

## **Faculty development and the adoption of teaching practices at a small selective liberal arts college**

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### **Abstract**

Carleton College has longstanding, varied and popular faculty development programs including a variety of teaching workshops. In this study, we analyze aggregated and individual-year data from the 2001-02, 2004-05 and 2007-08 HERI (Higher Education Research Institute) faculty surveys to see if attendance at teaching enhancement workshops correlates with adoption of various teaching methods. Adoption of fourteen (of 23 selected) “high impact” teaching methods and practices correlate (at  $p \leq 0.05$ ) with “participation in a teaching enhancement workshop” within the two years before the survey and adoption of eight of these show an even stronger correlation ( $p \leq 0.005$ ). There is also a strong positive correlation between not participating in a workshop and not adopting these methods and practices. Only “extensive lecturing” is negatively correlated with workshop attendance. Most of the standardized residual values are  $\leq 2.0$ , suggesting that participating in a teaching workshop explains only some of the variance in adoption of teaching methods. Male and female faculty at Carleton differ in their teaching methods and the correlation between gender and participating in a teaching workshop is statistically significant, though the gender and workshop participation effects are complex.

An understanding of these correlations may elucidate the role of faculty development in student learning (through teaching methods; c.f. National Research Council, 2005). For instance, earlier work at Carleton shows that the more workshops on designing writing assignments that individual faculty attend, the greater the number of papers from those faculty members’ classes that students submit for the required sophomore writing portfolio (Rutz and Lauer-Glebov, 2005; Lauer-Glebov, 2008). A positive cross-correlation between attending workshops and teaching new courses in the HERI data is particularly striking because both new course development and workshop attendance are dominant modes of faculty development at Carleton. By considering

which high impact teaching practices are presently under-utilized at Carleton, we may ultimately be able to design more effective faculty development programs.

### **Introduction and Methods:**

Faculty survey data from HERI (Higher Education Research Institute) provide a wealth of data on changes in faculty perceptions. These data can be used to track certain features of an institution's faculty through time and to compare faculty characteristics across institutions. In one section of the HERI survey, faculty self-report on the teaching methods they use. In other sections, faculty are asked about other student/faculty activities, such as joint research. We used a selection of these questions to explore the relationship between teaching practices at Carleton College and faculty development activities, specifically attendance at "teaching enhancement" workshops.

Carleton College is a four-year, selective, undergraduate liberal-arts college, with an average on-campus student population of 1820 students. It was founded in 1866. The total number of full-time faculty was 184 in 2001-02, 186 in 2004-05 and 207 in 2007-08 (the three years of the HERI surveys used here). The number of faculty respondents to individual questions considered here ranges from about 93 in 2001-02 to about 120 in 2007-08.

Carleton explicitly values teaching and learning in its mission statement, in its criteria for promotion and tenure of faculty, and in its range of faculty development activities available, many of which are organized by the Perlman Center for Learning and Teaching, started in 1991. Attendance at LTC events, many related to teaching, is high: 1) A total of 65.3% of the 118 full-time Carleton faculty who responded to the 2007-08 HERI survey said that they had "participated in a teaching enhancement workshop" during the last two academic years, a similar proportion to the two previous HERI results; and 2) About 80% of the faculty attended one or more of the lunch events sponsored by the Perlman Center for Learning and Teaching in 2007-08.

Data from the HERI surveys were compared by percent of a group employing a teaching method (or group of methods) and by percent attending (or not) a teaching enhancement workshop. The data were further analyzed with SPSS for standard errors, t values, statistical significance and other parameters. The data were analyzed both in aggregate (all three years of the survey) and by individual years. Data were recoded as necessary to dichotomous variables. For instance, we recoded data on faculty race into two codes (1=non-white; 0= white). Also, for part of the analysis, the following HERI items were combined to construct composite measures of several of "high impact" teaching practices:

1. Collaborative assignments and projects/encouragement of reciprocity and learning communities (items available for all three survey years):
  - Use of cooperative learning (small groups)
  - Use of group projects
  - Student evaluation of each other's work
2. Encourages active learning (items available for 2001-02 and 2007-08)
  - Experiential learning/field studies

- Student-developed activities (assignments, etc.)
  - Student-selected topics for course content
3. Diversity/global learning (items available for all three survey years)
    - Include readings on women and gender issues
    - Include readings on racial and ethnic issues
  4. Writing-intensive courses (items available for 2001-02 and 2007-08)
    - Multiple drafts of written work
    - Weekly essay assignments
  5. Service learning, community-based learning (items available for 2004-05 and 2007-08)
    - Taught a service learning course
    - Advised students involved in service learning/volunteer work
    - Collaborated with a local community in research/teaching
    - Included community service as part of coursework

In each case, the individual items were recoded so that 0 indicated that the respondent employed the teaching activity in none or only some courses, or had not engaged in the activity; and 1 indicated that the respondent employed the activity in most or all courses or had engaged in the activity.

We also used HERI survey questions that ask faculty whether or not they have taught a first-year seminar (2004-05 and 2007-08 surveys) and whether or not faculty had worked with undergraduates on a research project (all three survey years).

We chose to use “faculty rank” rather than “faculty age” as a demographic control. At Carleton, faculty age and rank are roughly associated the way one would expect (faculty over 50 tend to be concentrated in the full professor rank, while those in their early 30s tend to be mostly assistant professors). However, the distribution of rank for those in their 40s is more complex. For women, 25.9% of those aged 40-44 are professors, 51.9% associate professors and 22.2% assistant professors (the remainder are lecturers). For men aged 40-44, 37.1% are professors, 45.7% associate professors and 17.1% assistant professors. For those aged 45-49, two-thirds are full professors (a virtually equal percent for men and women); but 16.7% of the women in this age category are assistant professors, as are 11.5% of the men. The distribution of rank for men and women in the 35-39 age category is also noteworthy: while 2/3 of the women in this age category are assistant professors, just less than half of the men are at this rank. Given these patterns and their complications, we believe that rank is a better demographic control than age, because rank would most likely better correspond to stages in a faculty life cycle (or perhaps “career cycle”) than would chronological age.

## **Results:**

Table 1 shows correlations between adopting certain high impact teaching practices and teaching-enhancement workshop attendance (within two years of the survey date). The fourteen

practices that correlate at  $p \leq 0.05$  vary in type, from types of courses taught (e.g. a service-learning course), to course and research content (e.g. readings on women and gender issues), to classroom practice and assignment types (e.g. cooperative learning, multiple drafts), and to teaching practice more generally (e.g. involving students in research). Even though they don't all meet the  $p \leq 0.05$  significance threshold, all but two of these teaching activities were adopted more often by workshop participants than non-participants. Only one teaching method – extensive lecturing – is adopted by significantly more non-participants than participants.

**Table 1. Percent who had engaged in selected teaching activities by participation in a teaching enhancement workshop (combined data from 2001-02, 2004-05, and 2007-08). Bold indicates correlations significant at  $p \leq 0.05$ .**

<i>High Impact Teaching Practices</i>	<b>Participant</b>	<b>Non-participant</b>	<b>Significance</b>
	<i>% employing practice in most or all courses</i>		
<b>Cooperative learning/small groups</b>	<b>70.5</b>	<b>57.0</b>	<b>0.021</b>
Group projects	34.9	27.3	0.188
<b>Student evaluation of each other's work</b>	<b>16.7</b>	<b>6.1</b>	<b>0.01</b>
Experiential learning/field projects	21.3	19.2	0.726
<b>Student selected topics for course content</b>	<b>11.4</b>	<b>1.0</b>	<b>0.002</b>
Student developed activities (assignments, etc.)	13.4	12.5	0.859
Using student inquiry to drive learning	50.6	40.0	0.274
<b>Multiple drafts of written work</b>	<b>29.1</b>	<b>15.3</b>	<b>0.01</b>
Weekly essay assignments	16.7	18.3	0.770
Readings on racial and ethnic issues	30.6	23.5	0.203
<b>Readings on women and gender issues</b>	<b>30.1</b>	<b>18.4</b>	<b>0.032</b>
<b>Engaged undergraduates in your research project (% yes)</b>	<b>71.4</b>	<b>43.9</b>	<b>0.003</b>
<b>Worked with undergraduates on a research project (% yes)</b>	<b>84.3</b>	<b>64.0</b>	<b>0.00</b>
<b>Taught a seminar for 1<sup>st</sup> year students (% yes)</b>	<b>36.7</b>	<b>22.1</b>	<b>0.003</b>
<b>Taught a service learning course (% yes)</b>	<b>15.5</b>	<b>5.0</b>	<b>0.008</b>
Advised student groups involved in service/volunteer work (% yes)	26.8	23.5	0.612
<b>Collaborated with the local community in research/teaching (% yes)</b>	<b>30.9</b>	<b>17.6</b>	<b>0.042</b>
Community service as part of coursework	1.6	-	0.211
<i>Other teaching activities:</i>			
<b>Extensive lecturing</b>	<b>30.1</b>	<b>47.5</b>	<b>0.003</b>
<b>Class discussions</b>	<b>83.9</b>	<b>63.6</b>	<b>0.000</b>
Reflective writing/journaling	13.3	7.5	0.216

<b>Term/research papers</b>	<b>49.2</b>	<b>31.3</b>	<b>0.003</b>
<b>Student presentations</b>	<b>56.0</b>	<b>34.3</b>	<b>0.00</b>

All five composite measures of high impact teaching practice, and undergraduate research and teaching first-year seminars correlate positively with teaching workshop participation, although fewer of the groups correlate at  $p \leq 0.05$  than do the individual teaching methods (Table 2).

**Table 2. Percent of faculty employing one or more activity that comprise high-impact teaching strategies (composites) by participation in a teaching-enhancement workshop. Bold indicates correlations significant at  $p \leq 0.05$ .**

	Participated in a teaching-enhancement workshop		
	NO	YES	Significance
<b>Collaborative learning/Reciprocity</b>	<b>59.6</b>	<b>74.3</b>	<b>0.010</b>
Active learning	23.6	34.6	0.105
Writing-intensive	26.8	34.1	0.285
Diversity/global understanding	24.5	34.2	0.09
Service-learning	37.3	43.1	0.433
<b>Undergraduate research</b>	<b>64.0</b>	<b>84.3</b>	<b>0.000</b>
<b>First-year seminar</b>	<b>22.1</b>	<b>36.7</b>	<b>0.034</b>

In a companion paper (Savina, et al. 2009), we examine the correlations between teaching method and gender. The HERI data indicate that women are more likely than men to have participated in a teaching-enhancement workshop. For all three survey years combined, 59.8% of the men and 73.4% of the women had participated in a teaching-enhancement workshop. The difference was statistically significant ( $p=0.015$ ) (however, see the analysis with rank, discussed below). For comparison purposes, Table 3 presents the same composite measures as Table 2, in this case analyzed by gender of faculty. Note that the patterns of statistical significance differ. Only for collaborative learning/reciprocity is there a statistically significant correlation at  $p \leq 0.05$  with both workshop attendance and gender (a stronger correlation with gender).

**Table 3. Percent of faculty employing one or more activity that comprise high-impact teaching strategies by gender. Bold indicates correlations significant at  $p \leq 0.05$ .**

	Gender		
	Male	Female	Significance
<b>Collaborative learning/reciprocity</b>	<b>58.8</b>	<b>83.2</b>	<b>0.000</b>
Active learning	27.1	35.7	0.192
<b>Writing-intensive</b>	<b>23.1</b>	<b>41.7</b>	<b>0.005</b>
<b>Diversity/global understanding</b>	<b>22.9</b>	<b>42.9</b>	<b>0.000</b>
<b>Service-learning</b>	<b>35.3</b>	<b>49.4</b>	<b>0.044</b>
Undergraduate research	78.0	77.6	0.939
First-year seminar	37.3	25.6	0.073

Patterns of adoption of teaching methods by workshop attendance vary from survey year to survey year (Table 4). As one would expect from the aggregated data, most methods are adopted by workshop participants at a higher rate than by workshop non-participants in each of the three years of the survey. For many methods (e.g. student selected topics for course content), the proportion of faculty adopting the teaching method increases with time both among teaching workshop participants and non-participants. In 2001-02, there appears to have been more similarity in teaching practices between participants and non-participants in teaching-enhancement workshops than there is in subsequent survey years. Only for the use of class discussions and extensive lecturing are differences statistically significant in 2001-02. Over time there is some convergence in the use of extensive lecturing; differences in the use of classroom discussion remain stable. The use of student presentations and research papers declines for non-participants, but remains consistently popular for those who participate in teaching enhancement workshops. There are slight—though not statistically significant at  $p \leq 0.05$ —increases in the use of active learning strategies (e.g., experiential learning/field studies, group work, student-initiates course activities/content). We return to some of these complications in the discussion section of the paper, below.

**Table 4. Percent using teaching methods in “most or all” courses by participation in a teaching enhancement workshop, for each survey year**

	2001-02		2004-05		2007-08	
	Non-Participant	Participant	Non-Participant	Participant	Non-Participant	Participant
Class discussions	62.5	84.0**	63.0	83.3**	65.0	84.4**
Cooperative learning (small groups)	59.4	66.0	51.9	69.7	58.5	74.0
Experiential learning/field studies	12.5	18.0	na	na	24.4	23.4
Teaching assistants	6.3	20.0	11.1	15.2	15.0	16.0
Recitals/demonstrations	15.6	28.0	18.5	18.2	23.1	18.2
Group projects	25.0	30.6	33.3	34.8	25.0	37.7
Extensive lecturing	50.0	20.0*	51.9	36.4	42.5	31.2
Multiple drafts of written work	15.6	22.0	23.1	37.9	10.0	26.0**
Student-developed activities (assignments, exams)	3.1	6.0	na	na	20.0	18.2
Student-selected topics for course content	0.0	8.0	0.0	10.6	2.5	14.3**
Reflective writing/journaling	na	na	7.4	10.6	7.5	15.6
Readings on racial and ethnic issues	28.1	30.0	22.2	28.8	20.5	32.5
Readings on women and gender issues	21.9	32.0	11.1	31.8**	20.5	27.3
Student evaluations of each other’s work	3.1	14.3	3.7	9.1	10.0	24.7

Student presentations	43.8	51.0	25.9	57.6*	32.5	57.9*
Term/research papers	40.6	48.0	25.9	47.0	27.5	51.9**
Worked with undergraduates on a research project (% yes)	75.8	87.5	42.3	89.4*	68.3	77.9

Other methods not included because they were asked in only one year or (in the case of community service) there was no variation.

\* Participation significant at  $p < 0.01$

\*\* Participation significant at  $p < 0.05$  and  $> 0.01$

**Table 4, cont. For 2007-08 Survey Year:**

	Non-participant	Participant
	<i>Percent "most or all"</i>	
Using real life problems	26.8	40.3
Using student inquiry to drive learning	40.0	50.6
	<i>Percent "yes"</i>	
Engaged undergraduates on your research project	43.9	71.4*

We also examined the relative effects of several independent variables on one composite measure of teaching method, collaborative and reciprocity-based teaching activities that the faculty member indicated they used in most or all cases (Table 5). The scale varies between 0 (indicating that the faculty member didn't report using any of the three activities in most or all courses) and 3 (using all activities in most or all courses). The independent variables were all recoded as dichotomous variables.

The collaborative teaching activities were chosen for this analysis because the questions were asked in all three survey years, maximizing sample size. Only gender and participation in a teaching enhancement workshop have statistically significant effects on the use of collaborative learning practices (using the  $p < 0.05$  level of significance as the cutoff).

We also tested for several interaction effects (gender with rank, gender with workshop participation, and workshop participation with rank). None of these interactions were statistically significant.

**Table 5. Regression of collaborative teaching activity scale on selected independent variables.**

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Sex (1=female)	0.489	0.108	0.264	4.551	0.000
Rank (1=Assistant Professor)	0.001	0.131	0.006	0.105	0.916
Participant in teaching					

enhancement workshop (1=yes)	0.237	0.116	0.123	2.043	0.042
Race (1=nonwhite)	-0.165	0.138	-0.070	-1.191	0.235
1=2007/08 survey year	0.219	0.129	0.118	1.695	0.091
1=2004/05 survey year	0.003	0.137	0.017	.244	0.808
(Constant)	0.674	0.124		5.435	0.000

R-squared = 0.089 (std. error 0.874)

F = 5.60 (p=0.000)

N =283

### **Discussion:**

Nearly all faculty at the rank of assistant professor (90.1%) participated in a teaching enhancement workshop. Among faculty at the associate and full professor rank, participation falls off. Around 50% of associate professors have participated in a teaching enhancement workshop. Among full professors, 50.5% of the men had participated in a teaching enhancement workshop, compared to 68.6% of the women. Only for full professors is there a significant difference in workshop participation by gender ( $p < 0.05$ ). At all other ranks, workshop participation rates are virtually identical for men and women.

Participation, gender, and rank interact in interesting ways to shape the pedagogies employed by faculty. For men, participation in a teaching-enhancement workshop has no impact on use of collaborative learning strategies. However, women who participate in a teaching enhancement workshop are significantly more likely to employ collaborative learning strategies than their counterparts who do not participate in a workshop (88.9% vs. 71.9%,  $p = 0.023$ ). This gender difference is statistically significant across all faculty ranks.

The high percentage of faculty who have worked with an undergraduate on a research project probably reflects the nature of Carleton's comprehensive exercise. In many departments, "comps" requires senior majors to undertake a significant research project under the mentorship of a faculty member. In most years, most faculty in these departments act as mentors for these senior comps projects. Despite this, however, the percentage of all faculty who have worked with students on a research project is higher among those who have participated in a teaching enhancement workshop. When broken down by rank, there is no relationship between participation in a teaching enhancement workshop and working with undergraduates on a research project for assistant professors; however, the relationship is statistically significant for both associate and full professors. Among full professors, 63.1% of those who have not participated in a workshop have worked with students on research projects, compared to 81.2% of those who have participated in a workshop ( $p = 0.013$ ).

### **Faculty development planning in light of findings**

Analysis of selected HERI items and Carleton's writing portfolio data point toward potential designs for effective faculty development programs that would build on current strengths as well as encourage positive pedagogical change toward desirable practices that yield improved learning outcomes.

A number of national studies of undergraduate education track the conditions, practices, and experiences of undergraduates that foster desirable learning outcomes. Three such studies include Gamson and Chickering (1987), the Wabash National Study (2006 and continuing), and Kuh (2008), any of which would provide a rich basis for faculty development.

Gamson and Chickering assert that good practice in undergraduate education:

1. encourages contact between students and faculty;
2. develops reciprocity and cooperation among students;
3. encourages active learning;
4. gives prompt feedback
5. emphasizes time on task;
6. communicates high expectations; and
7. respects diverse talents and ways of learning.

The Wabash National Study, which aggregates qualitative and quantitative assessments longitudinally from 49 participating institutions, has identified five “mega scales” of student experiences that affect multiple desirable outcomes:

1. good teaching and high quality interactions with faculty;
2. challenge and high expectations;
3. diversity experiences;
4. interactions with peers; and
5. frequency of interacting with others.

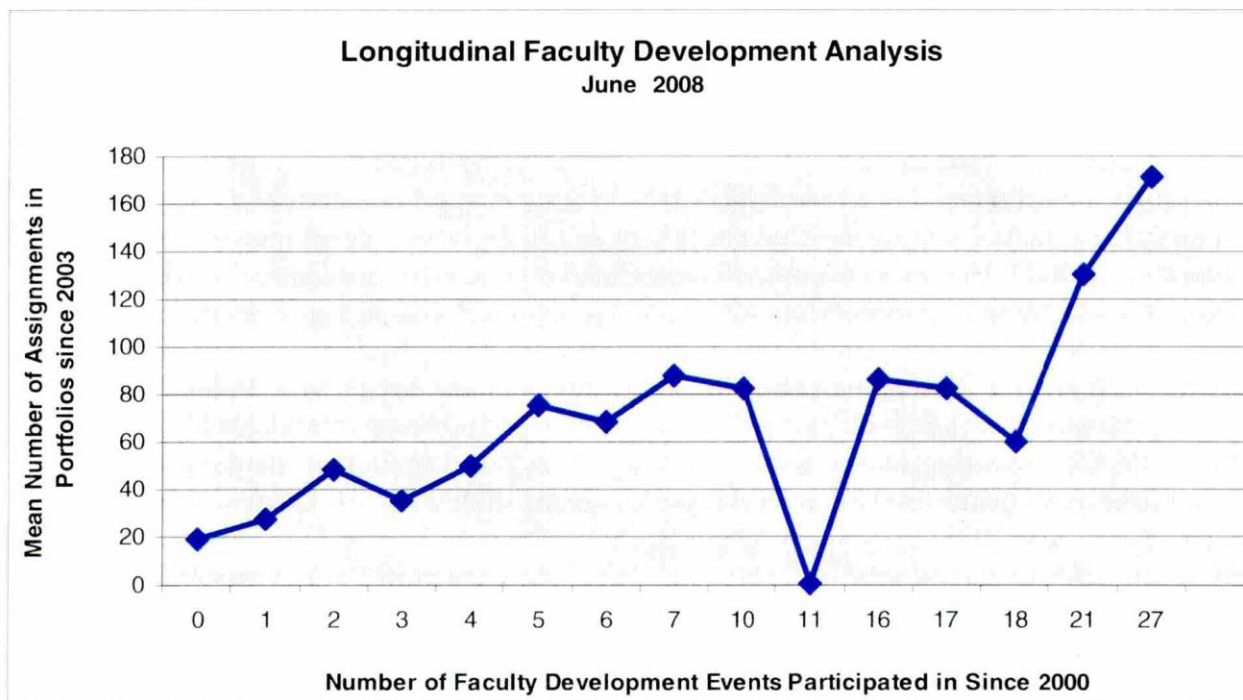
George Kuh, Chancellor’s Professor and Director, Indiana University Center for Postsecondary Research, in conjunction with the Association of American Colleges and Universities (AAC&U), has published a list of high-impact educational practices that speak to outcomes as articulated by AAC&U’s Liberal Education and America’s Promise (LEAP) program. Data on these practices are supported by analysis of the National Survey of Student Engagement (NSSE), a self-reported instrument widely administered at colleges and universities in the U.S. The high-impact practices include:

1. first-year seminars and experiences;
2. common intellectual experiences;
3. learning communities;
4. writing-intensive courses;
5. collaborative assignments and projects;
6. undergraduate research;
7. diversity/global learning;
8. service learning, community-based learning;
9. internships; and
10. capstone courses and projects.

None of these taxonomies matches the HERI categories perfectly, but there is some overlap relevant to the teaching methods analyzed from Carleton data, particularly between Kuh’s high-impact practices and HERI items addressing first-year seminars, collaborative learning, and undergraduate research. Therefore, Kuh’s system will ground this discussion.

Carleton’s internal assessment of portfolios submitted by all sophomores as part of a graduation requirement in writing helps connect faculty development (specifically through teaching enhancement workshops and other activities related to teaching writing) and student learning. The assessments show a high correlation between faculty members’ participation in faculty development workshops and student selection of participating faculty members’ assignments for the portfolio. The following graph (Lauer-Glebov, 2008) displays the relationship between the number of faculty development activities (workshops, portfolio reading, participation in reading groups) attended by a given faculty member and the number of that person’s assignments submitted by students as part of their required sophomore writing portfolios. For the past six years, those who attend four or more faculty development events are over-represented in the portfolios at a statistically significant level. (Note: The faculty member at 11 events teaches French; her assignments rarely qualify for the portfolio, which assumes Standard American English.)

**Graph 1.**



These data speak to Kuh’s emphasis on writing intensive courses, even though the HERI data show that Carleton faculty members who attend workshops do not, as a whole, assign multiple drafts of a paper, which could be expected to signal fundamentally sound writing pedagogy. The apparent conflict may be explained in a number of ways. First, the term “multiple” drafts excludes a single draft-and-revise cycle by definition. In courses offered during 10-week terms, multiple assignments may well be the rule; multiple drafts may be difficult to manage. Second, assignments in the writing portfolio frequently include sequences of related tasks, often with intervening feedback, that scaffold a larger project. Do faculty think of such assignments as “multiple drafts” when completing the HERI survey? Third, any informal writing completed in class or on line that contributes to a larger project, but is not graded, may not be counted as drafting, *per se*.

Carleton's long-standing emphasis on capstone projects (including the senior "comps" projects discussed above) meets Kuh's criterion for a high-impact practice, but goes unaddressed in the HERI data, even though the vast majority of Carleton departments and programs require some sort of sophisticated written product as part of the capstone. Further research on assignments as well as focus groups and interviews with faculty would help clarify faculty approaches to teaching writing in the context of disciplinary courses and capstones. Such research may well uncover other places where the terminology used by the HERI survey is inconsistent with the way Carleton faculty would describe their teaching methods.

Nevertheless, given the high correlations between attending workshops and employing high-impact practices, it would make good sense to plan faculty development workshops to promote, for example, more attention to service learning and diversity/global learning as defined by Kuh. Past practice demonstrates that when faculty members show interest in expanding areas of the curriculum, institutional incentives to participate in workshops foster innovation in the form of new courses, collaborative assignments, and other pedagogical techniques. Careful planning and analysis of new workshop offerings would provide new data on the efficacy of faculty development to support some of the less common high-impact practices on the Carleton campus.

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