairs. Her staff increased as the office's mission expanded to serve the needs of Latino, Asian American, and Native American students. The Office of International Student Services now reports to the Associate Dean of Student Affairs as well.

A faculty mentoring program, created to assist with retention of multicultural students, expanded in 1993 to include Asian American, Jewish, Latino/Latina, and Native American students. Approximately 20 members of the faculty volunteer for this program each academic year.

Multicultural early orientation, established in 1994, welcomes African American, Asian American, Jewish, Latino/Latina, and Native American students to the campus and provides assistance in meeting the challenge of attending a predominantly white, Protestant, Midwestern institution. Of students who attended this orientation and responded to a satisfaction survey, 90% indicated that this experience was valuable and important to them in their transition to Grinnell College. The same year saw the creation of a Multicultural Newsletter to disseminate information on events, organizations, and services.

A diversity coalition formed in spring of 1995 to encourage dialogue and promote diversity awareness on the campus and in the community. DIVCO publishes a newsletter, holds retreats, and hosts college events. Native American Students in Alliance came together at the end of the spring semester in 1996 to create programs related to Native American culture.

For the past seven years, student groups have expressed growing concern over the lack of physical space on campus for housing international and multicultural student organizations. A proposed new campus center holds out the promise of providing the space needed by these student groups.

For reports and evaluation of additional multicultural programs, please see the Report on Student Affairs in the resource room.

2. Career Development

When the former Director retired in 1993, the college reduced the staff of the Career Development Office from two full-time, twelve-month employees (a Director and an Assistant Director) to one full-time, professional director and one career counselor employed half time on a ten-month contract. Despite this staff reduction, all services offered in career development proceeded to increase, most notably career placement services for alumni, support for the New Science Project described above, coordination of on-campus recruitment by prospective employers (which has almost doubled during the past four years), and provision of administrative support for academic internships. In 1997-98, counselors in the Career Development Office logged 1450 individual appointments with students. The CDO very recently added a half-time position in career counseling as well as clerical support from eight student assistants, who jointly can provide forty hours of office coverage during the week.

In 1997, 91% of alumni who responded to a "One Year Out Survey" reported that they had used the CDO; 86% of the respondents reported that they were either "satisfied" or "very satisfied" with this experience. Steven Langerud, the Director, looks forward to further development of alumni networks and of collaborative career-planning programs involving faculty members from as many academic departments as possible.

For a description of additional career development programs, please see the Report on Student Affairs in the resource room. Readers may access the CDO's web page at <http://www.grinnell.edu/careerdevelopment/>.

3. The Chaplain's Office

The chaplaincy, reviewed by a college task force during the 1993-94 academic year, changed in structure after Chaplain Dennis Haas retired from the position in 1995. While formerly a faculty position, the chaplaincy no longer has formal ties to the religious studies department. The Chaplain's role as spiritual counselor to students now does not need to vie with the potentially conflicting role of a faculty member. As a lecturer with faculty status, the Chaplain has primary reporting responsibilities to the Dean of Student Affairs and periodic reporting responsibilities to the Dean of the College.

The college appointed Reverend Deanna Shorb as Chaplain in the summer of 1995, and Rabbi Debra Brin joined her as Associate Chaplain in 1997.

The reader will find descriptions, assessment, and evaluation of this and other Student Affairs programs in the Report on Student Affairs.

C. Co-curricular Education

Co-curricular education forms an important component of a student's life at Grinnell. The challenge has been to define the concept. The academic catalog describes a number of co-curricular activities in the section on "Campus Life." (1998-99, pp. 4-13) Additional details appear on the college web page.⁶ Co-curricular activity comprises such diverse groups as women's rugby, the Society for Creative Anachronism, the Percussion Ensemble, the Debating Union, Alternative Break, and the Grinnell Outdoor Recreation Program. It includes structured public speaking and film programs. It also encompasses a tradition of administrative discretionary funding of student travel to national conferences including (to take examples from the academic year 1997-98) attendance at the Seventh National American Women Writers of Color Conference, The National Conference on Race and Ethnicity in American Higher Education, The Iowa Academy of Science, the Midwestern Psychological Association and several Mock Trial competitions. The rationale for this variety of activities is summarized in the catalog, which states, "the college offers each student the opportunity to cultivate, in and out of the classroom, cultural and recreational aptitudes and tastes that will provide continuing satisfaction at Grinnell and in the future." (p.4) Three co-curricular activities that share a long tradition on the campus are community service, cultural events, and athletics.

1. Community Service

Grinnell's Community Service Center supports "volunteer projects that address poverty related issues, promote positive social change, and develop cross-cultural understanding." Students get involved by attending the Volunteer Opportunity Fair held at the beginning of the academic year, by participating in the Federal Work Study/Community Service Program, or by scanning the bulletin boards that list a variety of other opportunities. The volunteer projects are diverse and volunteers often contribute to the local Grinnell community: They have established a campus chapter of Habitat for Humanity, volunteered at the local mental health center, and participated in educational initiatives such as EXCO (Experimental College), a student-run alternative

⁶ To find this information, go to the Grinnell web page (www.Grinnell.edu) and link to "Campus Offices." In the Campus Offices menu link to "Student Affairs." Student Affairs leads to a variety of relevant links.

college “designed to provide the Grinnell community with a forum for teaching and learning.”⁷ In addition, students travel across the country on Alternative Break, a program in which they perform community service during vacation periods. Since 1993, students have organized from two to five alternative breaks per year. Approximately 50 students participate annually. Recent Alternative Break sites include Chicago and Washington, D.C. (halfway houses and food kitchens); Death Valley and Arizona (environmental concerns); and Omaha (Native American reservations).

Student interest in community service has grown over the decade. Available statistics since 1991 indicate that about 325 students log an average of approximately 12,500 hours of community service each academic year. The Dean of Student Affairs, Tom Crady, recently asserted that “It has been a challenge for the college to keep pace with the students interested in the Community Service Center...The number of students interested in service activities is expected to continue to grow over the next several years.” The Community Service Center staff currently includes the Director, Amy Eilert, and two part-time student assistants. During academic year 1996-97, the Director assumed a full-time position. She now administers the college work-study program in addition to her other duties.

2. Cultural Events

Guest speaker programs at Grinnell give students the opportunity to hear and speak with a variety of experts and advocates. The academic catalog estimates that in a single academic year there may be as many as 100 visiting lecturers. The best-known programs are the weekly Convocation lecture; the Rosenfield Program in Public Affairs, International Relations, and Human Rights; and the Noun Program in Women’s Studies. The Rosenfield Program has sponsored lectures and panel discussions such as “Can Technology Protect Democracy?”, “Antarctica in a Resource Age,” and “The Refugee Problem in International Perspective.” Among recent symposia sponsored by Rosenfield are “Thatcher’s Britain,” “To Build a Better World: Changing Visions of Public Service,” “Nuclear Proliferation: A Threat to World Peace?” and “Microbes as Allies.” The Noun Program in Women’s Studies sponsors scholars such as Cynthia Enloe, Jane Flax and Barbara Christian, as well as writers including Margaret Randall, Olga Broumas, and Angela Carter. Last year the Noun Program sponsored a series on “Dialogues in World Feminisms.” Speakers for the series included Yael Silliman, Ruth Behar, and Miriam Cooke. The Grinnell Writers’ Conference brings guest poets and fiction writers including Jane Smiley, Garrett Hongo, Jamaica Kincaid, and Jorie Graham.

The academic catalog reports that in addition to 100 visiting lectures, annual events at the college typically might include “60 concerts and recitals by guest artists, students, and faculty; more than a dozen folk, jazz, and rock concerts; 15 major and minor theatre productions; 150 movies, documentaries, and special film series; [and] nearly two dozen conferences, symposia, and special-topic weeks and weekends.” The college presents these events and performances free of charge.

⁷ A fuller description of the Experimental College is available on the college web site. Link to it through the “News” link found on the home page.

Clearly, Grinnell students can find many opportunities for cultural and intellectual enrichment outside of their classes. In fact, the college calendar regularly fills to capacity with daily events, and some draw disappointingly small audiences from the busy campus. As attractive as these multitudinous events are, they occasionally pose problems for students trying to allocate their time wisely between co-curricular and curricular demands.

3. Athletic Programs

Grinnell's athletic philosophy, reflected by its membership in the academically oriented Midwest Conference, conforms to the liberal arts ideal in which every component of a student's education contributes to the whole. By promoting physical fitness, confidence, self-discipline, cooperation, and goal-setting, the athletic program supplements the academic programs at the college. By design, both practice and competition schedules allow ample time for academic achievement. The college selects coaches who understand Grinnell's liberal arts emphasis and who will attend as much to their students' academic performance as to their athletic accomplishments. Grinnell's emphasis is on wide participation and enjoyment, with six out of ten students joining a varsity, club, or intramural team.

While athletic activities are widely accessible to students, some of the twenty varsity teams (ten in men's sports and ten in women's sports) also win top conference honors year after year. Scarcely a season passes in which an individual athlete or a team does not qualify for national competition. Last spring for the first time, Grinnell's male athletes won first place in the Midwest Conference (10 colleges) All-Sports rankings, with a championship in cross country as well as second-place finishes in football, swimming, and indoor and outdoor track. On the women's side, Grinnell placed third, just behind Carroll College and Beloit College. Last year the Grinnell women ranked second and the men placed third in these All-Sports rankings.

D. After Graduation

The achievements of alumni also speak to whether the college is accomplishing its educational and other purposes. In this section, we consider what our students do and how they perceive Grinnell College after they graduate. Testimony to the value of a Grinnell education, in their actions as well as in their words, closes the case for Grinnell as an institution that successfully accomplishes its educational and other purposes.

1. Graduate Education

One index of the quality of Grinnell graduates is the frequency with which they earn graduate degrees. Our local information on this topic is limited because we rely on self-reported alumni information. A more comprehensive source of information is *Baccalaureate Origins of Doctoral Recipients, 8th Edition*, published by Franklin & Marshall College for the HEDS consortium. This report presents census data on all research degrees at the doctoral level awarded between 1986-1995. It sorts these degrees by where the doctoral degree recipient received his or her Baccalaureate degree, and ranks institutions by the number of Baccalaureate graduates who subsequently earned doctorates in various fields. The Weighted Baccalaureate Origins report adjusts these rankings by allowing for the size of each institution. Thus, the

resulting rankings reflect some measure of the rate at which each institution's Baccalaureate graduates go on to earn doctoral degrees.

When all disciplines are considered, Grinnell ranks 19th in the country among all institutions (including both colleges and universities) in the production of graduates who go on to earn a research doctoral degree. Compared to other liberal arts colleges, and looking at doctorates in specific disciplines, Grinnell has the following weighted rankings:

Graduate Discipline	Rank	Graduate Discipline	Rank
All Sciences & Engineering	10	Psychology	30
Physical Sciences	4	Social Sciences	21
Engineering	9	All Non-Sciences	52
Life Sciences	11	Education	285
Geosciences	73	Humanities	29
Math Sciences	8	Professional/Other	37

Although Grinnell's ranking among the baccalaureate institutions is quite high, it is interesting to note that Grinnell does not enjoy a particularly strong reputation as a pre-professional school. The study of high-school seniors undertaken for the college by Kane, Parsons & Associates in 1997 revealed that these potential students were aware that Grinnell had a generally good reputation, yet they did not associate the college with strong pre-professional programs.

2. Distinctive Opportunities

Alumni succeed in a wide variety of careers, but several Grinnell post-graduate traditions capture the interest of a handful of new graduates each year.

a. Grinnell Nanjing Teaching Fellows.

Each year the college appoints two graduating seniors as teaching fellows, to assist instructors of English at a school affiliated with Nanjing University in the People's Republic of China. These year-long teaching fellowships allow the graduates to work with Chinese high school teachers and students while living with foreign students in the Foreign Student Dormitory at Nanjing University.

b. Professional Semester in Education.

Student seeking licensure for teaching, and who have finished the designated course work in the Education Department, may apply for a ninth semester at Grinnell called the Professional Semester. It is devoted to the study of pedagogical methods and to the practice of student teaching, and typically is completed in the fall semester following graduation. Approximately ten to twelve students gain admittance to this program each year.

c. Peace Corps.

Grinnell has had a long and productive association with the Peace Corps, beginning with a Service Fellowship for recent graduates that some have maintained was one of the models for President Kennedy's program. In December of 1997, Grinnell's extensive involvement with the Peace Corps received recognition when the new Director, Mark Gearan, announced that Grinnell ranks thirteenth among the nation's colleges and small universities in the number of volunteers produced since the program's inception. From its inception, 237 Grinnell alumni have served in the Peace Corps, including eleven current volunteers. When George Drake left the college's presidency in 1991, he and his wife became Peace Corps Volunteers, serving in Lesotho in 1992 and 1993.

3. Education for Life

Some of the college's stated purposes are difficult to assess because they refer to the long-term development of the student. The academic catalog asserts that "Grinnell stresses education for the long run" (p. 4). Some insight into the long-term influence of the Grinnell experience comes from surveying alumni. A survey went out to 3,318 Grinnell alumni with graduation dates ranging from 1928 to 1988. Of these, 957 surveys returned. The full report on the survey is available in the resource room. One part of the survey asked respondents to choose five items from a list of possible Grinnell influences on one's career, involvement with community service, and overall life satisfaction. The proffered list of 22 aspects of the Grinnell experience included both examples of specific activities (e.g., "choosing my own curriculum") and examples of abstract values (e.g., "an atmosphere that values social responsibility"). The five most frequently cited influences for each topic appear below in Table 2.

Table 2. The five most frequently cited aspects of the Grinnell experience related to career success, community service, and life satisfaction.

Career success

1. Development of analytical thinking skills.
2. Development of writing skills.
3. An atmosphere that values intellectual achievement.
4. Thinking from the perspective of many disciplines.
5. Interacting with people very different from myself.

Community service

1. An atmosphere that values social responsibility.
2. Interacting with people very different from myself.
3. Thinking from the perspective of many disciplines.
4. Study of things totally unfamiliar to me.
5. Living in a residence hall community.

Life satisfaction

1. An atmosphere that values social responsibility.
 2. Interacting with people very different from myself.
 3. An atmosphere that values intellectual achievement.
 4. Thinking from the perspective of many disciplines.
 5. Development of analytical thinking skills.
-

It is interesting to note that as the respondents connected elements of their Grinnell education to each form of success, they tended not to list specific experiences such as courses selected, their academic major, or participation in athletics. In fact, the alumni answers come close to duplicating the six learning goals outlined in the college's assessment plan. It may be that, more vividly than they can summon the memory of specific programs or activities, alumni remain aware and appreciative of the central purposes of their education at Grinnell College.

We conclude that the college is accomplishing its educational and other purposes in the context of the "open" curriculum. The information presented in this chapter indicates that Grinnell College provides academic programs, resources, and opportunities that enable students to achieve successful college and postgraduate lives.

CRITERION FOUR

*The institution can continue to accomplish its purposes
and strengthen its educational effectiveness.*

Grinnell College aspires to the highest level of academic excellence at a time when forces outside the academic world clash in conflict against one another and yet reinforce the need for what liberal arts education can offer. Technologies are rapidly changing, quantities of information proliferate at exponential rates, the demographic profile of America grows more diverse, nations acknowledge their increasing interdependency, and global economic systems are unpredictably volatile. At the same time, unfortunately, many ancient forms of ignorance and injustice do not abate. Such forces shaping the end of the twentieth century both confirm and confound the college's purposes as it moves into the future.

Within the academic realm, a crisis in American elementary and secondary education takes its toll on the academic preparation of entering college students. Higher education is currently subject to public perceptions of the liberal arts as a high-priced luxury. Parents and politicians demand of colleges that they justify their cost with evidence of measurable practical value and outcomes. Competition among the best national colleges and universities for the best students, the best faculty, and the best reputation drives a quest for ever more sophisticated marketing and management, conducted in a language borrowed from the corporate world. In response, some academics deplore the incursion of the "bottom line" business mentality into a realm that prides itself on intellectual autonomy and on its role of regarding critically the structures of power and profit.

Amidst these external forces, can Grinnell College continue to accomplish its purposes and strengthen its educational effectiveness? The answer can be found by examining the college's central strengths, its ability to make plans for the future, and the challenges which it must address and resolve in order not only to remain effective, but to attain excellence at the highest level.

I. Central Strengths

Internal and external studies present a remarkably consistent picture of the central strengths of Grinnell College. These three strengths—an outstanding base of financial resources, a clear sense of institutional identity, and a strong academic position—indicate that Grinnell College can build a future even more distinguished than its past. These strengths testify to Grinnell's future viability and effectiveness.

A. Financial Strength

The 1996-97 President's Report documents the "strong financial stewardship" which, in July, 1996, made Grinnell College the first private liberal arts college to receive the highest possible bond ratings as part of the issuance of a bond which represents Grinnell's only outstanding debt. In the same fiscal year, Grinnell balanced its \$54 million operating budget, completed the \$15.3 million renovation of the Robert N. Noyce '49 Science Center, launched the \$22 million Fine Arts Center expansion, made significant progress toward the \$75 million Grinnell Campaign goal, and saw its endowment close the year at more than \$750 million. Less than a year later, when the market value of the endowment topped \$1 billion for the first time, a front-page article in the *Des Moines Register* reported on "Grinnell College's endowment: in a class by itself" (June 14, 1998). More information accompanies this report and appears in the section on "Financial Resources" in the chapter on Criterion Two above.

B. A Clear Sense of Identity

Grinnell College finds itself at a self-reflective time in its history, as the timing of the NCA self-study coincides with the recent celebration of the college's Sesquicentennial (1846-1996), the planning and fulfillment of a major capital campaign (1995-2000), the transition from one presidency to another, and the gradual recognition by all elements of the college that Grinnell is now in a position to articulate a greater vision for the future, one which goes beyond but does not sell short the goals to which the college has traditionally aspired.

From all the internal and external studies related to these events—surveys and interviews, the formulation of specific goals for the Grinnell Campaign and of themes for celebrating the Sesquicentennial, an all-faculty retreat held in January 1998 to generate a future vision of the college, the "focus groups" which initiated the presidential search, and college-wide discussion of institutional traditions—a consistent picture of the Grinnell College ethos emerges: a picture which has implicitly guided institutional planning and which confirms the college's self-knowledge and confidence.

The Grinnell College Council on Core Values and Institutional Excellence, chaired by Charles Duke, then Interim President of the College, comprised five students, six members of the staff and administration, and four members of the teaching faculty. This group began its work in February, 1998, using as a basis the list of values endorsed unanimously by the faculty on December 1, 1997 (reprinted in the chapter on Criterion One), while also drawing on ideas that were voiced during three open meetings to which all members of the college were invited.

The Council on Core Values prepared a document that turned out to be an expansion of the original faculty list, more inclusive of the views of the entire college. The group also prepared two supplementary documents: a four-paragraph summary entitled "The Values in Practice" and a draft definition of excellence, which elaborates on each item on the list. These documents, presented to President Russell Osgood and discussed by the Board of Trustees at its annual retreat in June, 1998, are available in an appendix to this report. The list of values is reproduced here, as it has bearing on the discussion of

long-range planning later in this chapter. It is important to note that these values represent the current ideals of the institution and do not necessarily reflect current reality. For example, the college does not currently reflect a diversity of population that is in keeping with the ideal.

Grinnell College is a private, four-year college committed to:

Excellence in Education for Students in the Liberal Arts

- ◆ Varied forms of learning, in and out of the classroom and beyond the campus;
- ◆ Creative and critical thinking stimulated by the free, open exchange of ideas;
- ◆ Education that reflects on its own process;
- ◆ Excellent teaching as the highest priority of the faculty;
- ◆ Active scholarship in traditional and interdisciplinary fields;
- ◆ Need-blind admission of students with strong academic potential.

A Diverse Community

- ◆ A wide diversity of people and perspectives;
- ◆ A residential campus in a setting that promotes close interactions;
- ◆ Personal, egalitarian, and respectful interactions among all members of the college community;
- ◆ Meeting full demonstrated financial-aid need of admitted and continuing students;
- ◆ Support for professional development and well being of all those whose work contributes to the college.

Social Responsibility

- ◆ Our strong tradition of social responsibility and action;
- ◆ Our strong tradition of self-governance and personal responsibility;
- ◆ Learning from and communicating with the world beyond the campus;
- ◆ Life-long connections that support friendship, work, and learning;
- ◆ Continuing to build institutional strength for educating tomorrow's students.

The Council on Core Values and Institutional Excellence agreed that the college is—and should remain—dedicated to providing the best possible undergraduate education in the liberal arts. Everyone at Grinnell College contributes to this central purpose. Each group—administrators, alumni, faculty, staff and other employees, current students, and trustees—is likely to find that this list does not give enough emphasis to what is most important to its members. Rather, the list represents the common ground of shared ideals to guide pragmatic decisions toward fulfillment of the college's purpose.

C. Academic Position

The Kane and Krukowski study of admission and retention, prepared in November, 1997, found that “Grinnell’s academic reputation is very strong,” (59) not only according to the students who choose to enroll, but also in the eyes of those who are admitted and decline to come, and even of the inquirers who do not complete their applications. This study compared perceptions of Grinnell’s “overall undergraduate educational quality” with perceptions of nine competitor institutions, finding that (not surprisingly) the students who chose to attend Grinnell ranked it at the top of the group. But even the other two groups surveyed, admit-declines and inquirers, ranked Grinnell above such competitors as Carleton, Haverford, Oberlin, Reed, Washington University, and Macalester, and behind only Swarthmore and Northwestern in academic reputation.

To match this finding, the college’s admissions selectivity is on the rise (73% of applicants were accepted in 1996, 68% in 1997, and 57% in 1998), and it seems to have a secure place among the leading national liberal arts colleges in the U.S. News & World Report College Guide. In fact, Grinnell’s rating for “academic reputation” in that guide, if taken alone, would place the college among the foremost ten national liberal arts colleges.

Grinnell College “holds a revered place on the national academic scene” and “is now second only to Carleton as the best liberal arts college in the midwest,” according to Edward B. Fiske in *The Fiske Guide to Colleges* (1998). The second edition of *Barron’s Best Buys in College Education* remarks that “what Grinnell may still lack in general name recognition, it makes up for in academic quality. Repeated rankings of highly selective liberal arts colleges find Grinnell’s name among the top ten institutions, and generally for several thousand dollars less than its academic peers” (Barron’s Educational Series, 1992, p. 176). The same guide places Grinnell “in the top 3% of colleges and universities whose graduates eventually earn Ph.D.’s” (p. 178).

External reviewers invited to assess Grinnell’s academic departments consistently remark that the academic department they have reviewed is strong and effective. For example, outside reviewers from Bryn Mawr College and Swarthmore College who visited the college’s English department in spring of 1996, remarked that “the department’s excellent reputation is soundly based and well deserved.” Some other comments from recent reports:

“We were impressed with the quality of the faculty, the [Gender and Women’s Studies] concentration, the students, and the college in general” (March, 1998, Report on Gender and Women’s Studies; reviewers from Kenyon College and the Humphrey Institute of Public Affairs, University of Minnesota).

“The overall impression of the department was extremely positive” (March, 1996, Report on Department of Mathematics and Computer Science; reviewers from Macalester College, Mt. Holyoke College, and Hamilton College).

“The faculty of the department of economics have a national reputation for excellence and according to our observations that reputation is well founded” (February, 1997, Report on Department of Economics; reviewers from Denison University and Northwestern University).

“The History Department enjoys an enviable and well-deserved reputation

within the college for excellent teaching, close engagement with students, and responsible collegueship . . . It is therefore in the hope that we can help to strengthen an already strong department that we offer our suggestions” (May, 1997, Report on Department of History; reviewers from Emory University and Swarthmore College).

Both in specific academic programs and as a whole, the college is well regarded as a national institution of higher learning. When this position is joined to Grinnell’s clear sense of identity and its outstanding base of financial resources, the prospect is favorable for this institution, in the words of NCA’s Criterion Four, to continue to accomplish its purposes and to strengthen its educational effectiveness. The following two sections will examine two additional considerations that deeply affect the college’s future: long-range planning at Grinnell College and the special challenges that the college faces at this point in its history.

II. Long-Range Planning

Since 1988, long-range planning at the college has gone through three stages. President George Drake established his Task Force on the Future at the time of the 1988 NCA review. Next came a process of campus-wide planning and goal-setting for the \$75 million Grinnell Campaign, formally announced in fall, 1995. Finally, the college entered its current phase, which started with the Board of Trustees’ BEST (Budget/Endowment Study Taskforce) initiative of January of 1997 and continued with the establishment of the Grinnell College Fund for Excellence in February of 1998. An evolving strategic plan is based on the coordination of innovative proposals that are initially supported by the Fund and in appropriate cases (if evaluated as successful) folded into the basic operating budget. This step represents a new model of long-range planning for the college. The “collegial and consultative” nature of this process, in the words of President Russell Osgood, indicates that although new to Grinnell, this experiment is grounded in the traditions of the college.

Grinnell College does not have a strong tradition of centralized strategic planning. The tendency for change at Grinnell to be driven by entrepreneurial and decentralized projects (as described in the chapter on Criterion Three) is not limited to the curriculum. Fortunately, as long as decisions have been made with implicit reference to an unwritten but understood set of values, the patchwork of plans has appeared to be, or turned out to be, better coordinated than one might have predicted.

For example, a review of the major grants received by the college from foundations, corporations, and government agencies during the past ten years reveals that this external support has been concentrated in six areas (foreign-language and international studies; technology; development of innovative teaching methods; scholarship aid; retention of students from groups historically underrepresented in the sciences; and expansion or updating of academic facilities), all of which follow directly from the college’s commitment to diverse community, social responsibility, and—above all—excellence in education for students in the liberal arts. A summary of these major grants, which include awards from the Pew Charitable Trusts, the Gardner and Florence Call Cowles Foundation, the Andrew W. Mellon Foundation, the Henry R. Luce Foundation, the William and Flora Hewlett Foundation, the Ford Foundation, the Alfred P. Sloan Foundation, the W.M. Keck Foundation, the Charles E. Culpeper Foundation,

the Sony USA Foundation, the National Science Foundation, the Lilly Endowment, and many others, is available in the resource room.

A. Task Force on the Future/Planning Committee (1988-90)

The Planning Committee, made up of representatives from the trustees, faculty, students, administration, and alumni, collaborated in preparation of a report that was written in October, 1990 by President George Drake. Drawing on the work of an earlier and larger group called the Task Force on the Future, the committee developed a mission statement which appears each year in the front of the academic catalog.

President Drake described the discussions of the Planning Committee as “wide-ranging and lively.” At their conclusion, the group achieved “a powerful consensus about two items”: strengthening faculty quality and strengthening Grinnell as a multicultural community. The primary recommendations were that Grinnell College “must grow substantially as a multicultural community . . . in faculty, staff, and curriculum as well as among students” and that “we must maintain competitive salaries, an attractive program of leaves and research support, as well as adequate numbers to assure a faculty that will fulfill our educational mission and our ambition to remain at the very top of liberal arts and sciences undergraduate learning.”

The Committee listed six additional items for priority in assigning resources: concern for access to a Grinnell education; underscoring a commitment to excellent fine arts facilities and programs; library acquisitions; international education; physical facilities; and planning for orderly growth in the size of the student body (to 1400 or more), if and when this change can be achieved without sacrificing the quality of the student body. The Planning Committee announced its intent to “monitor” progress on these issues, but this proved difficult to do in a year of presidential transition and without a structure in place to ensure either accountability or measurement of progress toward specific goals.

The values that informed President Drake's committee recommendations in 1990 are consistent with the values that continue to guide decision-making and planning at the college. Visiting Grinnell in spring of 1997 to gather information for a new edition of the college view book, consultants with The Lawlor Group cited an essay on “The Grinnell Way” (*The Iowan*, Fall 1990) in which George Drake, then in his final year as President, described the college ethos as “characterized by a commitment to open inquiry, tolerance, freedom, service, [and] empowerment.” The Lawlor consultants found that “these values have become interwoven into the very fabric of the institutional community . . . and lived out daily, by those on campus as well as by Grinnell alumni in their own communities” (Lawlor Group, Grinnell College Situation Analysis, April, 1997).

B. The Grinnell Campaign (1991-2000)

The arrival of a new President in fall of 1991 coincided with the decision by the college's Board of Trustees to research and plan a major capital campaign. The Office of Development solicited campaign proposals from all members of the college. Following several discussions with the whole faculty, the Faculty Executive Council reviewed these proposals and enumerated areas of priority for fundraising. President Pamela Ferguson then worked with the Board of Trustees, the Vice-President for Business, and the Office of Development to construct a viable prospectus for the \$75 million campaign.

From the start, support for renovation of three campus buildings (historic Goodnow Hall, the Fine Arts Center, and the Hall of Science) formed the centerpiece of the Grinnell Campaign. While additional proposals were numerous and varied, the Faculty Executive Council approved in December 1992 six formal motions in which they set forth faculty priorities for the "people and programs" part of the campaign. Dean Charles Duke launched the Executive Council discussion by suggesting that this part of the campaign might focus on two areas: integrated student learning and additional faculty positions along with enhanced faculty development. The Executive Council's six motions affirmed support for the following courses of action: to increase the size of the faculty; to endow funds for faculty development; to create a program of visiting artists and performers in the creative arts; to "recognize and educate *all* of our citizens through programs such as CSMP [Consortium for a Stronger Minority Presence], Minority Scholars in Residence, and the 'I Have a Dream' program"; to encourage student-faculty collaborative research; and to create and support efforts to increase diversity on campus and to promote understanding of the diversity reflected in the larger national and international community.

In its final form the list of goals for the Grinnell Campaign, set forth in a handsome prospectus entitled "Building for a Better Future," calls upon supporters of the college:

- to preserve excellence and diversity in the student body by providing scholarships that help keep tuition costs low;
- to attract and retain a superb faculty by rewarding our best teachers and scholars with endowed professorships;
- to enhance academic quality by supporting faculty development, student summer research, and programs in the literary, visual, and performing arts;
- to ensure a quality learning environment through improvements to Goodnow Hall, the Fine Arts Center, and the Bowen Hall of Science;
- to sustain a tradition of service by awarding grants to alumni for pursuit of worthy causes; and
- to address emerging needs and continue a tradition of innovation by increasing annual unrestricted gift support.

It is clear that these goals, like those of the Planning Committee in the section above, resonate with the college's values. Unlike the experience of the 1990 Planning Committee, there is a system in place to track campaign goals and progress toward them can be measured. Since the campaign goals represent a list rather than a strategic plan, however, the college still lacked an optimal model for long-range planning as it prepared to move forward beyond the capital campaign.

C. The BEST Initiative and the Plan for Excellence (1997-)

Growing out of questions raised during the first trustee retreat held in Aspen, Colorado (summer, 1996), a Budget/Endowment Study Taskforce ("BEST") formed a special committee of the Board of Trustees at their February, 1997 meeting. The four initial questions addressed by this special committee were:

- *How could we use our endowment most effectively and creatively?*
- *Has Grinnell achieved the degree of excellence of which it is capable?*
- *How do we measure faculty and staff [performance], and is there any way we could improve this?*
- *What is the best financial model to use for budgeting in the future?*

On campus, the Faculty Executive Council worked during spring and summer to respond to the ambitious goal set by the BEST initiative: "Within five years, Grinnell College should be, and be recognized as, one of the top liberal arts institutions nationally." Acceptance of this goal was not instantaneous at the college. Students expressed concern as to whether Grinnell would change into a different sort of place, and faculty members expressed resistance to the idea of competing for the "top" as measured by some imposed standard such as the *U.S. News & World Report* ratings.

Working on the assumption that Grinnell College would define excellence on its own terms, the Faculty Executive Council prepared for the Board of Trustees meeting in summer 1997 a basic definition and philosophy, list of characteristics of the "best" liberal arts colleges, initial strategies for becoming the "best" liberal arts college by our own standards, and evaluation methods. The Executive Council also discussed plans for a national curricular agenda, faculty expectations and expectation measures, and a draft of the NCA Self Study Plan with Board members at this summer meeting.

The BEST process was disrupted by the announcement of President Pamela Ferguson's resignation in October, 1997, shortly after the fall meeting of the Board of Trustees. As it became clear that there would be an interim period of transition and uncertainty, the Faculty Executive Council moved quickly to prepare a draft list of institutional core values for the whole faculty to discuss before the end of the semester. The faculty, deeming it important to rally behind Grinnell's traditional strengths and future potential, unanimously endorsed this list on December 1 and offered it to the newly formed Presidential Search Committee, to help guide their efforts. The list that they endorsed appears in the chapter on Criterion One.

Interim President Duke formed the ad hoc Council on Core Values and Institutional Excellence, charging this group to revise the faculty list so that it would reflect a college-wide perspective. By this time (February, 1998), the Board of Trustees had announced the establishment of the Fund for Excellence as a way to solicit innovative and forward-looking initiatives that can strategically enhance the college. A second pragmatic purpose for the list of values (after its use in guiding discussions on choosing a President) was to provide criteria by which to evaluate proposed ideas for the Fund for Excellence. For full documentation on the Fund for Excellence (on-campus access only), see the college web page under a link to "News and Events."

While the BEST Committee of the Board of Trustees served to stimulate discussion in the period leading up to the establishment of the Fund for Excellence, it has not been

active since that time and will soon cease to exist. In spring, 1998, while the Core Values Council was at work, President Duke convened a planning group comprising the Vice-Presidents of the college and the Faculty Executive Council. This combined group began meeting weekly to prepare guidelines for inviting submission of proposals to the Fund for Excellence. Like the capital campaign proposals solicited in 1992, these proposals can come from any person or group of people belonging to the college. Unlike the campaign proposals, however, these will go through a series of stages for review, approval, and further development, with each stage bringing the project closer to its realization. Moreover, this system encourages coordinating separate proposals to create a coherent long-range plan for the college.

To make the process complete, Fund for Excellence initiatives require coordination with other planning efforts, such as the new campus master plan and needs assessment (already commissioned for 1998-99); a marketing plan designed to enlarge the pool of student applicants; a long-term strategy for calculating the annual increases in the student comprehensive fee and financial aid budgets; and a re-examination of the process by which the college's annual operating budget is prepared and presented to the college community. By connecting these projects into a coherent whole, college leaders can most effectively direct the Fund for Excellence in support of a broad Plan for Excellence for Grinnell College.

President Russell Osgood inherited this process while it was still in its early and formative stage. His memorandum to the college community dated August 18, 1998 (accessible via the Fund for Excellence web page cited above) details his plan to shape and guide the pyramid-like structure of proposals, both solicited and unsolicited, and to coordinate this structure with other ongoing efforts into a plan for the future of Grinnell College. The total structure is yet experimental; it will undergo revision and change as it moves forward. Each Fund proposal requires a built-in plan for assessment—with a focus on deciding when and whether to shift experimental Fund for Excellence programs into the core operating budget as ongoing expenditures. In this way, the new strategic plan promises to be more intentional and subject to more systematic evaluation than were previous models used at Grinnell for long-range planning.

D. Closing the Circle: Planning and Assessment

An important element in planning is to identify reasonable and effective ways, economical in time and resources, to evaluate progress toward the envisioned future. In the past two years one of the most significant changes at Grinnell has been the gradual acceptance of the connection between having an idea about how the college could be better—academically superior, culturally richer, a more stimulating place to work and study—and devising ways to learn (and demonstrate) whether a given experiment or new way of doing things is really having the wished-for effects. While highly skeptical of the current trend in higher education of pretending to assess and measure all sorts of non-quantifiable factors, the Grinnell faculty has diligently sought to discover exactly what students are learning and where improvements in the program are needed. All of our academic departments now regularly examine in some collective fashion the work done by their students, seeing what the students have learned and basing changes (in curriculum, departmental policies, academic requirements, and classroom instruction) on the results they find.

For example, as a direct result of learning assessment, the classics department reports switching Latin textbooks, developing a new intermediate course in Greek, and meeting to clarify research expectations so that students will receive consistent directives across instructors and courses. The education department has made a commitment to emphasize the connections among courses, and it is developing a more detailed rubric for evaluating students' written work. The economics department plans a new course on empirical methods and increasing the use of computers for student analysis of data. The biology department is developing an entirely new approach for its introductory course and designing a "pre-test" for entering students. The English department worksheet for new majors, in revision, will feature the four learning goals adopted by the department, so that major advisers can discuss these goals with newly declared majors and plan how each student will achieve them. These early changes grow out of the student learning assessment program, which entered its planning stage in January, 1997 with a workshop that included faculty members from every academic department.

With a program of regular external reviews of both academic and non-academic departments now in place, ongoing assessment of student learning proceeding in all departments and in two broader areas (writing and New Science), and tangible results and improvements emerging as a result of these enterprises, it seems clear that Grinnell College has achieved the ability to look clearly at its practices and to use this examination as a way to bring about positive change.

III. Current Challenges

If Grinnell College is to achieve its most ambitious goals, however, it must address current challenges as well as build on its strengths. We have identified current challenges through nearly two years of self-study, gaining an understanding of the college as seen from the outside as well as through internal studies.

In the broadest terms, the central challenge facing Grinnell College is to find the philosopher's stone that can turn gold into the best liberal arts education offered anywhere in the world. Unlike most institutions of higher education, Grinnell presently has the means to experiment, to invest in new ideas, and to direct resources toward creative solutions. The college also has a fundamental responsibility to use its financial strength to support its mission. No one wants Grinnell College to be seen as merely a "good" college embarrassed by the burgeoning size of its endowment. That very specter, in fact, drives a new sense of determination: Grinnell is in a position to demand and pursue the highest level of excellence in education in the liberal arts.

The NCA self-study provides an opportunity to identify the central areas in which we might support and enrich academic quality. Three primary challenges are first, to enhance the quality of a Grinnell education; second, to re-structure faculty time as a wise investment in academic strength; and, third, to confront the dilemmas faced by a national liberal arts college located in a small Iowa town.

A. Students: Focus on Plans and Choices

In Grinnell's curriculum, as explained early in the chapter on Criterion Three, a balanced academic program does not take shape automatically as the student goes through a checklist of requirements. Grinnell College believes strongly in the personal responsibility and self-governance that guide each student in making curricular choices. Yet, our self-study suggests that if Grinnell students were to consider in a more sustained way the reasons behind their choices and the place of a liberal arts education in their lives, this education might be substantially enriched. Some faculty members suspect that our students, especially those outside the sciences, could benefit from an educational climate that implies higher intellectual standards and expectations. These productive changes could take place in the academic programs that are offered, in co-curricular programs, or less formally in the campus atmosphere surrounding activities such as advising and other work with students. To illustrate:

- Student members of the College Curriculum Committee in spring 1998 testified to the value of having to design a four-year plan in order to be permitted to study abroad. These students proposed to the Dean of the College that perhaps all students should be required to design and submit a four-year plan when they declare an academic major, to demonstrate coherence in their academic programs.
- Kane and Krukowski found in their interviews with the faculty that, with the notable exception of the science division, where students seemed to have a clearer sense of direction, "faculty consistently expressed the wish that their students were more motivated, more willing to take intellectual risks, and more willing to push themselves and compete in a constructive way." (p. 12)
- An ethnographic study directed by Carol Trosset, in which anthropology students interviewed several hundred of their peers over a three-year period, reveals that Grinnell students may tend to hold assumptions that interfere with critical inquiry and open discussion at the college. For example, many of those interviewed held the belief that the purpose of discussion is to air one's own opinions, and they claimed the intellectual "right" to express any view without having it questioned or challenged. Jan Krukowski found a similar wish among Grinnell students to be "shielded from the expectations of others." It is possible, according to Carol Trosset's preliminary findings in a second study, that student attitudes of this kind may tend to cluster in certain disciplines and departments at the college.
- Transcript analysis workshops held in summer of 1998 led to discussion of the adviser's role in guiding students' academic choices. Dean Swartz plans to launch a discussion of common goals in liberal arts advising at an early faculty meeting in 1998-99, so that even in the open curriculum, a set of academic expectations and responsibilities (perhaps including formal faculty consensus on a set of desirable program models) can effectively be presented to students. This issue is discussed in more detail in the chapter on Criterion Three.

- Two summer planning projects directed toward the Fund for Excellence addressed areas in the academic program connected with student purposefulness and planning. One was a summer workshop on interdisciplinary studies at the college, with a focus on coordinating senior-year work outside the major field. A revived proposal for establishing a senior integrative seminar, team-taught and interdisciplinary, has developed from this discussion. A second workshop examined the potential to expand three types of experiential learning at Grinnell: academic internships, study tours, and student-faculty research collaboration. Because of tangible connections to the world beyond the campus, learning from direct experience (as long as the enterprise has curricular support and incorporates the same high academic standards as regular coursework) could contribute to students' planning skills and to a greater sense of purpose in their education.

Kane and Krukowski note the impressive accomplishments of Grinnell alumni and suggest the college should emphasize more strongly that it is dedicated to giving students the skills, knowledge, and confidence to translate ideals into action, to make a difference in the world, and to excel creatively in any chosen field of endeavor from medical technology to the fine arts. They argue that such a message would contribute to widening Grinnell's applicant pool by attracting qualified high school students who have a strong sense of direction and motivation but who, because the school's public image primarily broadcasts tolerance, self-discovery, and a nurturing environment, may ignore Grinnell College as a place that can offer them the education they seek.

B. Faculty: The Resource for Academic Excellence

Donald Kennedy, President Emeritus of Stanford University, states in his recent book, Academic Duty (Harvard, 1997), that "everything that happens in the university is fundamentally academic, that is, involves teaching and research directly or involves activities that support teaching and research" (120). Because "the university's practicing academic members are in the best position to evaluate academic merit," Kennedy insists, the faculty is "the heart and mind of the university":

Their commitment is essential for university health. Wherever creative energy and institutional loyalty abound, the faculty is willing to experiment and to engage actively with the needs of students. Wherever they are lacking, things seem to stay where they are (286).

Whether it involves new curricular programs, more systematic learning assessment, more time spent in academic advising, greater involvement of students in faculty scholarly projects, experiential learning opportunities for all students, preparation of four-year plans by all students, or any number of other proposed changes, the success of a new strategic Plan for Excellence will rely on the energy and capabilities of the Grinnell College faculty. The present mood among the faculty seems apprehensive; already working at full capacity, faculty members have scant extra time and energy to build ambitious plans for excellence unless the college appears ready to invest in their time and expertise.

A number of faculty proposals for strategic enhancement of the college focus on making student learning more reflective and more intensive, qualities shared by the best learning environments from Plato's Academy to the Swarthmore Honors program. Some faculty members express concern that "Fund for Excellence" proposals which increase Grinnell's investment in direct interactions between teacher and student may seem too expensive or impractical, and will not be adopted. A second major challenge facing Grinnell College, then, is to support the faculty in ways that will most effectively promote the enhancement, perhaps even transformation, of liberal arts education at Grinnell. To illustrate:

- A fact-finding visit to Swarthmore College in spring, 1998 by a group of Grinnell administrators, elected members of the Faculty Executive Council, and Board members found that Swarthmore "pours resources into its faculty." Enrolling nearly the same number of students, Swarthmore has 23 more faculty positions than does Grinnell. Faculty members are eligible for a paid semester of leave in every fourth year (at Grinnell, it is every seventh year) with a second semester available on a competitive basis. High average salaries, as well as the generous leave policy, allow Swarthmore to recruit new faculty in competition with top universities. Frequent leaves allow faculty to contribute to current research in their fields, to bring new theories into the classroom, and to mentor advanced students through a network of professional connections. The Grinnell visitors, including Board members, were impressed by what Swarthmore faculty could accomplish when given these resources—and especially when given the benefits of additional time—to enrich the experience of their students. A complete report of this visit is available on the Fund for Excellence page linked under "News and Events" on the college web site.
- At a voluntary faculty retreat held at Grinnell on a January weekend in 1998, which was attended by just about every member of the faculty as well as invited trustees and key administrators, the highest-ranked negative comment on being a faculty member at Grinnell was that "we never have enough time."
- Three of 18 preliminary proposals submitted to the Fund for Excellence review committee in May, 1998 concerned the need to re-examine issues of faculty size and time. Some of the ways that faculty members believe their time might be optimally organized include a re-calculation of what counts in the five-course teaching schedule, a new leave system, addition of faculty positions in strategic areas, and offering competitive opportunities for course releases or leaves as an incentive for curricular development.

In The Aims of Education (Free Press, 1957), A. N. Whitehead wrote that "the whole art in the organization of a university is the provision of a faculty whose learning is lighted up with imagination" (pp. 96-97). One key to strategic enhancement at Grinnell College entails freeing the faculty's imagination to seek new ways of teaching, of creating original scholarly work, and of organizing academic governance.

C. The Location of the College

National rankings of highly selective liberal arts colleges display a marked bias in favor of the Northeastern United States. Interestingly, these colleges are not necessarily older or richer than colleges in other regions. In fact, Grinnell was founded nearly twenty years before Swarthmore, and its endowment has a larger market value. Rather, the best Northeastern colleges seem to enjoy an advantage based on some less tangible marker of power and prestige.

The Lawlor Group's "Situation Analysis" for Grinnell College (April, 1997) cites an admission survey finding that, indeed, the primary reason that students decide not to attend Grinnell is the college's location. According to this survey, "isolated" was the trait most commonly attributed to Grinnell when prospective students were asked to compare it to other colleges, including other Midwestern colleges. The Lawlor Group speculated that prospective students from elsewhere might have negative impressions of Iowa or of rural communities. The long winter season, or a small town's inability to match the variety of amenities and entertainments available in bigger cities, may also contribute to the reluctance of some prospective students to consider spending their college years at Grinnell.

"Research findings confirm what anecdote suggests," according to Kane and Krukowski: "Grinnell's location is not perceived as an asset" (p. 36). Their 1997 study found that "location too isolated" is the principal reason given by prospective students who did not choose to attend Grinnell as well as the main reason given by students who leave the college. This factor has an effect on faculty recruitment and retention as well. More than half of the faculty members who have resigned their positions at the college since 1982 give either "location" itself (25%) or the closely related issue of "spouse/partner employment" (29%) as the principal reason behind their decision to resign from the faculty (information collected by the Office of the Dean). The uphill struggle to achieve greater diversity, and particularly to achieve a stronger presence of minority students and faculty members on the campus, is not helped by the college's location in a state which is largely homogeneous in its demographic profile and a town which is not adjacent to a major city.

The location of Grinnell has been a difficult question for members of the college community to address (for example, in discussions of institutional values), because this issue brings out some of the sharpest contrasts in perspective among different groups on the campus. Students differ in their attitudes toward the town of Grinnell depending on their own backgrounds and values. Whatever students think of the town, they may feel a more tenuous connection to the local area than do faculty members and others who work at the college for many years. Some of these come from families who have lived in the local community for generations, while others have no ties to Iowa other than a new job at Grinnell College. Those who do not currently live in the area, including the majority of alumni and Board members, might remember the town as it used to be, think of it as an idyllic setting, or contrast it negatively with the place where they live now. For a number of reasons, including spousal and partner employment, a few people who work at the college commute from Iowa City or from Des Moines rather than live in the town of Grinnell. As a result of these and other differences, discussions of the college's location can elicit tension between those tolerating what they see as an environment of

cultural deprivation and others who emphasize the benefits of living in the Grinnell community.

Since there are no plans to move the college to a new location, there seem to be three issues involved: first, how the college presents itself to the world; second, relationships (including collaborations in economic development) between the campus and the local community; and, third, college initiatives that could make the local surroundings more attractive to prospective students and employees.

The college needs, for example, to design public relations and marketing materials with a clear sense of how we want to present the college's location. Kane and Krukowski criticize the current view book for "insist[ing] at every opportunity that Grinnell is not really that far away, and even if it is, everything you need is here." They contend that "this special pleading only draws more attention to the issue and reinforces the fact of Grinnell's isolation. This negative cannot be magically be transformed into a positive." (36) Kane and Krukowski's own marketing recommendation is "simply to ignore the issue" of location and to focus exclusively on the opportunities for excellent liberal arts education at Grinnell. Their assumption would be that if prospective students want the distinctive features of a Grinnell education, they will come to Iowa because this is where they will get it.

Beyond settling how to present the college's location in publications such as the view book, strategic planning for Grinnell's future needs to address town-college relations, consider prospects for taking advantage of the college's location, and determine how to counteract such perceived limitations as geographical isolation and want of amenities. The faculty retreat in January uncovered a widely shared fantasy in which passenger train service resumed to the town of Grinnell or the airport was expanded to accommodate commuter flights. Certainly, opportunities for professional travel, expanded electronic communications, exchanges and alliances with other institutions—all take on more urgent importance in light of the relative geographical isolation of the college, if people both inside and outside are to believe that this college is central rather than marginal to American higher education.

Some further illustrations:

- President Russell Osgood has described town-college relations as an important area of emphasis for his administration. His initial re-structuring of administrators creates a position with special responsibilities in this area. President Osgood is meeting with an interest group (which formed during the faculty retreat in January, 1998 and held discussions throughout the spring semester) to discuss possibilities for coordinating existing programs and planning additional collaborations between those at the college and members of the surrounding community.
- Another faculty interest group plans to explore prospects for developing a project in "Prairie Studies" to take advantage of the college's natural and historical position in the Great Plains and to model interdisciplinary connections across academic departments and divisions.

- A third interest group, with a focus on color diversity, plans to devise long-term strategies for increasing the presence of people of color at the college. It is understood that the location of the campus has been one obstacle to achieving the diversity of community valued by Grinnell College.
- The new “campus facilities needs-assessment and master plan” will take into account relations between the campus and its surroundings. For example, a campus bookstore located downtown, where it could serve both local residents and students, or an inn, which could house college guests and also open its services to the public, may become a part of this plan.

To be nationally recognized as among the finest colleges in the country, and to do so from Grinnell’s present location, presents a challenge but can also renew determination. The college’s struggle can incorporate a wish to demonstrate that excellence in liberal arts education does not have to be limited to any particular region, or to sites in proximity to a major population center. In this sense, success will bring its own reward of distinctive geographical identity.

IV. Conclusion

Grinnell College is well positioned to move on from a year of some uncertainty and considerable introspection. Much of this introspection has produced a solid base for planning and for future commitments. The core values project and the self-study, in particular, represent significant steps for the institution. The college’s strengths are easy to enumerate and enviable: a healthy financial base, a fine and comprehensive academic program, students and faculty of high quality, and excellent physical facilities. Successful articulation and sustained pursuit of a revised or enhanced mission remain incomplete, and this represents the major challenge for President Russell Osgood in his first year at the college. Grinnellians are still somewhat divided on the issue of change. The level of faculty involvement in the early stages of planning has been impressive, yet faculty members can be protective of departmental and program prerogatives, and resistant to changes that threaten to load additional demands upon their time or detract from existing strengths. Many students and alumni feel strong loyalty toward Grinnell College as they know it. They take issue with any change in mission or emphasis, particularly if the direction is toward the model of the elite Eastern liberal arts college. Finally, some trustees have sought to find a greater sense of ambition and clarity of direction for the college.

While the challenge is clear and no doubt any high goal will be difficult to attain, it is not impossible. The history of the past ten years argues convincingly that the college will continue to strengthen its educational effectiveness in the coming decade. As described above, Grinnell College does not have a strong tradition of centralized planning, and in recent times change has largely resulted from entrepreneurial and decentralized initiatives—a model which risks imbalances and lack of coordination among plans. Decisions have been implicitly coordinated by their conformity to an understood set of college values, but the time has come to make this process more explicit and consistent. This chapter indicates that such planning is now underway, including the Fund for Excellence process, which will focus the college’s attention and energy on new enterprises that it may choose to undertake.

Perhaps the college's academic strength will grow incrementally, "in ways that are continuous and evolutionary and that will follow naturally" from the past, as described by Charles Duke in his Introduction to this report. Perhaps the transformation will occur more dramatically over a shorter time. Either way, it is clear that Grinnell College stands at the strongest point in its history, ready to take on the challenges and assume the responsibilities already visible in its future. The situation is dynamic and the moment is opportune.

CRITERION FIVE

The Institution demonstrates integrity in its practices and relationships.

This chapter addresses Grinnell College's compliance with applicable regulations and standards, the college position on non-discrimination and affirmative action, our preservation of academic and ethical integrity in the academic realm, and the exercise of social responsibility in the college's interaction with people and agencies beyond the campus. The institutional value that Grinnell College places on social responsibility connects our view of integrity in practices and relationships to our tradition of involvement and community action.

Grinnell College complies with all Federal and state mandates regarding employee notification, safety, and training. In many instances, the response of the college goes beyond the minimum required by Federal or state regulations. As an employer, major laws and regulations we are required to observe include those promulgated under the "Occupational Safety and Health Act" (OSHA), including the "Hazard Communication Standard" [also known as the "Right to Know" law], and the "Bloodborne Pathogens Control" standard; the "Americans with Disability Act" (ADA); the Federal "Fair Labor Standards Act" (including Wage and Hour requirements); the "Family and Medical Leave Act"; the "Drug-Free Workplace Act"; the "Drug-Free Schools and Campuses Act"; and the "Student Right-to-Know and Campus Security Act." Where applicable and required, employees are notified individually and directly regarding specific provisions of regulations. Other instances simply require the college to comply with regulations promulgated by Federal or state legislatures or agencies. Examples of the latter would be the "Workers' Compensation Act and the "Fair Labor Standards Act." The Grinnell College Staff Handbook provides notification to employees of the applicability of some of the Federal and state regulations. The Handbook also specifically provides copies of the "Family and Medical Leave Act" and the Discrimination and Sexual Harassment Policy and Procedures for Resolving Complaints of Discrimination and Sexual Harassment. A copy of the Staff Handbook accompanies this report.

The college is a leading proponent of equity of treatment, nondiscrimination, and affirmative action to redress past and present effects of discrimination; Grinnell College utilizes significant means to enhance access to education and the building of a diverse educational and work community. Included in the Staff Handbook is a copy of the college's statement on nondiscrimination and its Affirmative Action Policy and Procedures. Our Affirmative Action Officer, a retired faculty member, reports directly to the President and works closely with the Vice-President for Academic Affairs and Dean of the College, as well as with the Office of Human Resources. Staff and faculty communicate and work with the Affirmative Action Officer on hiring new faculty and other

employees. The most recent annual report of the Affirmative Action Officer is available in the resource room.

Grinnell College maintains accurate publications describing the college and its rules and procedures. In preparation for this self-study, former Public Relations Director Richard Ridgway convened a working group to study the college's major internal and external publications, including the World Wide Web site. The working group studied the catalog, the alumni magazine, the admission publications, the college web site, and the student and staff handbooks. Their report is available in the resource room. The group concluded that "all necessary and appropriate steps are being taken by the college to demonstrate integrity in practices and relationships and to insure consistency between published documents and actual practice."

The college has an Institutional Review Board that reviews research proposals from faculty, administration, and students. Research involving human or animal subjects is reviewed by the Board to assure that research projects comply with federal law and ethical practices of professional organizations. A description of the Board may be found in the Faculty Handbook.

An Academic Honesty Sub-Committee of the Committee on Academic Standing inquires into cases in which instructors believe that a student has violated the principles of academic integrity outlined in the Student Handbook. The Sub-Committee follows procedures that are explained in the handbook, and upholds the standards of the academic community by imposing an academic penalty if the student is found to have violated principles of academic honesty. New and transfer students receive information about academic honesty and complete an exercise, kept in the advising folder by the academic adviser, which works through methods of correct and incorrect citation of sources.

For the NCAA, the college files eligibility forms each year on each student who participates in varsity athletics. Students must fill out and sign an NCAA form that asks questions about eligibility, drug use, and illegal recruitment. The compliance officer is the college Athletic Director, Dee Fairchild.

As a good neighbor and citizen, the college participates financially in the maintenance and well-being of the Grinnell community. Routine and relatively minor contribution requests are reviewed by a Community Support Committee that makes recommendations to the President. Major requests, e.g., operation funding for the local day-care; a new fire engine; support for additional police protection; and capital fund drives for the regional medical center are considered with other requests and many garner significant support from the President and college community. Direct financial contributions from the college total well over \$175,000 per year. Indirect contributions and the contribution of the college staff are incalculable. Staff and faculty serve on many boards, committees, and commissions--from the local to the international level. Academic, bibliographic, and institutional resources of the college are frequently called upon by the local and greater community. The college sees itself as, and demonstrates that it is, a responsible citizen.

In the past decade, the college has initiated programs to increase access to higher education for disadvantaged groups. In 1989, under the leadership of President George Drake in cooperation with the "I Have a Dream" Foundation, the college pledged financial support for college education to all members of the Moulton School (Des Moines, Iowa) fifth-grade class, who continued their education and qualified for post-secondary schools. The program was guided by Grinnell College administrators Frank Thomas and Jim Work. By the spring of 1997, twelve of the participating students were admitted to post-secondary institutions. One student, Rhasheda Williams, attended Grinnell College and graduated in the spring of 1998. In 1997 the college became involved with a second "Dreamers" class in Des Moines. A file of information on the college's "I Have a Dream" involvement is in the resource room.

Throughout the past decade, the college has also been involved with a program that offers an early college experience to talented minority high school students. The Honors Scholars Program for Minorities in Science and Mathematics, is taught every summer by members of the Science Division faculty. The college offers the program free of charge to approximately twenty talented high school juniors per year. The goal of the program is to interest members of underrepresented groups in college and professional careers in science.

The college is an active participant in many academic consortia and conferences, including the Associated Colleges of the Midwest, the Midwest Faculty Seminars, the Grinnell College and University of Iowa Bridging Project, and the Collaboration for the Advancement of College Teaching and Learning. We have invited the leaders of each of these organizations and projects to make third party comments for this self-study.

SUMMARY

The last two years have seen Grinnell College reflect on its past during the celebration of its Sesquicentennial, including the publication of several books on the college's history. At the same time, the college evaluated its present strengths and weaknesses through the two-year process of self-study that will culminate in the NCA reviewers' visit. Finally, Grinnell College looked toward the future during this period. We selected a new President, developed a list of institutional values, and embarked on a course of long-range planning that is unusually purposeful and comprehensive.

This self-study report similarly looks at past, present, and future. Alan Jones's brief history of the college, the calendar of notable events since 1988, Charles Duke's reflections on his time as Dean and Interim President, and the preface outlining the process of self study, all focus on the recent and more distant past. The present state of the college becomes the central focus of this report, both in the response to the NCA Evaluation Team Report of 1988 and in separate chapters on the General Institutional Requirements and each of the five Criteria for Accreditation. Basic Institutional Data forms supplement this report as an appendix. Finally, the chapter on NCA Criterion Four considers the future by analyzing structures in place for long-term planning and identifying the major strengths and challenges that have emerged from the college's self study.

The primary strengths of the college include:

- a large endowment and sound financial practices,
- a sense of identity and purpose as a residential, coeducational, undergraduate college of the liberal arts that fosters development of personal initiative and social responsibility through close collaborations between students and faculty in a diverse community, and
- a position of academic excellence directly attributable to the high quality of students, faculty, academic programs, support services, alumni accomplishments, and college leadership.

Traversing these three areas of strength, tensions among them may represent barriers or challenges to the fulfillment of the college's tremendous promise. For example, given that the college's financial resources now place it in a league with some of the most prestigious institutions in higher education, does the quality of our academic program presently reflect the impressiveness of our endowment? How can Grinnell College best use these resources to provide an even better college education? Yet, as proposed

plans to enhance academic excellence develop, might these plans demand such a high level of ongoing support as to place too much pressure on the assurance of continued high levels of income from the endowment? Will new ideals adopted in the name of academic excellence threaten the character of a small college whose students and graduates have traditionally espoused ideals of social justice and public service above material gain and professional ambition? Might the quest for greater educational and academic excellence re-make Grinnell into a replica of other institutions, however admirable those may be, and risk the loss of Grinnell's distinctive identity? Such questions, examined in detail throughout this self-study report, show clearly that the college's strengths need to be kept in careful balance as long-range plans assume a more complete and detailed form and as the new President leads the effort to set forth a clear direction and vision for the college.

In sum, this self-study report has provided all necessary data, analysis, and evaluation to support the college's request for continued affiliation with the North Central Association as an accredited institution. Grinnell College has received continuous accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools since 1913. As shown in this report, the college meets all NCA requirements for continued affiliation. Therefore, Grinnell College hereby formally requests continued accreditation affiliation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

APPENDIX A:
ORGANIZATION CHARTS OF
GRINNELL COLLEGE

APPENDIX B:

GRINNELL COLLEGE
BASIC INSTITUTIONAL DATA FORMS

APPENDIX C:
GRINNELL COLLEGE
FUND FOR EXCELLENCE DOCUMENTS



February 13, 1998

To: Members of the Grinnell College Community

From: Charlie Duke, Interim President

Last week at its winter meeting, the Board of Trustees allocated for the 1998-99 budget year a substantial fund separate from the base operating budget of the College. The allocation for the 1998-99 academic year is \$5.7 million; unused funds will carry over to the next budget year to add to funds allocated in subsequent years. The Board expects that projects supported from this fund to result in substantial improvements to an already excellent undergraduate Grinnell education. To this end, the Board expects the campus community to develop and initiate a collaborative planning process through which we can develop and evaluate proposals for the use of these funds. As the Board indicated in its statement of February 12, "We believe that superb initiatives to improve Grinnell College will come from the discussion and planning of the community... Decisions regarding the allocation of the Fund for Excellence will be made by on-campus decision-makers, most notably the president. The Board will continue its role of asking for clarity of goals in the use of these funds and will ask for evidence regarding whether these goals are being met by the activities supported by the Fund."

I believe this is an extraordinary time for Grinnell that builds on our recently completed Sesquicentennial celebration during which we all came to understand more fully Grinnell's long-held traditions associated with liberal learning. We now have the opportunity to consider the future of the College in concrete and specific ways rarely, if ever, seen in the higher education community in this country.

To begin our planning process, I am appointing a "Grinnell College Council on Core Values and Institutional Excellence" that can begin its work immediately. The purpose of the Council on Excellence is to develop, in a collaborative manner, a shared set of core values and a working definition of excellence at Grinnell College. These core values and the working definition of excellence can then be used by the College in considering proposals for institutional improvement. Since many on-campus individuals and groups will contribute to the important work of the Council on Excellence, it should gather thoughts and ideas from Grinnell College staff, students, and faculty in an open, collaborative process. This is especially important as we look forward to presenting our ideas concerning the future of the College to our new president.

Simultaneous with the activities of the Council on Excellence, I assume that other on-campus groups with specific ideas will develop proposals with wide support from all parts of the College. These groups should function and interact in concert with the work of the Council on Excellence. I expect that successful proposals from these groups must be constructed within the College's core values and be reflective of our emerging

definitions of excellence.

I would like to thank the faculty's Executive Council and our Vice Presidents for developing the ideas presented in this document in a joint meeting earlier this week.

The membership of the "Grinnell College Council on Core Values and Institutional Excellence" is as follows:

- Chair: Interim President
- Four Members of the Faculty
- Four Students
- Three Members of the Administration
- Three Members of the Staff

I have accepted the Executive Council's recommendation that the faculty membership include one member from the NCA self-study steering committee (Paula Smith), one member from the Presidential Search Committee (Irene Powell), and two members elected by the faculty following nomination from the Faculty Organization Committee. I have asked Tom Crady, Dean of Students, to help SGA organize the student membership. I will immediately consult with the President's Staff to determine appropriate methods for appointment of members from the administration and the staff. We should complete all appointments by Monday, February 23 so the Council on Excellence can begin its work as soon as possible.

published in *CampuSpeak*
April 8, 1998

Agreeing on Core Values: An Ongoing Process

President Charles Duke

On February 13, I announced the appointment of a "Grinnell College Council on Core Values and Institutional Excellence." The task of this Council is to develop a shared set of core values and a working definition of excellence at Grinnell College, to be used by the College in considering proposals for institutional improvement. Since many on-campus individuals and groups will be involved in creating the College's future, it is important that the Council on Excellence represents students, staff members, and faculty. I am serving as the Chair of the Council, and its other members include Floyd Akins, Jason Chance, Erin Childress, George Drake, Rebecca Eilers, Charles Jepsen, Mehr Latif, David Nathan, Terri Phipps, Irene Powell, Deanna Shorb, Paula Smith, Sarah Staveteig, Karen Voss, and Becky Wallace. If other members of the campus community would like to talk with these Council members about the issues and questions involved in forming a college-wide set of core values, they are welcome to contact any of us directly.

The Council on Excellence held its first meeting on March 3, and since then we have met every week (except for spring break). We have mainly used three resources: the records from the three open meetings, to which all members of the campus community were invited, held in the week of February 26; the list of core values developed and endorsed by the faculty at the end of 1997; and additional documents from J.D. Stone and Shane Cook, who contributed their ideas in relation to the open meetings. At this point, the Council on Excellence has adapted and expanded the faculty list of core values, and we have started drafting a definition of excellence to describe the ideal college based on these core values. On a personal level, it has been a powerful experience to see this group at work. It represents different parts of the college (each with its own interests), but on a more important level it represents all the individuals who care deeply about the College and make the effort to understand each other's views, affirming the interests and goals that we all share.



April 24, 1998

TO: All Members of the College Community

FROM: Charles Duke, President of the College

RE: Fund for Excellence Proposal Guidelines

The attached documents represent the shared accomplishment of two campus groups: the Council on Core Values and Institutional Excellence which I appointed last February, and a joint committee comprising the faculty's Executive Council and the Vice Presidents of the College, which has met weekly since the beginning of this semester. In response to the Board of Trustees' BEST initiative, which led to the establishment of Grinnell's Fund for Excellence, these two groups have worked to create a framework for using this Fund to enhance the quality of Grinnell as a national leader among liberal arts colleges.

This enterprise is new for Grinnell. We now find ourselves inventing and experimenting with a process that has few precedents and few models in the world of higher education. The opportunity is exciting, and since the process may not achieve immediate success, we need to be willing to adapt and revise it as we go along. The approaching appointment of a new President will help to guide the Fund for Excellence proposal process as it evolves beyond this initial year.

In recent months I have been hearing staff, faculty, students, and administrators address the questions of the college's core values and various definitions of excellence that reflect those values. I believe that we have taken the right direction by first defining the values shared by the campus community, and then evaluating (and combining) new initiatives according to their potential to bring us closer to a full enactment of these values. I am confident that this process will work, even as we refine and revise the specific steps outlined in these documents. I encourage everyone on campus to become involved in the preparation of proposals. I hope that each of you will find ways in which your own ideas and ambitions for the college can become a part of the Fund for Excellence initiatives.

CD:ss

Core Values of Grinnell College

Prepared by the Grinnell College Council on Core Values
and Institutional Excellence

Grinnell College is a private, four-year college committed to:

Excellence in Education for Students in the Liberal Arts

- ♦ varied forms of learning, in and out of the classroom and beyond the campus
- ♦ creative and critical thinking stimulated by the free, open exchange of ideas
- ♦ education that reflects on its own process
- ♦ excellent teaching as the highest priority of the faculty
- ♦ active scholarship in traditional and interdisciplinary fields
- ♦ need-blind admission of students with strong academic potential

A Diverse Community

- ♦ a wide diversity of people and perspectives
- ♦ a residential campus in a setting that promotes close interactions
- ♦ personal, egalitarian, and respectful interactions among all members of the college community
- ♦ meeting full demonstrated financial-aid need of admitted and continuing students
- ♦ support for professional development and well-being of all whose work contributes to the college

Social Responsibility

- ♦ our strong tradition of social responsibility and action
- ♦ our strong tradition of self-governance and personal responsibility
- ♦ learning from and communicating with the world beyond the campus
- ♦ life-long connections that support friendship, work, and learning
- ♦ continuing to build institutional strength for educating tomorrow's students

The Grinnell College Council on Core Values and Institutional Excellence, chaired by the Interim President of the College and consisting of five students, six members of the staff and administration, and four members of the teaching faculty, worked together for several months to prepare this list for distribution to the college community in spring 1998.

GRINNELL COLLEGE FUND FOR EXCELLENCE

Proposal Development and Review

Guidelines: 1998-1999

This document outlines guidelines for developing Fund for Excellence proposals, as well as the process by which these proposals will be reviewed and approved. The procedures described in this document have been developed with the following expectations:

- proposals should reflect the college's core values;
- proposals may be initiated by any member or constituency of the campus community;
- proposals will be evaluated in consultation with all campus constituencies;
- proposals will be developed in a manner that requires intensive effort on only those projects with a reasonable likelihood of approval.

The college will be best served by maintaining these key aspects of Grinnell culture which have been built into the process. However, both the format of proposals and the review process may well change after the 1998-1999 academic year, as a result of reflections which bring to light more effective practices by which the campus community might best allocate the Fund for Excellence to strengthen the college.

I. Types of Proposals

All proposals should be grounded in the core values of the college. The general goal is to bring the actual practices and programs of the college into better alignment with the institution's core values. The Fund for Excellence represents an opportunity to turn the ideal future of the college into a reality. Therefore, proposals should recommend either innovative change or significant enhancement of an existing program. Proposals may be initiated by any members of the on-campus community (students, faculty, staff, and administrators) or by a group that represents several constituencies. People connected with Grinnell College who are not members of the on-campus community (such as alumni) may join with on-campus persons and groups to design and develop proposals.

II. Proposal Development

The college, and the authors of proposals, will benefit when time and effort spent on the proposals is used most effectively. Toward this end, a three-stage review process is outlined here. Proposals that are weak in their potential to strengthen the college, and separate proposals which might be effectively merged, should be identified early in the process. The goal should be that only the strongest proposals are fully developed. The final stage of proposal preparation refers to two staff functions--institutional assessment and cost estimation--which may be created through administrative re-structuring, by

bringing in consultants at certain stages, or by creating new staff positions.

A. The Preliminary Proposal

The preliminary proposal gives an overview of the proposed idea. It should be limited to 500 words, although a one-page addendum can request (in the form of a planning budget) immediate funds to support more detailed planning. Next fall, the deadlines for preliminary proposals will be **September 15, 1998** and **November 16, 1998**. However, groups ready to develop a full proposal during summer 1998 are encouraged to submit an early preliminary proposal which requests funds to cover costs associated with gathering information, holding a workshop, etc. These early preliminary proposals, with a one-page summer planning budget appended, are due on or before **May 22, 1998**.⁸

All preliminary proposals should briefly answer the following questions:

1. What do you want to do?
2. How does this idea fit in with Grinnell's core values and future direction?
3. What problem or opportunity does your idea respond to?
4. What difference will it make, and to whom?
5. What result will be achieved? How will you know whether the project has succeeded?
6. When should this project begin, and why is that the right time for it?
7. What would it take--in equipment, staff, expertise, facilities, or other resources--to turn your idea into a reality?

Preliminary proposals will be reviewed by a committee which includes members of all on-campus constituencies. This review committee will include the College Executive Council, the President and Vice-President of the Student Government Association, two representatives from the support and exempt staff, and the Vice Presidents of the College.⁹ In forming this review committee, groups that customarily consider matters of institutional scope and regularly consult with the President are joined by other members of the campus community whose perspectives should also be represented in decisions about new directions for the college.

At this stage, preliminary proposals with the strongest chance for success will receive encouragement (and funds needed for more detailed planning, as appropriate) to enter the proposal development stage. The reviewers will recommend consultation with those groups and individuals who would be affected by or involved in the project, so that the preliminary proposal can be developed as effectively as possible. They will also set a deadline for the descriptive proposal.

⁸ To facilitate summer planning, early preliminary proposals submitted by (or before) May 22, 1998 will be reviewed shortly after their receipt.

⁹ Student-government officers and support/exempt staff members should be added to the review committee early in the fall, before the committee reviews the preliminary proposals submitted in September and November, 1998. Because of time constraints in putting this committee together after the end of the academic year, the early preliminary proposals (May deadline) will be judged by a smaller group which includes all members of the College Executive Council and the Vice Presidents of the College.

B. The Descriptive Proposal

Successful preliminary proposals will be developed in consultation with the Dean's Office and with members of those groups who will be affected by or involved in the project. The Dean's Office will help to clarify the conceptual design of the proposal, and it should be both the first and, at the end, the final office consulted. An important role of the Dean's Office will be to facilitate communication and collaboration between groups who are working on complementary proposals. Either the review committee or the Dean's Office may suggest further key individuals or groups on campus who should be consulted during this stage of proposal development. (For example, the Director of Computer Services should be consulted on proposals that include a computing component.)

While proposal authors use their planning funds and work in consultation with others to develop their proposal, they should also try to obtain an advisory recommendation through the appropriate channels of decision-making at the college. (For example, proposals that entail curricular change need to be presented to the academic division, the curriculum committee, and in some cases the full faculty.) While one's proposal may not be instantly endorsed by the decision-making person or group, testing the proposed idea in this way may be helpful; it could lead to revisions of the proposal, disclose possible problems or entrenched opposition to the idea, or reveal how widespread the interest and enthusiasm for this idea might be. The outlook for proposals which do succeed in getting an advisory recommendation from the relevant decision-makers will be brightened by achieving this level of support.

Descriptive proposals will vary in complexity and length, but typically it will take six to ten double-spaced pages to present the merits of the idea and convey a realistic sense of how it will change the college. A descriptive proposal answers the same questions as the preliminary proposal, but each question will now be addressed in more detail:

1. What do you want to do? (Description; Models at other institutions if appropriate)
2. How does this idea fit in with Grinnell's core values and future direction? (Rationale)
3. What problem or opportunity does your idea respond to? (Context and Need)
4. What difference will it make, and to whom? (Evidence of interest and support from those affected by the project; Advisory Recommendations from decision-makers if appropriate)
5. What result will be achieved? (Goals) How will you know whether the project has succeeded? (Not yet a formal assessment plan, but your own full description of the project's desired outcome)
6. When should this project begin, and why is that the right time for it? (Timetable)
7. What would it take -- in equipment, staff, expertise, facilities, or other resources -- to turn your idea into a reality? (Not yet a line-item budget, but a full list of needs from which a budget could be computed)

Descriptive proposals will be reviewed by the same committee which reviewed the preliminary proposals, in consultation with the President. At this stage, also, external advisors may be invited to comment on the proposed projects, to raise questions, provide an outside perspective, and help the reviewers to evaluate how proposed ideas connect with each other and with the mission of the college. Authors of successful descriptive proposals will be cleared to guide their proposals toward a final form. Only those proposals that are strongest, with the greatest potential for strengthening the college, will reach this third and final stage of proposal development.

C. The Final Proposal

The final version of the proposal should be structured similarly to the descriptive proposal. The distinction between these stages is the formal elaboration in the final proposal of the crucial details necessary for project implementation and evaluation. This final proposal will be developed in consultation with the Dean's Office, the institutional assessor, the cost estimator, and key campus individuals or groups who would be involved in the project. The goal of these consultations is to strengthen proposals, preparing them for presentation to the President of the College. The review committee may provide guidance on which parts of the descriptive proposal are already in final form, and which parts of the proposal still need elaboration.

The assessor will provide the needed expertise to plan a method of evaluating the success of the project once it is underway. The cost estimator will assist in preparing a more complete proposed budget for the project. At this stage, internal reviewers or external advisors may suggest revisions, but some proposals may simply need to have their details filled in. In the final proposal, it should be possible for those involved to find all the information they need to get the project underway. Budgets at this stage should be computed with attention to line-item details; the timetable for setting the project in motion should be fully specified; the assessment plan should include a description of the particular methods used to evaluate the project and spell out the criteria and timetable for evaluation.

The final proposal should, ideally, demonstrate that all of the people involved--those who carry out the project, those affected by it, and the relevant decision-makers--are on board and ready to approve this proposal. Note: It is possible, if risky, to move forward with a proposal even without gaining the endorsement of the relevant decision-makers. While a demonstration of strong interest, support, and enthusiasm on the part of the people involved will certainly strengthen a proposal, and should be feasible to obtain for ideas that really are aligned with the college's core values, an idea of great merit (perhaps a radical innovation) that does not find favor with particular authorities should still have a chance to proceed through the stages of review, as long as the idea resonates powerfully with the core values and promises to contribute to the strength of the college.

The final version of the proposal elaborates further on the earlier versions, so that now it will include a fully developed rationale and set of goals persuasive to the review committee, the President of the College, and the Board of Trustees; a fully developed and specific plan of action which includes a budget, timetable, and assessment plan; and any appropriate endorsement by the involved individuals and groups. Final proposals will be reviewed by the President of the College. The Board of Trustees

is usually consulted by the President in cases that involve major expenditures of college funds.

III. Successful Proposals

At some point, which will vary depending on the specific project, it will be necessary to determine whether the cost of a project initially covered by the Fund for Excellence will be introduced into the college operating budget and become an ongoing budget expenditure. At this stage, projects based on successful proposals will be evaluated according to their own assessment plans, and also judged according to the breadth of their impact in proportion to their cost, with respect to moving the college toward a more complete realization of its core values and the fulfillment of its mission.

Core Values of Grinnell College

GRINNELL COLLEGE: DEFINITION OF VALUES

GRINNELL COLLEGE IS A PRIVATE, FOUR-YEAR COLLEGE COMMITTED TO:

Excellence in Education for Students in the Liberal Arts

- **varied forms of learning, in and out of the classroom and beyond the campus**

Grinnell College fosters active learning to achieve two goals: (1) to develop depth and breadth in the liberal arts; (2) to develop skill in analytical thinking and writing. In the classroom, learning is achieved through lecture, discussion, reflection, and critical thought. At Grinnell, learning is not confined to the classroom, to the campus, or to the academic year: internships, study abroad, directed research, community service, music ensembles, student organizations, athletic programs, and the self-governing experiences of living together on a residential campus are additional ways for students to gain skills and knowledge.

- **creative and critical thinking stimulated by the free, open exchange of ideas**

A strong sense of shared community makes it possible for any topic, however controversial, to be discussed freely, openly, and without prejudice. People at Grinnell College expect their own initial views to be questioned and challenged and agree to contribute to a shared enterprise even when unanimity is not achieved. In this spirit, Grinnell gives students and other members of the campus community a chance to develop creative thinking in all areas, as well as analytical thinking, clear written and oral expression, the formation and testing of hypotheses, and the construction of valid arguments.

- **education that reflects on its own process**

A liberal arts education need not be the same for all students, but every student needs to reflect, to plan, and to set challenges that result in an academic program optimal for that person. Likewise, every professor at Grinnell teaches and advises differently, but all reflect in a self-questioning way on their own practices, continually trying to enrich the educational experience of their students and advisees so that they receive a thorough grounding in the liberal arts.

- **excellent teaching as the highest priority of the faculty**

The faculty are serious and dedicated teachers whose top priority is classroom instruction. They teach rigorous courses and hold students to high standards of academic performance. They are actively engaged in

questions of curriculum and styles of teaching and learning. The faculty challenge students to examine their own traditions and assumptions and to take responsibility for their own intellectual development. They are readily accessible to students outside the classroom and offer sound advice on matters related to course work and career preparation.

- **active scholarship in traditional and interdisciplinary fields**

The faculty are active scholars who take pleasure in an intellectual life. They maintain an ongoing research program, and produce scholarly works that are original and significant. They stay current in their fields of study and stay connected with developments in related fields. Their research activities and classroom teaching reinforce each other. Faculty seek to engage students in a spirit of inquiry, and often involve students in their research.

- **need-blind admissions of students with strong academic potential**

Students with strong academic potential are selected for admission to Grinnell without regard to their ability to pay. This ensures the strongest and most diverse student body possible.

A Diverse Community

- **a wide diversity of people and perspectives**

A wide diversity of people and perspectives are present in an excellent liberal arts college. In order for this diversity to exist, we at Grinnell strive to be a host to a campus community representing, for example, differences in color, gender, geographic and national origins, socio-economic and cultural legacies, sexual orientation, physical disabilities, and systems of belief. In addition, in order for learning, or an exchange of these diverse perspectives, to take place, we also strive to foster a community that respects intellectual and social diversity.

- **a residential campus in a setting that promotes close interactions**

As a community dedicated to broad diversity, Grinnell provides an intellectually and culturally rich residential environment. Its location in the heartland means that the commitment to multicultural and global diversity demands purposeful and ongoing effort. The campus is the focus of student life where, during the week and on weekends alike, students engage in cultural programs, activities, personal interaction and entertainment in addition to intensive and challenging academic studies.

- **personal, egalitarian, and respectful interactions among all members of the college community**

Respectful interaction between individuals is presupposed regardless of background and persists as the community continues to grow and

change. Because there is a low faculty/student ratio, faculty and students are able to work together closely in various settings, including laboratory research, workshops, independent projects, office hours, and many other occasions for formal and informal academic consultation. Bureaucracy and impersonal contact can be kept to a minimum, replaced by direct and personal communication.

- **meeting full demonstrated financial-aid need of admitted and continuing students**

The college meets the full demonstrated institutional financial need of all admitted and continuing students, making a Grinnell education accessible through a combination of grants, loans, and work-study funding. The financial accessibility of a Grinnell education reinforces equality of opportunity, respect for individuals, social justice, and community diversity.

- **support for professional development and well-being of all whose work contributes to the college**

One of the greatest assets of an excellent liberal arts college is its personnel. To this end, the college is committed to providing an environment which promotes their physical, mental, and emotional well-being by encouraging career growth and skill development on and off campus, health and wellness programs, support for lifestyle choices, and flexible working hours. The college offers a strong benefits package and is committed to revising the benefits/salary offerings as needed to retain high-quality faculty, administration, support staff, dining services, and facilities management personnel in order to provide an excellent education to students.

Social Responsibility

- **our strong tradition of social responsibility and action**

Members of the campus community are socially and politically aware. They value and actively promote community-building, justice and social responsibility. The institution creates and supports summer and academic-year internships and break programs and supports not-for-profit/social-justice work including community service at both local and national levels. People at Grinnell College collaborate in positive ways with the local community and with the world beyond the campus.

- **our strong tradition of self-governance and personal responsibility**

To develop independent decision-making and practical life skills, students design their own courses of study within a rigorous academic program and explore a rich variety of experiences outside the classroom. Self-governance encourages students to become responsible, respectful, socially conscious and accountable members of the campus, town, and global community. Democratic representation governs many areas of

college policy-making and planning.

- **learning from and communicating with the world beyond the campus**

Grinnell College is engaged with its local community, its nation and the world. More than ten percent of the students are from another country, and virtually every state is represented. More than half of Grinnell's students study across the nation and throughout the world with portable financial aid. During the academic year, campus events are offered free of charge to the campus and local community. Advanced communication technology allows the campus to interact and remain connected with the world.

- **life-long connections that support friendship, work, and learning**

The College, through its curriculum offerings, extra-curricular activities, and student life programs, encourages its students to develop a life-long commitment to the ideals of liberal education. These include the pursuit of knowledge for its own sake and the ability to develop successful careers, satisfying personal lives, effective community service, and intellectually satisfying and physically active leisure. Many alumni pursue advanced and professional studies; the accomplishments of Grinnell graduates create positive changes throughout all areas of society. The College encourages and supports the constructive participation of its alumni in the larger Grinnell College community.

- **continuing to build institutional strength for educating tomorrow's students**

The college maintains its facilities in excellent condition, makes wise financial decisions, and allocates resources in a well-planned and responsible way, to sustain excellence of education in the liberal arts for many future generations of students. Everyone on campus is involved in Grinnell's effort to set a standard of excellence for national liberal arts colleges.

Core Value Summary

GRINNELL COLLEGE: THE VALUES IN PRACTICE

Dedicated to excellence in education for students in the liberal arts, Grinnell College is a diverse community founded on respect for individuals and promotion of social responsibility. At Grinnell, students who combine strong academic potential with a commitment to social justice prepare themselves to put their highest ideals into action. The diversity embodied by the campus community -- for example, in color, gender, geographic and national origins, socio-economic and cultural legacies, sexual orientation, physical disabilities, and systems of belief -- stimulates the diversity of free and open intellectual exchange, a process of reflection and questioning integral to a Grinnell education. Grinnell professors make original contributions in traditional and new academic fields. While committed to their scholarship and to college governance, faculty members at Grinnell consider it their highest priority to offer students the best undergraduate education available in the United States. In fact, their scholarly and creative achievements contribute in a variety of ways to their excellence as teachers.

Grinnell College fosters active learning inside and outside the classroom. Students take the initiative in designing their own programs of study, supported by strong faculty advising. Faculty and students work closely together in various settings, including the first-year tutorial, advanced seminars, laboratory research, workshops, independent projects, internships, office hours, and many other occasions for formal and informal academic consultation. All members of the campus community reflect on what they are doing, question their own practices, and set themselves challenging goals. At Grinnell, learning is not confined to the classroom, to the campus, or to the academic year: internships, study abroad, directed research, community service, music ensembles, student organizations, athletic programs, and the self-governing experience of living together on a residential campus are additional ways for students to gain skills and knowledge. College publications, including those prepared by students, reflect the intellectual and creative abilities fostered by a Grinnell education. An impressive series of concerts, lectures, exhibits, films, and other cultural events is offered to complement the academic program. The success of Grinnell students and the quality of a Grinnell education reflect the contribution and commitment of all college personnel, including faculty, administration, support staff, dining services, and facilities management.

Students are selected for admission to Grinnell without regard to their ability to pay. The college meets the demonstrated financial need of all admitted and continuing students, making a Grinnell education accessible through a combination of grants, loans, and work-study funding. The financial accessibility of a Grinnell education reinforces equality of opportunity, respect for individuals, social justice, and community diversity. In the same spirit, recognition and opportunities for professional development are offered to those whose work contributes to the college. Everyone on campus is involved in Grinnell's effort to set a standard of excellence for national liberal arts colleges.

Grinnell College builds connections and looks toward the future. Through its educational programs and student services, the college encourages students to develop friendships, prepare for fulfilling careers, and engage in lifelong pursuit of learning. Many alumni pursue advanced and professional studies; the accomplishments of Grinnell graduates create positive changes throughout all areas of society. Continuing a history of social responsibility and action, people at Grinnell College collaborate in positive ways with the

local community and with the world beyond the campus. By offering opportunities for people to achieve academic goals through travel and electronic networking, the college maintains vital connections with other campuses, organizations, regions, and nations. After graduation, alumni remain connected with the college, helping to extend the Grinnell community around the world. Finally, the college maintains its facilities in excellent condition, makes wise financial decisions, and allocates resources in a well-planned and responsible way, to sustain excellence of education in the liberal arts for many future generations of students.

May 8, 1998



August 18, 1998

Memo to: Grinnell College Faculty, Staff, and Students

Fund for Excellence

I. Origin of the Fund for Excellence

The idea of the Fund was developed within the Board of Trustees and announced during the last academic year. The Fund exists for two reasons. First, the Trustees felt that it was desirable to create a mechanism outside of the annual budgeting process that would encourage the College community to think in the broadest terms about what might be done strategically to enhance Grinnell as a liberal arts college of the first rank. Second, because of the extraordinary short-term increase in the value of the endowment, an increase that could be reversed or seriously eroded by market fluctuation, the Trustees believed that not all current "income" should be used to fund base operations of the College. If the stock market experienced a large downturn and there were corresponding reductions in the endowment's value and the income it earns, then aspects of the base budget would have to be eliminated, which would cause enormous pain and dislocation. It is, of course, also possible that the market will continue to increase and therefore some current use of the available income is in order. And, in fact, we have been plowing back the income growth for a number of years into current operations. To be specific, endowment support of the base budget increased 42% from 1995 to 1998 and also increased from 33.8% to 39.7% of our operating income. But because there is no certainty that the current level of income will continue, the Trustees felt it prudent to create a separate fund which could be allocated to college purposes that promise strategic enhancement but which would not initially be within the college's base budget.

As the preceding paragraph makes clear, grants from the Fund for Excellence initially will be outside of the College's base budget. To the extent that Fund expenditures become ongoing, annual expenditures, they will have to be folded, over time, into the base budget. To expand permanently the base budget by the amount of Fund grants would violate one objective of the fund, e.g., to have the base budget include only reasonable and sustainable amounts of endowment income. Thus, in thinking about Fund for Excellence proposals, we will have to take four kinds of future budget scenarios into account: 1) A Fund proposal for a one-time expenditure, such as for a capital improvement that will not generate significant new maintenance costs, 2) A Fund proposal that increases base budget expenditures but generates corresponding revenues or reasonably foreseeable grant or enterprise income, 3) A Fund proposal that clearly anticipates adding new, continuing expenditures to the base budget (i.e., more faculty or staff), and 4) A Fund proposal that sets a path to future budget commitments which reflects a staged approach to what ultimately will be added to the base budget.

It is important to note that the budget aspects of any Fund proposal will, in the end, not be dispositive if the overall proposal promises significant strategic enhancement. Nevertheless, any proposal that posits immediate, major additions to the base budget will bear a heavier burden of demonstrating that it is going to produce nearly certain strategic enhancement.

II. Criteria and Proposals

At no point in the development of the Fund for Excellence have absolutely definitive criteria been set out. The reasons for this are two-fold. The entire process of consideration was started early by President Duke, so that the community could begin to give thought to this matter. His decision has produced a number of interesting discussions and pre-proposals. The core criterion for a grant from the Fund, as envisioned by the Trustees from the start, is that a proposal promise strategic enhancement of the College as a liberal arts college of the first rank. The report of the Council on Core Values and Institutional Excellence, which has helped to educate me about the College, has articulated important aspects of what the Grinnell community sees as characteristic of this College. It is possible that there will be proposals which are funded that relate to only one aspect of the core values. In addition, proposals might be funded that do not directly relate to a core value but that implicitly relate to one or more of them.

Liberal arts colleges, in particular, and academic institutions, in general, thrive by their defusion of power and authority to generate new ideas and, indeed, knowledge. Thus, there is no absolutely final basis to measure what will promise strategic enhancement. At the same time, the heart of this standard can be discerned. Proposals that will solidify, promote, or improve the college's academic excellence and reputation and, in turn, its ability to attract talented faculty and students are at the core of the idea of strategic enhancement.

Although the number of proposals is not strictly a "criterion," it is important to note that there probably will be only a handful of proposals funded. First, for a project to have an impact of strategic significance, it is likely that large sums of money will be needed. Second, it is desirable that the handful of projects cohere and provide reinforcing detail and nuance to our core mission. Third, it is administratively difficult and cumbersome to handle a large number of disbursements and to monitor the effectiveness of each.

III. Process

In this section of the memorandum, I will describe a process for this fall that hopefully will lead to the making of some commitments from the Fund. Two important caveats to the existing processes need to be reiterated. First, it may well be that new proposals, not yet developed, will be made and that they may garner significant portions of the Fund's expenditures for the year. Conversely, it is possible that none of the existing proposals will be funded. Second, some or even most of the Fund (\$5,700,000) will not be awarded for this year if, at the end of the process, there is doubt or uncertainty that the main criterion of strategic enhancement has been satisfied.

Early this summer, President Duke, after consultation, decided that several of the

preliminary proposals be moved to a second stage. Additional preparatory work was requested on a number of other pre-proposals and he indicated that additional proposals still were expected. Some proposals that were advanced to another stage have received preliminary funding. In addition, I will announce shortly a few modest grants that have been stimulated by earlier proposals and subsequent discussions. These preliminary grants and approvals do not indicate the final disposition of the grants to be made or announced later in the fall term.

The following calendar is the schedule for proposals and discussion for this fall.

1. *October 1, 5 p.m.* This is the deadline for revised, expanded, or new proposals. This date is chosen to permit significant work after the start of the academic year. A proposal can be submitted before this date if it is ready.

Each proposal should include:

- an overall description
- a list of individuals, facilities, and programs that are involved or could potentially be involved
- a description of how this proposal will strategically enhance the College; some discussion of similar programs, facilities, etc.; and an explanation of why the Grinnell program will be unique
- a time-line for commitment and implementation that would take into account the budgetary considerations set out in section I of this memorandum
- a list of inside and outside experts who might evaluate the proposal and/or copies of discussions taken from journals, etc., that explain the context for such a proposal

2. *Review and Discussion.* From the Trustees meeting on October 8-9 until the end of November I would like to engage the faculty, staff, students, trustees, and outsiders of the College in a series of discussions. The aim of these discussions, including consultation with the Executive Council and Vice Presidents, will be to produce a tentative set of commitments to be circulated to the College community during the first week of December. After hearing further reactions to this tentative set of commitments, I hope to make a decision or decisions before the winter break. It is obvious that if faculty or trustee action to approve a new program or structure is required as a result of a decision to fund a proposal, then we will have to schedule that process.

* * *

All of the detail of this memorandum may mask the exciting prospect that lies ahead of us. We have the resources to make significant decisions that enhance, improve, and maybe over time transform the College in ways similar to the other historic changes that have occurred here and at other fine liberal arts colleges. I look forward to your proposals and your critical participation in the process of evaluating them.

Russell K. Osgood
President



September 3, 1998

Memo to: Grinnell College Faculty, Staff, and Students

I am pleased to announce a few initial grants that developed from proposals already submitted to the Fund For Excellence. These grants either flow from a substantial proposal or set of proposals, or enhance a current aspect of the College's mission that will be the subject of a proposal. I am also attaching a memorandum from Associate Dean Paula V. Smith which summarizes the summer activity regarding the Fund For Excellence. These preliminary grants do not indicate the final disposition of grants to be made and announced later in the fall term.

- **\$35,000 to the Library.** This grant will be allocated at the discretion of the Librarian to improve overall Library functioning and may include re-indexing the catalog system, installing more hard-wired ports for loading records into the catalog system, expanding web access to locations outside of the Library, or making selected acquisitions.
- **\$50,000 to the Career Development Office.** This grant will permit the Career Development Office, in conjunction with other departments, to expand current experiential learning opportunities, such as summer internships and student/faculty research collaboration, to a greater number of students and to create other new opportunities which will enrich experiential learning and expand our connections to the world beyond Grinnell.
- **\$48,000 to the Biology Department.** This grant will allow the Biology Department to place the Conard Environmental Research Area ("CERA") on a par with our on-campus labs. The Biology Department will be able to obtain essential lab equipment for CERA, such as computer workstations, new microscopes, and an automated weather monitoring system, among other items.
- **\$36,000 to the Community of Teachers Program.** This grant was awarded by Interim President Charlie Duke last year to support a Grinnell-Newburg high school teacher's leave to do research at the college and to work with a Grinnell College faculty member in designing curricular projects to be implemented in the high school. This grant should support and develop educational links between the college and the school system.

Congratulations to those involved with the foregoing projects and proposals. These grants are exciting and will enhance the College. At the same time, as I mentioned previously, they do not presage the disposition of future proposals, which I look forward to receiving on or before October 1, 1998. Once again, congratulations to the various individuals, groups, and departments.

Russell K. Osgood
President

RKO:jb
Attachment



September 1, 1998

TO: President Russell Osgood

FROM: Paula V. Smith

RE: Summer 1998 Report on Fund for Excellence Activities

During the summer, 48 faculty members and over 25 others who work at the college participated in planning workshops, travel, and meetings to discuss and prepare Fund for Excellence proposals for October 1, 1998. As a result of these efforts, a number of proposed projects have now moved beyond the "brainstorming" which largely characterized the faculty retreat and most of the interest group meetings last spring. Here follows a summary of current activities:

Last spring, Interim President Duke awarded a Fund for Excellence grant to continue the Community of Teachers program in 1998-99. Under this program Joyce Wagner, a teacher at Grinnell High School, is engaged in sabbatical research on the teaching of writing. As a culmination of planning through spring and early summer, the interest group on college-school district collaboration hosted a luncheon program on August 20 attended by 18 interest group members and 41 teachers and school officials. Dennis Perri (Professor of Spanish) led a discussion of collaborative projects which may offer mutual benefit to the college and the school system.

The interest group on town-college collaborations also held several meetings over the summer, including their meeting with you on July 7 at Grinnell House. This group has started to work with Frank Thomas in the new academic year. One specific preliminary proposal in this area came to the Fund for Excellence in May from the board of the Grinnell Community Day Care Center. Twenty-five percent of the children enrolled at the center are dependents of Grinnell College employees. Barbara Brown (Psychology Technical Assistant) is preparing a descriptive proposal which considers how Community Day Care, with support from major employers in the town of Grinnell, can improve the quality of care and respond to the needs of the working parents who depend on its programs. Barbara has been working with David Clay and Jim Mulholland (Benefits and Compensation) on a financial plan and strategy for the center.

A group of faculty members representing all three academic divisions gathered to discuss the prospect of establishing an interdisciplinary Center for Prairie Studies at the college. Members of this group have received modest support from the Fund for Excellence for expenses associated with fact-finding travel to prairie research sites and learning centers in Nebraska, Iowa, and Kansas. Jon Andelson (Professor of Anthropology) coordinated this interest group during the summer.

Efforts also continue on a diversity initiative which ranges from developing a network of African American alumni to increasing recruitment and retention of students of color at the college. Tinker Powell (Associate Professor of Economics) evaluated existing diversity efforts over the summer; she is now planning a fall workshop to include visiting alumni.

Led by Doug Caulkins (Professor of Anthropology), faculty members from all three academic divisions held a week-long workshop and follow-up sessions to discuss student-faculty research. They developed a Fund for Excellence proposal for a new student option called the Mentored Advanced Project, or MAP. Built from existing elements of the curriculum (independent projects, directed research, internships, guided readings, etc.), MAPs would be held to high standards, including completion of a scholarly product which is disseminated outside the classroom. The proposal also seeks to account for the credit-bearing teaching duties which faculty members currently carry in addition to their five courses.

Throughout July, a set of connected workshops supported by the Fund for Excellence examined two types of "field learning" in addition to the student-faculty research model described above. One group, led by Chris Hunter (Professor of Sociology), proposes expanded opportunities for student internships. The other, led by Eliza Willis (Associate Professor of Political Science), discussed alternative models for academic study tours (including concert tours) and field trips. The internship group proposes the establishment of Experiential Learning Accounts, as an incentive for students to plan independent learning which builds on and contributes to their academic achievements at the college.

In August, Elizabeth Dobbs (Professor of English) and George Drake (Professor of History) co-directed one more summer workshop supported by the Fund for Excellence. This group surveyed the history and philosophy of liberal arts education at Grinnell and examined the role of interdisciplinary studies in liberal arts education. Some members of this group seek to revive a "capstone liberal arts seminar" idea which was endorsed in principle by a faculty vote in Fall 1991. This group continues to meet in the new academic year. Also connected with this workshop are sub-groups of faculty members interested in developing interdisciplinary programs in areas such as East Asian studies, prairie studies, and cross-departmental humanities courses.

Some of these groups will submit proposals under the October 1 deadline. As you suggested in your August memorandum, new proposals may well also come forward at that time which deserve equal consideration with those listed above.

APPENDIX D:

**REPORT ON THE PROGRESS OF THE
ASSESSMENT PLAN FOR GRINNELL COLLEGE**

David Lopatto, Assessment Coordinator

In response to the position taken by the Commission on Institutions of Higher Education, Grinnell College formulated a plan for the assessment of student learning. An assessment plan was submitted to the North Central Association of Colleges and Schools in 1995. After reviewing the plan, the NCA asked for significant revisions. Following a number of contacts with the college's NCA liaison, Cecilia Lopez, the college outlined an assessment plan that included both college-wide and departmental assessment, with both direct and indirect measures of student learning. In January of 1997, the college sponsored a two-day faculty workshop at which, as Assessment Coordinator, I advised academic departments on guidelines for departmental assessment plans. A reformulated assessment plan was submitted to the NCA and was approved in April of 1997. The plan called for annual assessment activities on a college-wide scale, and a staggered implementation of departmental assessment plans that spans a five year period from 1997 to 2001. The plan has now been in effect for approximately one year.

In a recent report given at the annual meeting of the NCA, Cecilia Lopez, Associate Director, categorized the progress of assessment plans nationwide as Level One (beginning implementation), Level Two (some implementation), or Level Three (on-going implementation). The Grinnell assessment plan falls between a Level One and Level Two implementation after one year. We are beyond Level One because Level One is characterized by assessment plans being available, program goals stated, and measures of student learning collected by some but not all of the academic departments. Grinnell has assessment plans, program goals, and at least scheduled measures for each academic major department. We are not clearly on Level Two because it is not yet clear how plans might be revised or refined, because a new administration has not had time to address the assessment issues, and because the full impact of assessment on curricular and pedagogic planning has not yet been felt. Nevertheless, it is clear that the *Assessment Plan for Grinnell College* has achieved its short-term goals.

As part of activities related to self-study, I convened a working group consisting of Associate Professor Victoria Brown of the History Department, Associate Professor Irene Powell of the Economics Department, Associate Dean Jo Calhoun, Director of Academic Advising, and Carol Trosset, Director of Institutional Research. The evaluation of the assessment reflects in part their observations.

Assessment activities: The implementation of the plan

The Assessment Plan is available in the resource room. Six primary goals were identified (p. 9). These included three educational goals (1, 2, and 3, below) and three goals pertaining to institutional effectiveness or achievement beyond the classroom. In brief, the six goals are:

1. The development of skill in analytical thinking and writing.
2. The development of depth of disciplinary knowledge in a major field.
3. The development of breadth of knowledge across the liberal arts.
4. Educate citizens and leaders by equipping graduates to pursue successful careers and satisfying lives.
5. Foster critical independence in a community that expects and respects intellectual and social diversity.
6. Support and encourage a faculty of active scholars whose primary mission is to teach.

In the assessment plan, these goals are placed in the context of Grinnell's culture and philosophy; the reader is invited to go to the plan for this information. This report will focus on the assessment activities that were described in the plan. Each activity is described and followed by a progress report. I conclude with an overall evaluation.

Direct measures of student academic achievement (Pages 18-24)

1. Analytical Thinking and Writing College-wide Assessment Project (p.18)

The assessment plan calls for a series of faculty writing seminars at which student papers are reviewed. Faculty participants meet for one week during the summer and analyze pairs of papers from student authors. One paper in each pair is drawn from early in the student's career; the other reflects more mature work. The faculty members use these papers to assess the state of student writing across the curriculum. The plan called for a pilot project to be conducted in the first summer of the plan (1997). Associate Professor of English Paula Smith conducted a seminar devoted to developing a set of criteria for assessing student writing. The seminar participants read eight pairs of papers from student authors. The results of the seminar's deliberations were summarized by the college's writing advisory committee and presented to the faculty at a faculty meeting in the fall of 1997. The next phase calls for another seminar in the summer of 1998 in which the sampling of papers was expanded. This seminar was completed in June. Professor Smith's reports on the two seminars are available in the resource room. By all accounts, this project is among the most successful of our assessment activities.

In fact, Carol Trosset, Grinnell's Director of Institutional Research, has been invited by

the steering committee of the Association for Institutional Research in the Upper Midwest to present a paper on Grinnell College's writing assessment project at the annual AIRUM conference in Eau Claire, Wisconsin, on October 15-16, 1998. She will describe the structure and process of the assessment, the criteria used to evaluate student writing, the benefits faculty members have derived from participation, and the college's plans to expand the pilot project to include a larger number of faculty and a broader sample of student papers. This presentation will offer Grinnell's program as a model for consideration by faculty and administrators involved in learning assessment at other colleges and universities in the region.

2. Department Outcomes Assessment of Student Academic Achievement (p.20)

Progress on department plans is guided by a five-year timetable. The plan called for summer assessment seminars in 1997 for Biology, Classics, Economics, and Education. These seminars were held. Summer assessment seminars in 1998 were available for American Studies, Chinese, English, French, History, Mathematics and Computer Science, and Physics. Chinese and Mathematics completed summer seminars in 1998. Not all department plans make use of the summer seminar option. The History Department, for example, sent samples of student written work to an outside evaluator. Examples of the results of our early departmental efforts are given in the chapter on Criterion Three in the self-study report.

3. The New Science Project (p.22)

As the assessment plan was being constructed, the college received a grant from the National Science Foundation for institution-wide reform for science education. The grant activities have implications for both the science curricula and support for science learning. The program completed its second of three scheduled years in the summer of 1998. The first annual report on the activities is available in the resource room. As expected, the first year of the program focused on the creation of a science and mathematics learning center and on curricular changes in introductory science courses.

Indirect measures of student academic achievement (Pages 24-27)

1. Alumni and Student surveys (p.24)

a. College-wide alumni and student surveys.

An alumni survey was mailed to approximately 3000 graduates in the fall of 1997. Since alumni are best able to reflect on the long-term impact of their education, a one page survey was created by the Director of Institutional Research that asked for the relation of the college's liberal arts goals to the respondent's life experiences. A total of 876 valid responses were received. These data are being analyzed and preliminary results are summarized in the chapter on Criterion Three.

A HEDS senior survey was distributed to the graduating class of 1997. Out of 374 seniors, 285 or 76% responded. The HEDS consortium scored the survey and provided benchmarking statistics for peer institutions. Some of the results are reported in the chapter on Criterion Three. In November of 1997, three surveys were distributed to the student body so that each third of the student population received one kind of survey.

The three surveys were the *College Student Experiences Questionnaire*, the *Student Development Task and Lifestyle Inventory*, and the *Survey of Academic Advising*. The results of these surveys are utilized in the self-study report. The complete results of each survey are available in the resource room.

b. Academic department alumni and student surveys.

The Director of Institutional Research, Carol Trosset, has assisted each department during department reviews by creating and distributing alumni and student surveys. The results of these surveys are part of the files on department reviews.

2. Ethnographic study (p.26)

The Director of Institutional Research is an anthropologist and ethnographer. Her recent research on campus culture include a study of obstacles to open discussion and critical thinking (1997), a study of why humanities majors may not take science courses (1997), and other topics. Results from her ethnographic studies appear in the self-study report.

Other measures of student academic achievement (Pages 27-31)

1. Transcript analysis study (p. 27)

Transcript analysis has been undertaken as part of our self-study project. Both the Acting Registrar and the Director of Institutional Research have provided data from student transcripts. Transcripts from students graduating in the past decade have been used to answer questions about breadth of course work, work in the academic major, and independent study. The results of the analysis are reported in the chapter on Criterion Three. In addition, Dean of the College Jim Swartz scheduled a faculty summer (1998) workshop in transcript analysis. The purpose of the workshop, entitled "Workshop on Liberal Education and Transcript Analysis", was to encourage faculty participants to formulate useful questions for transcript analysis as well as to deliberate on the best interpretation of the results. A summary of this group's work to date is found in the chapter on Criterion Three in the self-study report.

2. Writing advisory committee (p. 28)

The writing advisory committee received the report on the summer writing assessment seminar, described earlier, and presented the results to a faculty meeting in the fall of 1997. The writing advisory committee is also responsible for the in-house publication of the *Writing Inventory*, a document that provides information about the number and kind of writing assignments in courses across the curriculum.

3. Academic department and concentration reviews (p. 29)

The tradition of academic department reviews predates the assessment plan. Recent department reviews include Theatre (1995), Mathematics and Computer Science (1996), English (1996), Economics (1997), History (1997), Chinese (1998), and Sociology (1998). The Gender and Women's Studies Concentration has also undergone a recent review (1998). More reviews are planned for 1998-99. The documents generated by these reviews are extensive and are available from the Office of the Dean of the College.

4. Assessment of students in courses (p. 30)

This item includes the regular activities of grading, writing a student evaluation in Tutorial, controlling the quality of off-campus study applications, and the work of the Committee on Academic Standing. These activities take place annually and are too extensive to be reported here.

Assessment of goals related to institutional effectiveness (Pages 31-33)

1. Review of the advising system (p.31)

2. Review of student affairs (p. 32)

3. Review of the career development office (p.32)

Items 1, 2, and 3 are related by organization. Vice-President and Dean for Student Affairs Thomas Crady has received reports on Academic Advising from Associate Dean and Director of Academic Advising Jo Calhoun and on Career Development from Director of Career Development Steven Langerud. Dean Crady has completed an overall report that incorporates these three reviews. The complete report is in the resource room for the self-study.

4. Assessment of faculty (p.33)

Assessment of individual faculty performance is done annually. The procedures for interim and full review are described in the Faculty Handbook. The annual merit review leading to recommendations for individual faculty salaries is described in the section on "Faculty Governance" in the chapter on Criterion Two.

5. Other reviews (p. 31)

The plan refers to reviews of the bookstore and the audio-visual center. The review of the bookstore took place in 1996. The review of the audio-visual center is still in the planning stage.

Evaluation

In its short lifetime, the assessment plan has had some impact. Some concerns are also becoming apparent.

1. Impact

Goal clarification: During the formulation of department assessment plans, academic departments were compelled to analyze their goals. In some cases department members realized that loosely formulated goals were not being pursued programmatically. An example: Some departments had listed a goal of improving oral communication but had no systematic program for teaching or evaluating oral communication. The assessment planning has clarified goal-setting in the departments.

Awareness: The faculty has become aware of, and reacted to, assessment information. An example: At a faculty retreat held in January of 1998, some discussion focused on the results of the ethnographic study on obstacles to open discussion. Another example: The faculty discussed the results of the first writing assessment seminar at a faculty meeting in the fall of 1997. More generally, there is a higher level of awareness on all levels about the need for assessment.

Allocation of resources: The college has made a commitment to double the staff of the Office of Institutional Research by adding a second full-time position. The job description for the new Senior Research Analyst, who joins the college staff in October, includes expertise in assessment.

Collaboration: Faculty have discovered that it is useful to collaborate with the Office of Institutional Research and with outside evaluators. An example: The Psychology Department is using a "similarity rating task" that measures the knowledge of concepts in psychology and their relation. Janet Gibson has traveled to New Mexico University to visit with professional colleagues who use the same technique.

The impact of the assessment activities on the college is also discussed in the section entitled "Closing the Circle: Planning and Assessment" in the chapter on Criterion Four in the self-study report.

2. Concerns

Department plans: Some departments are having difficulties realizing their plans. In the fine arts, a new building and curricular changes will probably cause a postponement or revision of assessment. In Anthropology and American Studies, faculty members who helped craft the plans have either gone on leave or taken other jobs. Faculty members returning from leave or joining the department are not familiar with, or have not fully accepted, the plans. In many cases, department plans could benefit from simplification.

Faculty time: Most faculty members now acknowledge the value of learning assessment, but many are not trained in the technologies of measurement, and they are hesitant to invest large amounts of time in assessment training and activities.

Student expectations: It is not clear that students are obliged to take part in assessment activities. If they are, it is not clear if students at the college during the transition may be

exempt and that only students entering after the plan was approved should be obliged to participate. There is unevenness in the publicity for assessment activities across departments.

Allocation of resources: There is no formal budget for assessment. Current assessment activities are funded by the Dean's Office. The amount of funding available is unclear.

Recommendations

Currently the assessment plan is managed by the faculty coordinator, who reports to the Dean. The true "assessment committee" is the Faculty Executive Council of the college. The Dean's Office and the Executive Council are too busy to oversee the assessment plan. I recommend that the management responsibility be folded into the administration of the college in the office of an Associate Dean or of the Registrar. If a faculty member continues to be appointed to the coordinator position, then perhaps a multi-year appointment could be arranged. Whatever the case, the coordinator will need the cooperation of the Dean's Office for administration and enforcement of the assessment timetable. In addition, funding for assessment should be explicit and increased.

The original plan is too inflated with activities that are not truly central to assessment of student learning. The assessment coordinator should concentrate on the college-wide and departmental measures of student learning, together with indirect measures that might help students and advisers during the students' time at Grinnell.

Many of the categories of activities listed in the first part of this report could be deleted from the assessment plan reporting. Many of these activities are performed anyway and reported for other purposes. Here is a proposed simplification, based on the categories above.

What to keep and what to delete

Direct measures: Retain and fine-tune the writing seminars and the department assessment plans. Recognize that the New Science Project will eventually be included in the regular curriculum and so does not need to be reported as a separate topic.

Indirect measures: Occasional use of surveys is helpful, particularly in the context of department reviews and for tracking student development. Surveys, however, should not be used without a strong rationale. The ethnographic work of the Director of Institutional Research has been useful and provocative. It is recommended that it be continued. These measures should be in the service of college-wide and department assessment. They need not be reported as a separate category.

Other measures: Transcript analysis is useful when put to a specific purpose. It should be reported as part of specific projects for department review or curricular review. The writing advisory committee is associated with the writing seminars, but its other work need not be reported as assessment. Assessment should be part of academic department and concentration reviews, but these reviews are not part of assessment. They should be reported in another context. The item called "assessment of students in courses" in the plan is too vague and should not be reported as assessment.

Assessment of goals related to effectiveness: These are regular activities of the college and need not be reported as assessment.

Changes in direction

The Commission mandate for institutions to have assessment plans attempts to accomplish two goals: First, to have an institution document its educational achievement, and, second, to have a tool for improvement. These two goals are potentially in conflict. As a method of documenting success, a proper assessment plan resembles a quasi-experimental design. The plan requires an objective observer, either in the form of a committee or an outside evaluator. The plan requires time, usually the length of the college program. Finally, the plan assumes no significant environmental changes during the duration of the experiment. Because these parameters, particularly the last one, are almost never met, I recommend that college de-emphasize assessment as documentation of its effectiveness. I recommend the college focus on the second purpose of assessment, as a tool for improvement. I hypothesize that if assessment is truly useful for improvement of student learning, then its adequacy as a documentation of student learning will naturally follow. In contrast to the situation described above, in assessment for improvement classroom teachers and advisers remain directly involved, assessment may take place on a shorter time frame, and interventions, especially those suggested by assessment, may be immediately implemented. Assessment has to be useful to the institution or it will not be sustained.

The use of assessment as a continuous tool for improvement rather than an experiment leads to a different use of data collected from students. Rather than rely entirely on an aggregate of anonymous papers and tests to be reviewed every few years, departments could adopt a policy of collecting individual, longitudinal information to be treated confidentially. Such a policy is already in place for student transcripts. A deliberate plan for gathering high-school and first-year information could be made to construct an individual baseline for each student. (A potentially relevant first-year student survey used by this college every year, provided by HERI, the Higher Education Research Institute, was never included in the assessment plan. It could be utilized as the first measure in the assessment of student motivations and expectations.) Information about important variables such as motivation, work habits, and self-efficacy could be provided to advisers. This information could be used by students and advisers to begin the dialogue that the college hopes leads to student maturity, self-discipline, and involvement in liberal education. Any assessment activities that strengthen the joint accomplishment of advisers and advisees should be seriously considered. For both nonmajors and majors, the concept of the student "portfolio" (the record of scholastic products) should be blended with the student "folder" (the record of course work and registrations) and be considered as a whole. In our context of an open curriculum with its varieties of liberal arts experiences, our assessment activities would be most useful if they show the adviser what the advisee has accomplished and they provided for the improvement of the adviser-advisee collaboration. A careful program of data collection, communication to the adviser and feedback to the student would help us understand and guide the four-year process of education.

While the assessment work of each department might be considered unique with respect to its majors, the obligation to assess the learning of nonmajors leads to an awkward system in which assessment becomes redundant and confused. If several major

departments contribute to one element of liberal education, for example, quantitative reasoning, in nonmajors, then each department is currently obliged to test for this learning (redundancy) by collecting information from students who may be taking quantitative reasoning courses in several departments (confusion). A simpler system would be to identify the courses that ostensibly contribute to quantitative reasoning and provide one assessment activity for a sample of students who participate in one or more of these courses. Another simplification could be directed at writing across the curriculum. If we have a college-wide assessment of writing and we have major departments assessing writing for their majors, do we need department-centered writing assessment for nonmajors?

In summary, I consider assessment to be in an intermediate stage. If we wish to make progress with assessment, then Grinnell College needs to 1) set up a permanent administrative structure for assessment, 2) eliminate non-assessment activities from the plan, 3) focus the outcome of assessment on helping the individual student and improving advising, and 4) simplify and fine-tune existing plans to eliminate excess work and redundancy.