

NEH Application Cover Sheet

Challenge Grants

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Field of Expertise: Literature - French

INSTITUTION

Carleton College
Northfield, MN UNITED STATES

APPLICATION INFORMATION

Title: *Carleton College Challenge Grant in Support of the Postdoctoral Fellows
Endowment: Towards Long-Term Innovation and Excellence in the Humanities*

Grant Period: From 7/2009 to 6/2011

Field of Project: Humanities

Description of Project: Carleton College requests from the National Endowment for the Humanities a Challenge Grant of \$350,000 in support of an endowed Postdoctoral Fellows Program in the Humanities. The College seeks to create a permanent endowment of \$1.75 million that will ensure the ongoing implementation of the Fellows Program. The College proposes a four to one match of the NEH Challenge Grant. The Fellows Program aims to benefit both the postdoctoral scholar and the vitality of the humanities at the College. For the Fellows, the program provides an opportunity to conduct research, teach a reduced load, develop teaching skills, participate in a community of humanities scholars, and receive mentoring that will contribute to candidate's professional development. For the College, the Fellows Program enables humanities departments to explore new approaches to disciplines, bring in new perspectives, and envision new ways to develop teaching and learning strategies in a discipline.

BUDGET

Fiscal Year # 1	\$200,000.00	Total from NEH	\$350,000.00
Fiscal Year # 2	\$150,000.00	Non-Federal	\$1,400,000.00
Fiscal Year # 3	\$0.00	Total	\$1,750,000.00
Fiscal Year # 4	\$0.00	Matching Ratio: 4.00 to 1	

GRANT ADMINISTRATOR

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Carleton College
Northfield, Minnesota

**Carleton College Challenge Grant in Support of the
Postdoctoral Fellows Endowment: Towards Long-Term Innovation and
Excellence in the Humanities**

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 Aniko Csirmaz
 Melanie Michailidis
 Cathy Yandell

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Carleton College Challenge Grant in Support of the Postdoctoral Fellows Endowment:

Towards Long-Term Innovation and Excellence in the Humanities

Abstract. Carleton College requests from the National Endowment for the Humanities a Challenge Grant of \$350,000 in support of an endowed Postdoctoral Fellows Program in the Humanities. Having successfully implemented postdoctoral humanities appointments since 1999, the College seeks to create a permanent endowment of \$1.75 million that will ensure the ongoing implementation of the Fellows Program. The College proposes a four to one match of the NEH Challenge Grant.

While humanities teaching and research are central to Carleton's mission, the College recognizes that the humanities are in a continual state of evolution, with scholars negotiating tradition and change in the disciplines. Technology introduces new perspectives and specialties, as well as new modes of production and dissemination of research. New approaches and methods in the disciplines result in diversity of perspectives and of interpretations of texts and ideas. Changes in student experience, especially in areas of multimedia technology, affect students' contextual knowledge and their approach to reading and studying the humanities. The Postdoctoral Fellows Program will ensure ongoing innovation and an integral role for the humanities in the future of a Carleton liberal arts undergraduate education.

The Fellows Program aims to benefit both the postdoctoral scholar and the vitality of the humanities at the College. For the Fellows, the program provides an opportunity to conduct research, teach a reduced load, develop teaching skills, participate in a community of humanities scholars, and receive mentoring that will contribute to candidate's professional development. Teaching two courses in one year and three the next year, the Fellows acquire valuable time for research and career development. While the Postdoctoral Fellows Program will create an ongoing benefit for the scholars, the program will also produce a national benefit, providing support for recent PhDs and their innovative research.

For the College, the Fellows Program enables humanities departments to explore new approaches to disciplines, bring in new perspectives, and envision new ways to develop teaching and learning strategies in a discipline. Carleton's Fellows Program will also provide the College with ongoing, strategic ways to respond to academic market conditions, emerging program ideas, and the teaching interests and leave plans of permanent faculty members. Most term leave replacements—filled by visiting professors, new PhDs, and faculty with particular specialties—assist the College in departmental delivery of currently required and regularly scheduled elective courses. The Postdoctoral Fellows Program, however, will provide dedicated, endowed, ongoing opportunities for exploration of new research and approaches in the humanities, as well as exploration of how these can provide long-term benefit for the humanities curriculum of the College.

Funding plans for the proposed Fellows endowment are part of Carleton's *Breaking Barriers, Creating Connections* capital campaign. Carleton proposes a NEH Challenge Grant match of four to one. The Mellon Foundation will match the NEH challenge grant, resulting in a Fellows Program campaign goal of \$1,050,000 in new gifts and additional Mellon matching funds by the end of 2011.

**Carleton College NEH Challenge Grant Proposal:
Postdoctoral Fellows in the Humanities Endowment**

Total NEH funds requested:	4:1 match			\$350,000.00
		Year 1:	\$200,000.00	
		Year 2:	\$150,000.00	
		Year 3:	\$0.00	
		Year 4:	\$0.00	
Total nonfederal contributions				\$1,400,000.00
		Year 1:	\$800,000.00	
		Year 2:	\$600,000.00	
Total Grant Funds (NEH plus Match)				\$1,750,000.00

Planned Expenditures:

Endowment

Endowment Principal	\$1,750,000.00
Rate of expendable return	4.50%
Projected annual income	\$78,750.00

The following are examples of the endowment needed to create annual income required to support salary & benefits for a post-doc:

\$1,750,000.00	\$1,800,000.00	\$1,900,000.00	\$2,000,000.00	
4.50%	4.50%	4.50%	4.50%	
\$78,750.00	\$81,000.00	\$85,500.00	\$90,000.00	Projected annual income

Carleton College Investment Management Policy

Carleton's Investment Policy Statement serves to guide the Carleton College Board of Trustees, Investment Committee, Investment Office, Investment Managers, and Investment Consultants in managing the College's Endowment. The Investment Policy Statement is approved by the Board of Trustees, most recently at its October 2007 meeting.

The Investment Policy Statement states the investment objectives for the Endowment portfolio. The investment objectives are used by Carleton's investment staff, the Investment Committee, and Carleton's Investment Consultant to develop a policy portfolio. The policy portfolio is a set of asset classes and investment strategies, and their corresponding target portfolio weights, designed to satisfy the investment objectives at an acceptable risk level. The actual policy portfolio is included as an appendix to the Investment Policy and is periodically reviewed and approved by the Investment Committee, most recently in February 2009.

The Investment Policy also defines the authority and responsibilities of the Investment Committee, Carleton's Investment Office, and an Investment Consultant, if any. An investment manager selection process is also defined in the Investment Policy. Finally, Carleton's Spending Policy Statement is included as an appendix to the Investment Policy.

5-4-09

**CARLETON COLLEGE
INSTITUTIONAL FACT SUMMARY**

History: A four year, coeducational, liberal arts college, Carleton College was founded in 1866 by the Minnesota Conference of Congregational Churches. Within a year of its founding, church control ended, and the College became and still remains independent.

Mission: The mission of Carleton College is to provide an exceptional undergraduate liberal arts education. In pursuit of this mission, the College is devoted to academic excellence, distinguished by the creative interplay of teaching, learning, and scholarship, and dedicated to our diverse residential community and extensive international engagements.

Governance and administration: While the Board of Trustees is ultimately responsible for the existence and welfare of the College, most major decisions about policies affecting the nature and operation of the College are made by governance bodies composed of students, faculty, staff, and senior administrative officers. The campus governance system falls into two divisions: educational policy, which is the province of the faculty, and policies concerning the life of the campus at large, which is under the care of an elected College Council.

Physical Facilities: Carleton occupies 1,040 acres of land. The campus features 10 residence halls, 12 academic buildings, 1 library, a chapel, an observatory, 4 recreation and athletic facilities, 2 arts facilities, 10 buildings for administrative offices, and a campus center.

Library

Number of library resources in the humanities (title count) (books, periodicals, media, etc.; e-books, e-journals, databases, cataloged websites, etc.)	438,140
Percentage of total title count	57%

Faculty*

	<u>2007-08</u>	<u>2008-09</u>
Full-time	180	179
Part-time	8	6
Full-time equivalents	183	181
Number of faculty in humanities	78	78
Percentage of faculty in humanities	42%	42%
Percentage of humanities faculty with terminal degrees	98.7%	100%
Humanities faculty by rank		
Professor	41	44
Associate Professor	15	18
Assistant Professor	22	16
Instructor	0	0

Accreditation in 1913 by North Central Association of Colleges and Schools; last comprehensive evaluation in September 1998.

Humanities Courses

	<u>2007-08</u>
Number of humanities courses**	465/1,093
Humanities courses as a percentage of all courses**	42.3%
Percentage of students with humanities declared major	54.5%
Enrollment in humanities courses**	7,089
Humanities enrollment as a percentage of total enrollment**	39.5%

Degrees

	<u>2006-07</u>	<u>2007-08</u>
Total BA degrees	463	463
Humanities majors	247	261
Percentage humanities	53%	56%

Enrollment (degree-seeking undergraduates)

	<u>2008-09</u>
Full-time	1,975
Part-time	0

Tuition and Fees (2008-09)

\$48,039

*Regular Faculty: tenured, tenure-track, and continuing faculty, excluding leave replacements, visiting faculty, adjuncts, administrators who teach a course or two, emeriti.

**Excluded from both humanities courses and all courses categories: independent study and research, comps courses, music lessons and groups, non-credit PE courses, and non-credit labs.

**Carleton College Challenge Grant in Support of the Postdoctoral Fellows Endowment:
Towards Long-Term Innovation and Excellence in the Humanities**

A. Introduction.

Carleton College requests a National Endowment for the Humanities Challenge Grant in support of the College's endowment for the Postdoctoral Fellows in the Humanities Program. Having successfully implemented humanities postdoctoral appointments since 1999, funded by project grants from the Mellon Foundation, the College is now preparing to create a permanent endowment of \$1.75 million that will ensure the ongoing implementation of the program. The Fellows program aims to benefit both the postdoctoral scholar and the vitality of the humanities at the College. For the Fellows, the program provides an opportunity to conduct research, teach a reduced load, develop teaching skills, participate in a community of humanities scholars, and receive mentoring that will contribute to a candidate's professional development. Teaching two courses in one year and three the next year, the Fellow would acquire valuable time for research and career development. For the College, the Fellows Program enables humanities departments to explore new approaches to disciplines, bring in new perspectives, and envision new ways to develop teaching and learning strategies in a discipline.

Funding plans for the proposed Fellows endowment are part of Carleton's "Breaking Barriers, Creating Connections" capital campaign. While economic conditions continue to slow current giving, Carleton is proceeding with establishment of the Postdoctoral Fellows Program as

an investment in the future vitality of the humanities at the College. Carleton proposes a 4:1 match of the NEH Challenge Grant. Following the award of the NEH challenge, and drawing upon Mellon Foundation matching commitments, described in Section I, the College will raise the remaining endowment funds from alumni donors. Humanities teaching and research are central to the mission of the College, and the Postdoctoral Fellows Program will ensure an innovative and integral role for the humanities in the future of a Carleton liberal arts undergraduate education.

B. Profile of Carleton College

Founded in 1866, Carleton College enrolls 1,975 students of traditional college age on its residential campus. The 493 members of the Class of 2012 were chosen from among 4,968 applicants. The class includes ninety-three National Merit Scholars, three National Achievement Scholars, and nine National Hispanic Recognition Scholars. The class is drawn from forty-one states and twenty-two countries. In the class entering in 2008, 21 percent of students are from domestic minority groups, 8 percent are first-generation college students, and 11 percent speak a language other than English at home. The six-year graduation rate for Carleton students is 92.6 percent, and 88.4 percent graduate in four years or less. Approximately 74 percent of Carleton graduates have gone on to graduate school within five years of earning the B.A.

C. Project Significance and Intellectual Quality

The humanities are in a continual state of evolution as scholars negotiate tradition and change in the disciplines. Technology introduces new perspectives and specialties, as well as new modes of production and dissemination of research. New approaches and methods in the disciplines result in diversity of perspectives and of interpretations of texts and ideas. Changes in

student experience, especially in areas of multimedia technology, affect students' contextual knowledge and their approach to reading and studying the humanities. Prominent among recent commentators regarding dramatic change in the humanities, Patricia Meyer Spacks provided an introductory essay entitled "Revolution in the Humanities" for the Spring 2006 volume of *Daedalus*, for which seven scholars contributed essays on change in their disciplines. Dr. Spacks observes that revolution in the humanities may not be as dramatic as revolution in the sciences, but the impact on culture and education is no less consequential:

Corresponding transmutations of the humanities, in contrast, prove both less recognizable and less readily acceptable, not only to the public but even to academics professing the sciences and the social sciences. Nevertheless, seismic shifts have altered individual disciplines in the humanities in the course of the twentieth century. Such alterations generate no new understanding of the brain or the biosphere, but they can change our ways of comprehending our cultural heritage and thus our grasp of what it means to live in the world—a shift of consciousness potentially as consequential as mapping the human genome. (Spring 2006, Vol. 135, No. 2, Pages 11-14)

Institutions of higher education, writes Spacks, exist in ever-changing circumstances, and the humanities disciplines are part of an ongoing dynamic of change.

At the departmental level, the disciplines are engaged in negotiating the relationship of tradition and innovation, seeking effective ways to develop relevant and scholarly programs of study. In liberal arts colleges, faculty are particularly concerned about how hiring affects long-term planning and how it might best promote the vitality of the humanities and their relevance for and appeal to students. Because the hiring and development of a single faculty member represents a major investment by a college, an institution and a department must plan their hiring and faculty development with the utmost care. In considering the many needs in the humanities at Carleton, faculty have acknowledged in particular the importance of the current Postdoctoral Fellows Program and consider it a priority for permanent endowment. Linked strategically to

creation of release time for faculty development activities, whether those conducted during regular sabbaticals or those proposed as part of a program of targeted release, the Postdoctoral Fellow initiative provides a means for achieving ongoing innovation and flexibility in the context of a four-year liberal arts college.

During its current capital campaign, Carleton is supporting the humanities in a variety of ways, including creation of new faculty positions in Arabic, Classics, Art History, and Linguistics. Each of these position resulted from an impetus provided by the Postdoctoral Fellows Program. A Fellow in the Religion Department provided new direction not only for that department but also for other departments involved in Asian Studies, particularly regarding Asian religion. A Fellow in History (Serena Zabin, now an associate professor in the History Department) taught courses that helped define a new position in early American history. A Fellow in Classics helped faculty meet demand for additional classics courses, which thereafter supported the Department's application for a new fourth faculty position in Classics. In Linguistics, two Fellows provided the College with a new array of courses, leading to the hiring of a second Linguistics faculty member and creation of a Linguistics major. A second Fellow in Religion provided new perspectives in women studies. (See the attachment "Mellon Humanities Postdoctoral Fellows: Courses Taught," for evidence of the range of perspectives that the Fellows bring to the College.)

The intellectual excellence and integrity of the Fellows Program is evident in the quality of the Fellows hired and the impact they have had on the College. The current Fellow is Melanie Michailidis of the Art and Art History Department, who has taught a range of courses on Islamic art and architecture. These courses have contributed greatly to the exploration of curricular needs in Art History and in Middle Eastern Studies, helping define possible new directions in those

areas. Included as an attachment to this proposal are a resume and letter of support from Dr. Michailidis that provide insight into the dynamics of the Postdoctoral Fellowship Program for the Fellow, for the students, and for the overall vitality of the humanities at Carleton. In the narrative that follows, we elaborate the ways in which the Fellows, with their new perspectives, academic specialties, and research programs have provided an ongoing contribution to the excellence of the humanities across the College. In doing so, we intend to indicate why a Fellows program can be seen not only a benefit to Carleton but also as an investment in the ongoing vitality of the humanities nationally.

In choosing the Postdoctoral Fellows Program as a focus for endowment, the College recognizes the opportunity costs of the project. In endowing the Fellows Program, for example, the College is foregoing development of a NEH challenge project in support of an endowed chair in a department, or of endowment of the new Humanities Center, or of endowment of a museum program that will involve humanities faculty in curating exhibits. The humanities faculty recognize that in supporting a request to NEH in support of the Postdoctoral Fellows Program, they are proposing a particular kind of forward-looking investment that will yield long-term vitality for the humanities. Carleton's humanities faculty are aiming to create a program that maintains flexibility as the College pursues overall excellence, using postdoctoral opportunities strategically to respond to academic market conditions, emerging program ideas, and the teaching interests and leave plans of the permanent faculty. When the College hires regular leave replacements, the College does so to meet a particular leave-replacement need, especially regarding delivery of a department's required and regularly scheduled elective courses. The Postdoctoral Fellow Program, in contrast, provides an endowed, intentional, ongoing opportunity

for exploration of new research and approaches in the humanities, as well as consideration of how these can result in long-term change in the humanities curriculum of the College.

D. The Postdoctoral Fellows Initiative: Planning and Implementation

i. Summary of Timeline and Funding: Carleton seeks to endow the Postdoctoral Fellows Program as part of its ongoing commitment to continuity and innovation in the humanities. Currently, project funding from the Mellon Foundation is supporting Carleton's existing Postdoctoral Fellows Program. Given the implementation schedule of the current program, Mellon Foundation funding will be supporting postdoctoral positions through the 2010-2011 academic year. Therefore Carleton is aiming to have Program endowment funds in place by July 2010 in order to generate endowment income for supporting a Postdoctoral Fellow in 2011-2012. For the fundraising plan, see Section I, below.

ii. Defining the Postdoctoral Fellowship: Carleton recognizes its responsibility in conducting a post-doctoral program to support and develop the careers of new PhDs in the humanities. The College Postdoctoral Fellows Program follows guidelines long in place for science postdocs, guidelines that are in alignment with recommendations of The American Universities Committee on Postdoctoral Education. These guidelines include: 1) Recent award of a PhD or equivalent doctorate; 2) Limited-term appointment; 3) Substantial time for research and scholarship; 4) Preparation for a full-time academic and/or research career; 5) Supervision of a senior scholar and department; 6) Freedom to publish the results of his/her research or scholarship during the period of the appointment.

iii. Support for Humanities Postdoctoral Fellows: Carleton Postdoctoral Fellowships provide opportunities not only for research but for the Fellows' career development and full

involvement in the intellectual life of the campus. Because Carleton offers a supportive environment for new teachers as they begin their careers, the Fellows enjoy the same benefits as tenure-track hires. The Fellows join a community of learners and teachers in the best tradition of the liberal arts. They profit from mentoring as they learn the art and craft of teaching, see that good teaching can accompany good scholarship, and have the opportunity to pursue excellence as scholars and teachers.

The Fellows have the advantage of time for research and writing while teaching at a college that fully supports the humanities. The Fellows benefit from working with permanent faculty and from teaching talented and motivated students. Overall, Carleton has created opportunities for faculty to grow as teachers, and the College has demonstrated its commitment to excellence by establishing and endowing the Learning and Teaching Center (LTC). Through the LTC, all new faculty (Fellows included) participate in a workshop in the early fall to discuss the theory and practice of teaching, emphasizing practical skills. In December, a five-day “microteaching workshop” for first- and second-year faculty includes a fifteen- to twenty-minute segment of practice teaching, with feedback, for each participant. Participants consistently give excellent reviews to the program. Each Postdoctoral Fellow receives mentoring from a senior colleague in his or her department, from a mentor in a related discipline, and from the LTC coordinator, who is a senior faculty member and a College resource in all matters related to teaching and learning.

In addition to participating in formal mentoring arrangements, Fellows also participate in informal yet structured academic activities. In addition to Humanities Center activities, Fellows are invited to participate in faculty-wide reading groups that meet regularly, coordinated by LTC, to discuss a book of common interest. For example, a current LTC reading group featured

reading and discussion of the *Iliad* (fall), *Odyssey* (winter), and *Aeneid* (spring). The College encourages faculty to engage in conversation with colleagues across the curriculum and therefore encourages cross-disciplinary groups, including this year's groups on "Jewish Thought and Letters," *Proust and the Squid*, and *The World is Flat*. These events introduce Fellows, emerging from an intense graduate school experience, to the importance of thinking broadly and collaboratively about important issues and ideas. The LTC coordinator also involves Fellows in faculty development activities the College conducts with peer colleges, particularly with Macalester College, with whom Carleton cooperates in a faculty development and mentoring project. The Fellows currently participate in the annual meetings of the Mellon Fellows at which they meet colleagues, expand their professional networks, and gather perspectives regarding careers at liberal arts colleges. As faculty mentors encourage Fellows to be involved in faculty development activities, the advisors also assist Fellows in seeing these activities as supplemental to the main goals of research and development of teaching skills.

Given Carleton's experience in implementing its current Postdoctoral Fellowship Program, the College anticipates a seamless transition from the current program to a permanent, endowed program. Carleton operates with a three-term calendar. Each term is ten weeks long. Students typically enroll in three classes a term. Beginning in 2009-2010, the normal teaching load for junior faculty will be five courses each year. Given a five-course load, a Fellow would teach two courses in one year and three the next year, providing significant time for research, writing, and career development.

iv. Selection Process: Carleton has developed the Postdoctoral Fellow process so that it contributes to, rather than conflicts with, departmental and College planning. In consultation with department chairs, the Dean invites departments to propose how a Postdoctoral Fellow will

further the aims of a department in terms of innovation, new directions, and long-range planning. Given the complexity of departmental staffing needs, chairpersons may decide that non-Fellow replacements offer appropriate means for addressing the immediate needs of a department, recognizing that the Fellows Program is not designed merely to meet a department's need to hire leave replacements. During this period of consultation, the Dean gradually identifies the department or program that will advertise for, recruit, and work with a Postdoctoral Fellow. Overall the Dean, in ongoing consultation with the chairs, has a great deal of latitude in prioritizing departmental needs and guiding collegial discussion regarding how a Postdoctoral Fellow might advance a department or program.

v. Diversity: Carleton advertises Postdoctoral Fellow positions in the *Chronicle of Higher Education*, *Black Issues in Higher Education*, *Hispanic Outlook*, and disciplinary lists and newsletters. Department chairs also contact the leading graduate schools to encourage applications from top students. Carleton is particularly interested in utilizing postdoctoral fellowship opportunities to attract outstanding minority scholars to campus. We believe that a Fellow's experience at Carleton can introduce the person to the possibility of a career at Carleton or assist a candidate in determining whether teaching at a liberal arts college is an appropriate fit. Carleton's experience in encouraging diversity in its postdoctoral hiring dates from 1989-1992 in a program jointly sponsored by the Joyce Foundation and the Knight Foundation. Carleton is a member of the Mellon Mays initiative in support of faculty diversity in higher education. Carleton actively consults with the Mellon Mays network to publicize the availability of permanent and post-doctoral positions. The College's work with Mellon Mays has resulted in two faculty tenure-track hirings at Carleton, one of them a Postdoctoral Fellow alumna.

vi. Compensation: In 2010-11 Carleton proposes to offer a Fellow salary of \$57,587, plus benefits at \$20,155 (35 percent), with annual increases averaging 4 percent. The starting salary is approximately 90 percent of that paid to regular faculty, a figure consistent with salaries for postdoctoral fellows at Carleton and other institutions. In addition, the fellowship provides each fellow with \$2,000 for professional travel and for research expenses. Carleton also budgets for costs associated with hiring, including advertising, travel, and accommodations for candidates. Included with this proposal is a four-year budget, which provides a summary of the expenditures for our current Postdoctoral Fellows Program, a one-year bridge period funded by the Mellon Foundation, and a year of launch of our endowed program. In its current postdoctoral program, Carleton welcomes its Fellows as candidates for full-time Carleton teaching positions if these become available in the relevant departments. Fellows Serena Zabin, in History, and Tsegaye Nega, in Environmental and Technology Studies, are presently in tenure-track appointments following appointments as Fellows. Carleton is pleased to have them on the faculty and recognizes the value of their fellowship years for their development as teachers and scholars.

E. Postdoctoral Fellowship Impact on Carleton Humanities

While the Postdoctoral Fellows Program has important benefits for the candidate, the program also contributes to the overall vitality of departments and initiatives. First, since the fellowship provides the equivalent of .5 FTE each year, the program provides corresponding release time or sabbatical support to a permanent or tenure-track faculty member to engage in research related to professional development. Second, the program enables departments to propose new ideas that a Fellow can help departments develop, such as exploring new approaches to disciplines, bringing in new disciplinary and interdisciplinary perspectives, and

experimenting with new course offerings. The two-year residence involves a Fellow in a department and related programs over an extended period of time, enabling the Fellow to teach a wide range of courses. The recent Postdoctoral Fellow in Linguistics, for example, Aniko Csirmaz, not only introduced students to a range of topics not previously available but also provided further evidence of student interest in the Linguistics concentration. As a result of the fellowship, Linguistics has hired a new faculty member and the College faculty has approved a Linguistics major. Aniko now teaches at the University of Utah. A list of the courses she taught at Carleton is included in the “Courses Taught by Mellon Humanities Postdoctoral Fellows” attachment.

Third, the Fellowship program contributes to improved long-term planning for the College. Since the hiring and development of faculty represents a major investment and commitment by a liberal arts college, the institution must plan its hiring and faculty development with the utmost care. An important outcome for the Postdoctoral Fellows Program, therefore, is to enable departments and programs to experiment, explore, and evaluate their options in planning for the future (and to consider as well how the program might strategically complement faculty development activities in a department, whether those undertaken during regular sabbaticals or those proposed as part of a program of targeted release). Fourth, the College is implementing or launching several interdisciplinary initiatives in the humanities and social sciences, described below in Section H, that will benefit from working with postdoctoral fellows. Carleton’s intention is that the College remain flexible, using postdoctoral opportunities strategically to respond to academic market conditions, emerging program ideas, and the teaching interests and leave plans of permanent faculty.

F. Contexts of the Fellows Program: Excellence in the Humanities at Carleton College

i. Mission: The mission of Carleton College is “to provide an exceptional undergraduate liberal arts education. In pursuit of this mission, the College is devoted to academic excellence, distinguished by the creative interplay of teaching, learning, and scholarship, and dedicated to our diverse residential community and extensive international engagements.” The College’s commitment to the humanities takes place in a context of overall pursuit of academic excellence:

Mentored by dedicated faculty and staff, students become active members of a learning and living community that promotes the exploration of passionate interests and emerging vocations. Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies. In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world’s peoples, arts, environments, literatures, sciences, and institutions.

ii. Quantitative measures. Carleton humanities faculty are active in research and publishing. In the past five years, faculty members have produced a total of 237 scholarly publications, including 44 books. In 2008-09, of Carleton’s 179 full-time and six part-time faculty, 78 (42 percent) teach in the humanities, and 100 percent of these have terminal degrees. Of the humanities faculty, 44 hold the rank of professor; 18 associate professor; and 16 assistant professor. Carleton’s Laurence McKinley Gould Library houses 994,000 volumes. The number of library resources in the humanities—including books, periodicals, media, e-books, e-journals, databases, and cataloged websites—totals 438,140 items, or 57 percent of the collection total. Carleton supports humanities faculty with ongoing staff support in programs and initiatives, enabling faculty to focus on their primary work of teaching and research. Library resource development provides ongoing support for humanities faculty.

Carleton's commitment to the humanities is evident in the popularity of humanities courses and the high number of humanities majors. In 2007-08, the most recent year of complete record, the College offered 465 humanities courses out of a total of 1,093 courses, a percentage of 42.3 percent. Student count in humanities courses was 7,089. Humanities enrollment as a percentage of total enrollment was 39.5 percent. In 2008, humanities majors comprised 261 of 463 bachelor degrees, or 56 percent of graduates. Forty-five percent of the instructional budget of the College is allotted to the humanities.

iii. Languages. Carleton is one of the very few schools that has always required foreign language study for graduation, and the College has recently affirmed, in its curriculum review, the study of language as part of the new Global Citizenship Requirement. The College offers instruction in Arabic, Chinese, French, German, Hebrew, Japanese, Spanish, and Russian, as well as classical Greek and Latin. Students and faculty may individually study other languages using materials and equipment in our Language Center.

Nearly 20 percent of all faculty teach in a language (not counting English Department faculty). Currently, Carleton has seven faculty in French language and literature, four in German, eight in Spanish, and three in Russian, as well as faculty in Arabic, Chinese, Japanese, Hebrew, and Classics. Virtually all courses are taught by regular, permanent faculty. All languages except Arabic and Hebrew offer a major, and all departments emphasize culture and literature as well as the acquisition of skills in listening, speaking, reading, and writing.

Extracurricular activities at Carleton that supplement our language curricula include weekly language tables, films and videos, exhibits of art, active language clubs, a student multilanguage journal, and student-run radio shows in languages other than English. The College provides a student residence for those interested in Chinese, Japanese, French, Spanish, Russian,

or German languages and culture. Language associates, who are native speakers, support classroom instruction, language laboratory work, and residential life. The College's newest building, the Language and Dining Center, built in 2001, includes thirty-six language-faculty offices, seminar rooms, language labs, and offices for Cross-Cultural Studies.

iv. Interdisciplinary programs: In addition to support for humanities departments, Carleton's commitment to the vitality and centrality of the humanities is evident in the number and activities of interdisciplinary programs. Besides its departmental humanities majors, the College offers "concentrations" (interdisciplinary minors), including African/American Studies, American Studies, Archaeology, Asian Studies, Cross-Cultural Studies, East Asian Studies, Environmental and Technology Studies, European Studies, French and Francophone Studies, Latin American Studies, and South Asian Studies. Mideast Studies, including Arabic, is in the process of achieving concentration status.

v. Off-campus study of humanities: Humanities faculty are active in leading off-campus programs as important experiential complements to the study of texts, languages, and ideas. Increasingly international interests and connections are evident in humanities courses and off-campus programs, including offerings in archaeology, art history, classical languages, English, history, Judaic studies, media studies, medieval and renaissance studies, music history, philosophy, political science, religion, cultural anthropology, and theater arts.

Among members of the Class of 2008, 71 percent of students studied off-campus. Off-Campus Studies offers eleven to thirteen programs annually led by Carleton faculty, including Chinese in Tianjin, French in Paris, German in Berlin, Russian in Moscow, Spanish in Mexico and Madrid, Political Science in Maastricht, The Netherlands, and Economics in Cambridge. Carleton students and faculty also participate in study-abroad programs of the Associated

Colleges of the Midwest (ACM); and students also can select from more than eighty additional overseas programs approved for general participation such as DIS European Studies in Denmark.

Humanities faculty are also active participants in the Cross-Cultural Studies concentration, which involves students in study of ethnic, religious, and historical identities and ties. This program was developed in 2001 to complement, coordinate, and strengthen area studies. Cross-Cultural Studies has aimed to provide Carleton faculty and students with cross-disciplinary perspectives on contemporary issues, especially in the context of globalization and multicultural experience.

Faculty in languages, long involved in employing media in the representation of cultures, are increasingly interested in developing media initiatives that combine scholarly research and field experience in the representing of cultures. The work of Cherif Keita, Professor of Francophone Language and Literature and faculty member in African American and African Studies, is an award winning videographer and leader of the College's off-campus term in Mali. He has provided leadership for visual and integrative directions in language, international studies, and off-campus studies. For the international impact of Keita's most recent film, see the interview from the Burkina Faso Film Festival, "Wilcox-Dube: Une histoire américano-sud-africaine à l'écran," (<http://www.lefaso.net/spip.php?article31247&rubrique18>).

vi. Curriculum: In its current review of curriculum, the faculty has identified clear directions and outcomes regarding the skills and habits of mind the faculty expects graduates to demonstrate. The new graduation requirements affirm the importance of the humanities, including the study of languages, in an undergraduate education. Postdoctoral Fellows will be working within an overall environment that fully supports and honors the humanities.

G. Humanities Center Contexts

The significance and intellectual merit of the Postdoctoral Fellow initiative is inseparable from the College's overall planning and support for humanities excellence on campus. In 2008, Carleton established a new Humanities Center in order to cultivate the intellectual and cultural life at the College. The Center aims to provide a locus for innovative research and interdisciplinary collaboration among faculty and students; foster, coordinate, and publicize diverse programming on campus; engage students in the practice of the humanities; and interrogate the relationship between humanistic study and artistic, ethical, and political issues in the contemporary world. The Center opened its virtual doors in the Fall 2008 (<http://apps.carleton.edu/humanities/about/>) and has achieved an important presence on campus.

The Center, emerging out of extensive planning beginning in 2005 with a New Directions Grant from the Mellon Foundation, receives partial funding from a campus endowed fund. Directed by a Planning Committee represented a wide range of humanities disciplines and pedagogical interests, and encouraged by Carleton President Robert Oden, Dean Scott Bierman, and the Board of Trustees, planning resulted in a Center that sponsors a diverse and vibrant program.

Humanities faculty provide the conceptual and program impetus for the Center, which endeavors to involve faculty, students, staff, surrounding community, and national partners. Ongoing web and general publicity highlight Center seminars, discussions, lectures, and symposia and interdisciplinary events. The director is Cathy Yandell, Professor of French Literature, Language, and Culture. The Advisory Board includes Jorge Brioso, Associate Professor of Spanish; Carol Donelan, Associate Professor of Cinema and Media Studies; Andrew

Fisher, Assistant Professor of History; Susan Jaret McKinstry, Professor of English; Silvia López, Associate Professor of Spanish; and Susannah Ottaway, Associate Professor of History.

A signature program of the Center, and one that will involve Postdoctoral Fellows, is the Faculty Research Seminar initiative. Intellectual life at Carleton thrives when faculty engage with and debate new ideas that infuse both their teaching and research. The Humanities Center seeks to encourage these integrative connections by sponsoring a Faculty Research Seminar each year. Participants in the multidisciplinary group advance their own research while focusing collectively on a central question or theme. The Seminar culminates in a public forum that extends the work of the group to the entire campus. Interdisciplinary publications or joint book projects are not the explicit goal of the Faculty Research Seminar, though such work might emerge on occasion. Rather, the Seminar is a locus of exchange and advancement of scholarly inquiry. Participants' work on their own projects inevitably strengthens and enhances the multidisciplinary focus of the collaborative group.

The Research Seminar meets throughout the academic year, normally every two weeks during the year, with a workshop during winter break or the summer. Ideally, the participants each teach a course related to the theme or will incorporate questions raised by the theme into their own classes during the year, although this is not a requirement. Participants receive a stipend of \$2,000 (the Seminar Leader \$2,500), and as well as a book budget of up to \$500 per seminar. In addition to advancing their own research and contributing to the collaborative group, they design and participate in a public forum, which might include a seminar with a visiting scholar, a music, dance or theater production, library exhibits, student/faculty panels, student videos or other multi-media presentations.

In 2008-2009, the Humanities Center is sponsoring the seminar “Contending Truths: The Sites, Forms and Functions of Political Discourse.” The participants include humanities scholars as well as faculty taking humanities-oriented approaches in their research: Bill North, History, Seminar Leader (innovation in Twelfth-Century religious life); Barbara Allen, Political Science (civil rights and deaf culture); Peter Brandon, Sociology and Anthropology (concepts of human time); Angela Curran, Philosophy (Aristotelian epistemology); Clara Hardy, Classics (history of Fifth-Century Athens); Beth Kisileff, Religion and Comparative Literature (history and religion in narrative); Asuka Sango, Religion (Buddhist rituals of debate). Seeking to involve an inclusive humanities group, the seminar includes a visiting assistant professor and a current Post-doctoral Fellow.

In 2009-2010, the Center will sponsor its second seminar, “The Philosophy of Place and Space.” The members of the seminar include John Schott, Cinema and Media Studies, Seminar Leader; Adriana Estill, English and Latin American Studies; David Lefkowitz, Studio Art; Elizabeth McKinsey, English and American Studies; Victoria Morse, History; Michael McNally, Religion; Dana Strand, French and Francophone Studies; and Hong Zeng, Asian Languages. The Center also is launching “Dialogos,” a cooperative faculty research exchange co-sponsored by the Learning and Teaching Center. Much like a mini-conference organized around a central question, each session will feature two faculty members presenting a pertinent aspect of their current research, followed by a discussion moderated by another faculty member whose work also focuses on the topic. The theme for Spring 2009 will be “Borders: Migration, Immigration, and Hybridity.”

H. Cross-disciplinary Initiatives: New Directions and Opportunities for Fellows

i. Arabic and Middle Eastern/Islamic Studies: Thanks to planning grant support from the Mellon Foundation, Carleton has implemented an Arabic language program and has now hired a tenure-track Arabic language scholar/language specialist, who will begin in Fall 2009. A Postdoctoral Fellow in languages has full access to an impressive array of technological resources to enhance learning and teaching. These include a Languages Center and the support of technical staff, including the academic computing coordinator for languages and literature, as well as the experience of faculty colleagues who have developed, tested, and implemented a range of classroom and self-paced learning materials. As part of its overall planning for an Arabic language program and Mideast Studies concentration, Carleton hired an Islamic and Mideastern Art scholar as a Postdoctoral Fellow for 2007-2009. This scholar, Melanie Michailidis, has been involved in all aspects of the Mideast Connections program, which is involving humanities faculty from across the curriculum. As Carleton begins to develop its Arabic language program and strengthen the study of Middle Eastern culture, Postdoctoral Fellows are likely to continue to provide insight and direction for the programs.

ii. Ethics: “Ethical Inquiry at Carleton” is a recent (2006) College initiative that facilitates ethical inquiry across the curriculum. Rather than focus only on course offerings in the Philosophy Department, EthIC encourages departments to consider hiring Postdoctoral Fellows who include ethics as an area of research. As a result of the “Ethical Inquiry at Carleton” initiative, faculty in many departments have developed course units and projects that introduce ethics into the curriculum. The College also supports across-the-curriculum initiatives in ethics, ongoing faculty professional development reading groups, and a visiting scholar program, providing two-week residencies in which visiting scholars reside at Carleton, working in

collaboration with a department. This Headley House Program, named after the residence in which the visiting scholars reside and conduct seminars, is providing a new, modestly endowed program that provides a resource for all departments, including humanities departments.

iii. Visualizing the Liberal Arts Initiative: VLA , a recent recipient of a 2009 Mellon implementation grant, recognizes the importance of Carleton students acquiring the critical thinking skills necessary for them to understand texts and ideas in an environment saturated by visual images. Students will increasingly need to interpret, use, appreciate, and create images in ways that advance thinking, decision-making, and communication. Learning to make judgments about the accuracy, validity, and worth of imagery will be an important skill in a student's development as a thoughtful scholar and leader. VLA, whose project directors are senior scholars from History and English, will provide an opportunity for a Postdoctoral Fellow to participate in and influence the development of courses and departments. The initiative builds upon the interest of Carleton faculty in developing visual approaches to learning that will not only strengthen traditional departments but also foster interdisciplinary teaching, learning, and research. Of the 106 faculty who responded to a VLA planning survey, 91 percent indicated that they employ assignments that encourage or require students to interpret, create, present, or express ideas visually. Humanities faculty will have opportunities to improve their ability, and the capacity of the College's support services, to advance this kind of learning.

iv. Interdisciplinary Arts, Cinema and Media Studies: Carleton is in the midst of planning "The Consciously Creative Campus," an arts initiative that aims not only to strengthen humanities foundations of arts disciplines but also to engage departments across the curriculum in discussion and study of creativity in the disciplines. Central to this initiative is a new major in Cinema and Media Studies. As in any new major, the College recognizes the importance of

hiring creatively yet prudently. Postdoctoral fellowships will provide opportunities for young humanities scholars specializing in media and film to explore the boundaries of their disciplines while enabling the College to build an important major.

v. Quantitative Initiative in the Humanities and Social Sciences: Carleton has launched a program in Quantitative Inquiry, Reasoning and Knowledge (QuIRK), which is an innovative project intended to help Carleton and other institutions of higher education better prepare students to evaluate and use quantitative evidence in their disciplines and in their future roles as citizens, professionals, and leaders. While the impetus for QuIRK emerged in the social sciences, QuIRK also involves many humanities faculty who seek quantitative approaches to humanities research and teaching. From 2004 to 2007, forty-one humanities faculty at Carleton have developed quantitative units and assignments for new and existing courses, focusing on how quantitative reasoning is used in the development, evaluation, and presentation of principled argument. Another nine faculty in arts and social sciences have developed units in courses that involve humanities content, ensuing interaction of humanities and social science perspectives.

vi. Environmental and Technology Studies. ENTS is Carleton's oldest interdisciplinary program and one that has provided leadership for interdisciplinary studies at the College. Humanities scholars are active in the program, recently approved as an academic major. ENTS recently hired, in cooperation with the History Department, a scholar of United States history with a specialty in environmental history. Assistant Professor of Environmental and Technology Studies Tsegaye Nega began his career at Carleton as a Mellon Postdoctoral Fellow. While hired primarily as a science postdoc, his academic background included extensive work in the humanities, resulting in courses involving environmental ethics and conservation biology/comparative culture off-campus courses in Tanzania and his native Ethiopia. (Note: the

NEH-funded Humanities Postdoctoral Fellows Program will be used to hire humanities postdocs exclusively, but The Mellon Foundation has encouraged cross-disciplinary appointments when appropriate for interdisciplinary programs.)

I. Fund-raising Plan

Carleton proposes a challenge grant match of 4:1, with the NEH grant of \$350,000 matched by \$1,400,000 in non-NEH funds. The Mellon Foundation will match the NEH grant, resulting in a post-NEH challenge total of \$1,050,000 for Carleton to raise in support of the Endowed Postdoctoral Fellow Program. In addition, Mellon will match up to an additional \$400,000 in new cash gifts (not pledges) to the College. The campaign ends in June 2010, with five years for payment of pledges towards the campaign. Carleton anticipates the Postdoctoral Program pledges to be paid by June 2010, the endowment in place and generating income for the 2011 fiscal year, and the College drawing upon the endowment for support of a Postdoctoral Fellow for the 2011-12 academic year.

Carleton is submitting its NEH challenge grant during the final stage of the Carleton capital campaign, *Breaking Barriers, Creating Connections*. The College will publicize the NEH Challenge Grant, and its matching by the Mellon Foundation, as a major initiative for the conclusion of the campaign. Normally at this stage of a capital campaign the biggest donors have already made their contributions. An institution is usually looking towards maximization of gifts from the lower tiers of the gift pyramid. At this time, an added complication is that giving overall, at Carleton and elsewhere, is slowing down in response to economic conditions. Carleton campaign leaders especially appreciate, at this time, the impetus that an NEH challenge grant will lend to the campaign, providing focus and motivation for remaining uncommitted donors to

support the Postdoctoral Fellows Program. NEH funding will be presented in campaign materials as the lead funding of the initiative, matched by Mellon Foundation funding.

In its overall campaign Carleton has raised (as of April 17, 2009) \$219,000,000 in gifts and pledges towards a campaign goal of \$300,000,000, or 73.03 percent of the total goal. The campaign has received gifts and pledges from 69.95 percent of prospects rated over \$25,000. When including prospective donors rated under \$25,000, the campaign has received commitments of 67.16 percent. Therefore the campaign sees overall capacity among donors not yet responding to the campaign, and these will receive information related to the NEH Challenge Grant. Thus far the campaign has emphasized unrestricted giving. The NEH Challenge Grant, however, has the potential to galvanize giving among the large number of graduates who majored in humanities. Thus the College has good reason to expect meeting the NEH challenge over a two-year period, with most of the funding in place by July 2010.

J. Past Grants from the National Endowment for the Humanities

In 1977 Carleton was awarded \$88,500 as one of the first recipients of a National Endowment for the Humanities Challenge Grant. This grant supported renovation of classrooms serving five humanities departments. In the first five years following the award of this grant, enrollments in courses in the five departments increased 10 percent and the number of majors in these departments rose 35 percent.

In 1983 Carleton was awarded an NEH Challenge Grant to strengthen and develop programs in its Department of English and to improve the Carleton library. The grant of \$958,000 generated matching funds totaling \$2,874,000 for endowment of a faculty position in literature and media studies, audio-visual technology for the English Department, a visiting

lectureship in English, remodeling and refurbishing of classrooms and offices, a fund for the purchase of library materials, and related renovation of the College library.

In 1990 Carleton received a NEH Challenge Grant of \$200,000 to establish a Distinguished Teaching Professorship in the Humanities to honor excellence in teaching and research. The endowment includes support for faculty seminars, a mentoring program, library and teaching materials, and research travel.

In 2000 Carleton received a NEH Challenge Grant of \$460,000, as part of an overall goal of \$2.3 million, to endow an initiative in cross-cultural studies including an initial emphasis on Asia. The project resulted in an endowment for a faculty position in Chinese language and an endowment in Cross-Cultural Studies supporting humanities programming, library acquisitions, teaching materials, faculty development activities, and team-teaching opportunities.

NEH research grants to faculty in recent years have included two awards to Adeb Khalid for his research on Muslim cultural reform in Czarist Central Asia; a grant to Catherine Yandell to complete her book on *Carpe Diem: Toward a Gendered Ideology of Time in Early Modern French Poetry*; and a 1997 grant to Barbara Allen for work on her book, *Tocqueville in America's Covenantal Tradition*. In 1995, Timothy Raylor was awarded an NEH-Folger Shakespeare Library Short-Term Fellowship for research on literature and cultural reform in the English Revolution. A full list of NEH grants to Carleton and to faculty is included in the attachments.

Carleton has achieved a record of success in raising funds for the humanities, including matching funds for NEH challenge grants. Since 1937, Carleton has secured endowments for thirty-three chairs, including nineteen in the humanities. Nine of the fifteen professorships endowed during the 1995-2000 capital campaign are in the humanities.