

**Associated Colleges of the South**  
**Second-Year Report to**  
**The Andrew W. Mellon Foundation**  
**New Dimensions Initiatives**  
**December 31, 2002**

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Associated Colleges of the South

Report to The Andrew W. Mellon Foundation

New Dimensions Initiative

December 31, 2002

**I. Introduction**

The Associated Colleges of the South is pleased to present this second report on the activities made possible by a grant from The Andrew W. Mellon Foundation in December 2000. This report covers the twelve-month period ending December 2002. A financial summary is included in Appendix A.

During the past twelve months, ACS continued to move toward the fulfillment of the goals outlined in the consortium's Five-Year Plan. Significant strides were made in the areas of diversity, the fine arts, and teacher education. The international program directors continued to expand their sphere of influence. In 2002 this group paid particular attention to the development of an emergency response protocol to help ACS constituents anticipate and deal with emergencies that may occur while out of the country. And the administrative groups continued to explore topics that would be beneficial to address via collaborative efforts.

The leaders in each programmatic area worked closely with the ACS staff to insure the presentation of quality activities and resources. The ACS Council of Deans and the ACS presidents remained very supportive of the programs receiving funds through this grant. And both the deans and the presidents received regular updates, via reports at their meetings and interim email updates, on the present activities and future plans of each group.

The following report highlights the accomplishments in 2002 and the plans for 2003. Academic projects will be presented first. Administrative projects will be presented second.

**II. The Program Initiatives**

A. **Academic Projects**

1. **Diversity**

In October 2001, Southwestern University, Georgetown, Texas, invited her sister ACS institutions to participate in a "Conversation on Racial and Ethnic Diversity at National Liberal Arts Colleges in the South," which was funded by a grant that Southwestern received from an outside agency. Forty-one faculty, students, and staff from twelve ACS member institutions plus representatives from three Historically Black Colleges and Universities (HBCUs) gathered for this conversation. At the end of the meeting, the ACS participants clearly indicated that they wanted to continue this kind of dialogue, especially if practical and concrete action and resources were included. The ACS Council of Deans responded to this request by creating an ACS Diversity Planning Team to work with ACS staff in developing plans for future activity and

collaboration. The original planning team members consisted of three academic deans, the Senior Advisor to the President of Southwestern University, and two ACS staff. This group quickly recommended to the Council of Deans that the planning team be enlarged to include three representatives of the deans of student affairs officers and three diversity/ multicultural affairs officers. The Council of Deans readily agreed that these voices were essential and needed to be included in any conversations and plans that might be developed.

After reviewing the participant suggestions and comments collected at the Southwestern meeting, the planning team focused on two activities for 2002. The first was the creation of a diversity website, within the ACS website, that would be resource based. A list of the sixteen campus diversity officers can be accessed, as well as the membership of the ACS Diversity Initiative Planning Team. Links are provided to ACS Campus Diversity Programs and to web sites for prominent diversity-related centers and organizations. In addition, a bibliography of relevant and practical resources also is provided. As pertinent resources and programs are identified, the web pages are updated to include them.

The second focus was a diversity conference that originally was scheduled for October 2002. The group explored the possibility of holding this meeting in conjunction with a nationally known diversity conference, but abandoned this idea and set a new date when scheduling conflicts and cost factors were considered.

The next ACS Diversity Conference will be held April 10-12, 2003, on the campus of Rhodes College, Memphis, Tennessee. This location is an excellent venue because of its proximity to the National Civil Rights Museum, which will permit, as part of the program, participants to explore the meaning and significance of the history captured within the museum, as well as the implications for teaching about the experiences associated with the civil rights movement within the United States. The Friday afternoon session at the Museum also will include lunch and a guided tour.

Under the theme of "Improving Campus Climate: Academic and Co-Curricular Practices that Work," participants will be exposed to practical strategies and practices that enhance the diversity environments at liberal arts colleges and universities. It was a conscious decision:

- to focus this conference on diversity issues that are important to faculty and administrators.
- to recommend that each campus send a team of at least four persons: the chief academic officer, the chief student affairs officer, the diversity/multicultural affairs officer, and a faculty member.

In a future conference, we would like to focus on student issues and intentionally include students in the conference planning and sessions.

On Thursday evening, the keynote speaker, Dr. Blaine Hudson, Associate Professor and Chair of Pan-African Studies, and Associate Dean of Arts and Sciences, at the University of Louisville, will set the tone for the conference by proposing that the faculty have a responsibility that goes beyond the traditional expectations of teaching, research, and service to include the role of faculty in improving campus climate through curriculum development, classroom teaching, advising, and mentoring. On Friday morning, eight ACS institutions will share a variety of initiatives undertaken on their campuses that have proved significant in improving the local campus climate. On Saturday morning, there will be a two-person panel on recruiting and retaining a diverse faculty. These panelists represent two small, private, liberal arts colleges in New Jersey and in Massachusetts that intentionally, systematically, and successfully recruited and retained faculty of color. These two resource persons also will serve as observers throughout

the conference and will share their observations and suggestions for future work at the end of the conference. The conference will close with the chair of the ACS Diversity Initiative Planning Team and the President of ACS leading a discussion of "Next Steps" for the Diversity Initiative.

One of the diversity goals that was mentioned in the 2001 First-Year Report referred to ACS negotiating with the Southern Regional Education Board (SREB) for ACS to pay an annual consortial fee to enable its member institutions to access SREB's fee-based diversity database of doctoral scholars. The consortial fee was to be in lieu of each institution paying the individual campus fee. SREB chose to require the individual campus access fee rather than negotiate a consortial access fee.

Since diversity is a priority of the ACS presidents and the Council of Deans, this initiative will continue to be important in the life of ACS and its member institutions. The planning team will continue to look for the best practices, models, and resources to share within the consortium and individual institutions will be encouraged to identify and to ask the critical questions that must be engaged in order to address diversity concerns on our liberal arts campuses.

## 2. Women's Studies Conference

Hendrix College, Conway, Arkansas, hosted the fifth biennial ACS Women's/Gender Studies Conference on April 12-13, 2002. It was titled ***Women's Studies/Gender Studies: Separate but Equal***. Approximately 120 students and 30 faculty members participated, representing ten ACS institutions and nine other colleges and universities. In addition, representatives from several Arkansas state agencies participated, including members of the Arkansas Department of Higher Education.

The conference addressed the question of the difference and complementarity of Women's Studies and the Gender Studies. Presentations, panel discussions and round table discussion topics included: *Gender in Activism*; *Gender and Sexuality*; *Beauty and the Body*; *Childhood Incest and Recovered Memories*; *Quiet Voices: Moments in American Women's Lives, 1630-1992*; and *Ideologies and Practicalities: Curricular and Pedagogical Issues in "Literature by Women" Courses*. See Appendix B for the conference program.

Oyeronke Oyewumi, author of *The Invention of Women*, which the American Sociological Association honored with the Distinguished Book Award in 1998, delivered the keynote address, *Toward a Sociology of Feminist Knowledge: The Nuclear Family and Gendered Models of the Social World*. In her address, she discussed the need to look at gender issues differently, indicating that because feminist concepts of gender, women and sisterhood are rooted in the nuclear family, there is an assumption of universality. Using examples from her West African culture, she showed that not every culture uses gender specific terms to describe relationships.

Brownie Ledbetter, a member of the National Congress for Neighborhood Women and Grassroots Organizations Operating Together in Sisterhood (GROOTS), and a founding member of Women USA, also addressed the conference. In her talk, *We've Got the Words, Now We Need the Music*, she stressed the need for building infrastructures for sustainable development, which can happen only in a peaceful world. She has observed that while women are inclined to see and make connections about issues, it is difficult to get the majority of [male] officials to think of women in the context of foreign policy and economics.

Participant evaluations of the conference were very positive. The aspects of the conference that were identified as being most helpful included: meeting faculty and students from other schools; seeing the Hendrix campus and environs; the thought provoking messages of the keynote and luncheon speakers; the fascinating research results discussed in the sessions; and having this forum for sharing women's/gender studies research and for meeting others with the same academic interests.

For a number of years, one of the goals of the conference planning committee has been to increase student participation in these conferences. Because of the New Dimensions Grant, the committee was able to realize this goal for the 2002 conference. They designated a portion of the grant money allocated to them for student travel and developed a distribution/reimbursement schedule for managing these funds. Student participation increased from about 70 in 1999 to 120 in 2002. In addition, grant monies were used to assist the planning committee with expenses incurred for their planning meetings, the conference keynote speaker, conference publicity, and a student worker to help with a myriad of conference-related details.

The grant also will provide seed money for the 2004 conference and activities between conferences. The place and the theme for the 2004 conference will be determined early in 2003.

### 3. Fine Arts

The three fine arts programs of music, visual arts, and theatre/drama continued to offer exciting activities, resources, and programs in 2002.

#### a. Music Collaborative - The Orpheus Alliance

The overall mission of the Orpheus Alliance is to create successful music collaborations for faculty and students. Efforts toward shared projects are possible primarily because of the use of technology in exchanging data, in building teams of musicians who will study and perform each other's works, and in providing new online teaching materials that can be used by music faculty everywhere. However, each of the projects discussed will continue to be successful only to the degree that it broadens the student experience in the concrete world of learning about music from real musicians. One of the underlying goals of the Orpheus Alliance is to combine the best of both worlds, using computer networks to make the traditional experience of music making even richer.

During the course of 2002, the Orpheus Alliance centered its work in three areas:

1. the Composers' Forum
2. the Visiting Artists Exchange Program
3. the creation of online teaching modules.

All of these topics were addressed at the third annual music technology workshop, held at the ACS Tech Center at Southwestern University in July 2002. This workshop was the largest to date, hosting 35 participants from 10 institutions. It included sessions on various kind of music notation and presentation software. It concluded with the first ACS New Music Festival, which was made up of two concerts of new works by eight faculty and two student composers. Audio and video recordings were made of performances and these currently are available in streaming format on the workshop website at: <http://www.colleges.org/~music/workshop2002.html>. At the conclusion, participants designed lists of goals for the next academic year and made detailed plans for the 2003 ACS New Music Festival, which will be enlarged in the following ways:

- The number of student participants is projected to rise from two to eight.
- The number of concerts will be increased to four: two for faculty compositions, one of student works, and a fourth, called the Classics of the 20<sup>th</sup> Century Concert, featuring one or more landmark works from the last century. Two works planned for 2003 are Schoenberg's *Pierrot Lunaire* and Crumb's *Vox Balaenae*. A DVD of these two works will be made available for participants to take back to use in their classes.
- The core performers also will give presentations related to the works performed. Sample topics are "Contemporary String Notation," "Music for Computer and Piano," "Commissioning and Preparing a New Work," and "Sound Reasoning: How to Listen to and Understand Music."
- Some participants will take part in sound-editing workshops and will be supervised in making recordings of the Festival performances to be used later online.

#### b. Music Alliance - -The Visiting Artists Exchange Program

In music departments in small liberal arts colleges students are not constantly exposed to the variety of performances available in conservatories and music department in large universities. The ACS Visiting Artists Project addresses this need by bringing guest performances by ACS music faculty to the campuses of member institutions. Typically, the guest artist gives a recital and presides over a master class for students at the host institution. Portions of both of these events are made available to the public in streaming audio and video archived at the ACS Technology Center. Plans are underway to combine the Visiting Artists Exchange Program with the work of the ACS Composers Forum when the recitals include new works by both ACS faculty and student composers.

The first exchanges involved composers from Furman University and the University of Richmond. On September 23, 2002, at the University of Richmond, Professor Daniel Koppelman, Associate Professor in piano and music technology at Furman, presented a concert featuring the piano in combination with two external devices: a Macintosh PowerBook computer and the Tactex MTC Express touch-pad. Two of the works on the concert were *digitalisman*, for piano, MTC Express and computer, by Prof. Koppelman and *Nocturne/ Doubles*, for piano and computer, by Professor Benjamin Broening of the University of Richmond. Streaming audio of the performance as well as program notes were posted at: <http://www.colleges.org/~music/va.html>. On November 18, 2002, Benjamin Broening, Assistant Professor of Music and Director of Electronic Music Studios at the University of Richmond, performed as the guest artist at Furman University.

The exchange schedule for 2003 will be announced early in 2003.

#### c. Visual Arts Initiative

The ACS Virtual Art Gallery opened with its first exhibit in the fall of 2002, showcasing selected works from two seniors at Millsaps College. Currently, the virtual gallery is hosted on a

server at the Center for Educational Technology (CET) at Middlebury College, Vermont, one of our colleagues in The Andrew W. Mellon Foundation's NITLE program (National Institute for Technology and Liberal Education).

CET is updating its museum software and has offered to share it with ACS so that we may host the ACS virtual gallery on one of our servers. CET anticipates that the software will be ready by the end of the 2002-2003 academic year. Until ACS receives this software, a link is provided on the ACS Virtual Gallery homepage directly to the ACS exhibits, which means visitors may access the ACS exhibits directly, rather than going through multiple layers of the CET Virtual Museum. The url for the ACS Gallery homepage is [http://www.colleges.org/art\\_gallery/index.html](http://www.colleges.org/art_gallery/index.html)

In addition, sensitivity to copyright and liability issues led the core planning committee to develop a Display Permission Form that must be signed by any student or faculty whose works are selected for display in the gallery. These forms are available for downloading at the ACS website. Forms with original signatures will be kept on file in the ACS office in Atlanta.

During the fall of 2002, ACS also launched a logo or design contest for the Gallery Home page. All ACS students were invited to submit an inviting image that will grace the homepage of the Virtual Art Gallery, to give the entry page more of a gallery look and feel. Three art faculty members in ACS institutions are serving as judges, and the winner will receive a \$50 gift certificate to Amazon.com. The deadline for submissions is February 15, 2003. The winner will be announced by the end of February.

Ideally, a virtual gallery would have a "Gallery Curator" who would help schedule and rotate gallery exhibits, archive images to build a collection which faculty and students could access for a variety of purposes, work with the ACS Technology Center to keep the gallery website current, assist in the solicitation of art work, and help identify potential jurors for juried shows. Until this can be accomplished, a three person advisory committee has been named to work with ACS staff to recommend and to oversee the gallery policies and practices. These three persons are either faculty members or directors of museums in ACS institutions.

Future plans under discussion include rotating exhibits; juried shows for students and faculty; interviews with artists; critiques of displayed art; live "opening receptions" for virtual art shows; and a "permanent collection" room where fine art owned by ACS institutions will be displayed for the enjoyment of all ACS constituents. All forms of visual and studio arts are welcome for gallery exhibits.

d. Dramatic Arts Initiative: ad lib

The first "official" activity of the Drama initiative occurred in March 2002, when ACS hosted a lunch session for ACS faculty attending the Southeastern Theatre Conference in Mobile, Alabama. Nine ACS faculty members, representing six ACS institutions, and one non-ACS faculty member attended this session. The purpose was to determine the level of interest in a collaborative drama program and what direction it might take. The "lunch bunch" enthusiastically supported the idea of theatre/drama collaboration, especially if a variety of options were available to permit faculty participation at different levels. For example, while not everyone present wanted to participate in on-site faculty exchanges, all were interested in some kind of collaborative activity, whether it included just faculty or involved students and faculty. They also requested the creation of an email list, open to all ACS theatre/drama faculty, whereby they could communicate with each other about options, concerns, needs, and ideas and resources

related to the teaching/learning environment. This was created in April 2002 and has been used by ACS drama/theatre faculty to seek and to share information and to plan for meetings. It has proved to be a valued means of communication among this group.

In June 2002, six faculty from six different ACS drama departments met for three days at the ACS Technology Center to build on the conversation that occurred in March and to flesh out plans for the drama collaborative. See Appendix E for a summary of the workshop evaluations. A number of goals emerged from this workshop, including:

- encouraging a sense of an ACS community of artists by fostering communication among faculty and departments
- using the circuit rider model to help establish relationships among ACS theatre/drama departments
- beginning to work toward faculty exchange opportunities
- building a website for sharing such information as production calendars, design archives, syllabi, and information about individual department offerings

With the help of a part-time consultant and a student technology fellow at the ACS Technology Center at Southwestern University, a website was created and is located at: <http://www.colleges.org/~drama/index.html>. It contains news, information about the program committee, a mission statement, a complete listing by each ACS drama/theatre department of all the productions scheduled for the 2002-2003 academic year, information about overseas study opportunities for students, links to class syllabi, and an archive of design projects from several of the departments. Plans are underway to include a section with information about professional development issues and topics related to tenure and promotions.

In addition to the creation of the email list and the website, three additional activities have been utilized to promote the building a sense of community among ACS theatre/drama departments. First, to develop a usable and helpful website, the part-time consultant talked individually with the six faculty who attended the June workshop, to become better acquainted with them, their ideas for the website, and their dreams for this collaborative. These conversations also provided an opportunity to discover individual skills and special interests, as well as professional related projects in which they are involved on their campuses.

Second, the June 2002 workshop participants created a plan to visit their colleagues on nearby ACS campuses in an effort to enlist their support for and involvement in the collaborative. While one or two visits were made this fall, the decision was made to hold off on these visits until a later time when they might be more productive.

A third avenue undertaken involved a collaboration between Centre College theatre students and the ACS Environmental Initiative. Patrick Hagan-Moore, Centre College, is the director of Trash Theatre, which is defined as a rough, mobile, street performance made up of short pieces that adopt elements of storytelling, comedy, burlesque, and clowning. Trash theatre work began at Centre last year, with funds granted by the ACS Environmental Initiative. It is currently performed in arts fairs, schools, and campuses and is aimed at any audience that needs to think more about caring for the environment. The repertoire includes about 30-35 minutes of material, including "Little Green Riding Hood," "The Real Story of the Three Little Pigs," a percussion "junk jam," and some improvisational pieces. This fall students involved in Centre's Trash Theatre performed at the Environmental Interns and Faculty Fellows Training Workshop which was held at the Great Smoky Mountains Institute in Tremont, Tennessee. The Trash Theatre group also has been asked to perform at the Green Teaching Workshop at Furman University, in March 2003.

A second ACS hosted lunch session for ACS drama/theatre faculty will be held in March 2003, during the Southeastern Theatre Conference in Arlington, Virginia. Those attending will discuss such subjects as faculty exchanges, student travel/study programs, circuit rider visits, and the summer workshop.

Another summer workshop is projected for 2003 and will include sessions related to technology in teaching, an example being the very excellent searchable database of production photos created in a faculty/student project at Furman. It also will have planning sessions for some of the other projects mentioned above. An effort is being made to include some student representatives in the group.

#### 4. **Teacher Education**

A Teacher Education Planning Summit was held on April 26, 2002, on the campus of Spelman College, Atlanta, Georgia. Seventeen representatives from fourteen ACS institutions and one non-ACS college representative met to discuss the issues and concerns facing teacher education programs at ACS institutions.

After sharing the strengths and distinctives of ACS teacher education programs, participants discussed the more troubling issues they face, which mirror issues being experienced around the country. These included:

- a decreased student pool and crises in recruitment that fed by alternatives to teacher certification, high tuition costs and degree requirements.
- the continual increase in state and national certification guidelines and requirements.
- a massive amount of paperwork that is required to show compliance with guidelines.
- the struggle to find ways to provide students with experiences that are not part of required courses but enable them to meet state knowledge requirements.
- the need to elevate the status of teaching and teacher education programs on a local level, both on the college/university campus and in the larger community.

Towards the end of the Summit, the participants identified seventeen potential ACS collaborative teacher education programs. See Appendix E for a complete list of these collaborative programs. Five of the participants volunteered to serve as coordinating team to review the suggestions and present, via email, a workable set of goals for the group's consideration. Four collaborative activities were presented for review and beginning implementation in the 2002-2003 academic year:

- To develop an ACS Teacher Education website within the existing ACS website.
- To design and to offer an online, basic and informational education course that would be offered during the summer. At a later date, they would like to consider adding additional online courses.
- To plan a pilot conference at which education faculty and students will share their research and findings.
- To identify and review educational software (discipline specific, such as mathematics, science, language arts) that can be used to enhance teacher education courses.

After these were presented, two Summit participants volunteered to work on the general website development, and three faculty volunteered to write specific articles for the website:

- *The Benefits of Being a Teacher*
- *Teaching as a Profession*
- *The Social Issues In/Of Teaching*

In addition, four persons volunteered to work on shaping a pilot Student/Faculty Summit on Education and Research. While no one volunteered to work on creating the on-line education course, it is felt that this will become a reality in the future. It also should be said that these goals involve ongoing activities. The website always will be evolving, adding vital resources as they are discovered and deleting resources as they become obsolete. The pilot Student/Faculty conference is projected to occur during the 2003-2004 academic year. And the identification and review of software will be a continual process.

The next Teacher Education Summit will be in April 2003, at the ACS Technology Center at Southwestern University, Georgetown, Texas. At this time, the website development group will share their efforts for review and refinement, selected educational software will be reviewed, plans for the student/faculty research conference will be discussed, and various kinds and formats for on line courses will be explored. These and other agenda items will define the group's work for the remainder of 2003, as well as for the 2003-2004 academic year.

#### 5. **Undergraduate Research**

In last year's report to The Andrew W. Mellon Foundation, it was stated in this section that one ACS institution had volunteered to take the lead in creating an ACS Annual Conference on Undergraduate Research in the Sciences. When this proposal was taken to the February 2002 ACS Council of Deans meeting, the decision was made not to develop such a conference at this time. However, opportunities for showcasing undergraduate research continue to be promoted through the ACS Women's/Gender Studies Conference, the Latin American Studies Program, and potentially through the Teacher Education Initiative.

#### 6. **International Program Directors**

As indicated in the 2001 Grant Report, New Dimensions funding was instrumental in assisting the ACS International Program Directors (formerly called the International Coordinating Group) to resume annual face-to-face meetings. Resumption of these in-person meetings has done much to renew the sense of support and collegiality among the group members and also has increased communication and activity on the acs-ipd (ACS International Program Directors) listserv. Furthermore, the directors have begun to share information via the International Program Directors webboard. Topics of discussion on the webboard have included emergency management procedures and policies, financial aid policies, mission statements, and orientation materials. The group also has reviewed and given input concerning the new International Programs website, which has expanded to list opportunities for staff and faculty as well as students.

The most recent meeting of the International Program Directors took place at Rollins College in January of 2002, where a five-member, minimum standards subcommittee was created to develop a draft of minimum standards for all ACS off-campus study programs. This will be discussed and refined during the upcoming 2003 meeting. As part of these minimum standards, the group already has provided input for and reviewed an ACS Emergency Response Protocol document that was adopted by the ACS Council of Deans at their October 2002 meeting. See Appendix F for the full Emergency Response Protocol document.

Other topics discussed during the January 2002 meeting included: responses to 9/11; internationalization efforts and program updates from each campus; financial aid; Global

Partners Project Extension; Latin American Studies Program; Environmental Programs for off-campus study; and national developments (such as the establishment of The Forum on Study Abroad as an alternative to NAFSA). Following the January 2002 meeting, the group collaborated on development of proposals for financial aid policies that were subsequently presented to the ACS Council of Deans for consideration at their May 2002 meeting. See Appendix G for a summary of the January 2002 meeting.

New Dimension funds also were used throughout 2002 to assist several of the ACS International Program Directors in participating in national meetings and organizations, including ASIRT (Association for Safe International Road Travel). In addition, five international program directors from four ACS institutions attended the CIEE (Council on Educational Exchange) Conference that was held in Atlanta in fall 2002.

The next meeting of this group is scheduled for January 10-11 at Furman University.

## B. Administrative Collaboration

### 1. Chief Student Affairs Officers (CSAOs)

The 2001 Report to The Andrew W. Mellon Foundation reported that the ACS Deans of Students (CSAOs) would schedule a planning meeting to initiate a Student Leadership project. The expressed purpose was to design opportunities and resources that would strengthen existing leadership education programs and to develop such programs where none exist. These plans changed after further discussion among the Deans of Students and the ACS Council of Deans. Since student leadership education concerns cover a broad range of topics, including diversity issues, the advent and fuller development of the ACS Diversity initiative provided an opportunity to interweave diversity and student leadership concerns. Through such a joining of topics, both projects, student leadership and diversity, would be enhanced. The ACS Diversity Initiative Planning Committee already has pledged its support to designating "student diversity issues" as the focus for the next ACS Diversity Conference .

In addition, the Chief Student Affairs Officers submitted to the ACS Diversity Initiative Planning Committee a planning grant proposal that seeks to bring together selected faculty, staff, and students to develop a comprehensive set of strategies that speak to diversity issues at small, private, liberal arts colleges in the south. If approved, it is anticipated that funds from the New Dimensions grant would be available for this purpose. Grant funding from another source will need to be secured to implement the programs, projects, and/or resources that are developed as a result of this planning meeting. An option that was discussed was to utilize the resources of the National Coalition for Building Institute (NCBI) to train campus facilitators, who would include students, to assist campuses in their identification of and conversations on diversity issues. This option will be explored further.

When 13 of the 16 CSAOs met in November 2002, they talked about the need for follow-up on the CORE Alcohol and Drug survey that they conducted on their campuses earlier in 2002. They agreed to involve in these efforts the members of their respective staffs who are the alcohol and drug liaisons on their campuses. An email list to facilitate communication among these persons was discussed, as well as a conference call to determine interest level in and the nature of collaborative activities that might be pursued. In addition, one CSAO is conducting an ACS consortial survey on housing and other benefits for Residence Hall Assistants. Another CSAO is conducting a survey on integrity and honor code practices and policies in ACS institutions. One

suggestion related to this topic was to prepare a consortial honor code that would contain core elements for any such code adopted for campus use. Results from both surveys will be shared with all of the CSAOs as soon as the information is available.

The CSAOs continued to use the email list to share topics and ask questions of each other. Topics discussed in 2002 include, Columbarium and Memorial Gardens, Honor Code, Alcohol Policy, student health insurance, quality of student life survey, on-line voting, campus scheduling, safe ride/designated driver programs, mediation groups, suspension/expulsion policies, First year Experience surveys, and counseling services.

2003 looks promising for the consortial work of the ACS chief student affairs officers.

## 2. **Physical Plant Representatives**

The ACS Physical Plant representatives, who are part of an ACS Environmental Initiative, met with the ACS Joint Purchasing Committee in February 2002, to converse with Mr. Kevin Lyons, the head of purchasing at Rutgers University, Camden Campus and a principal player in creating Rutgers's system wide environmentally sustainable purchasing program. In addition, Mr. Lyons is an internationally known expert on "Buying Green." He has worked with businesses, government agencies, and higher education in both the United Kingdom and the United States. He was most helpful to both groups as he talked about "Lessons Learned Along the Way," "Tips for Moving Toward a Sustainable Campus," and "Negotiating with Vendors." He also shared resources that will be helpful to both groups as they pursue their respective activities.

In addition, the Physical Plant representatives and the Purchasing officers talked about ways that they may work more effectively and collaboratively with each other on their own campuses. The possibility of another joint meeting also was raised in this conversation. If this occurs, more than likely it will happen sometime in the future, since both groups already have overly full agendas for their meetings in 2003. However, there are points at which it will be helpful for both groups to work together, and the Purchasing Officers have invited the Physical Plant representatives/Facilities Fellows to submit names of vendors with whom they would like to see ACS pursue a consortial contract.

## 3. **Career Planning Officers**

On August 12, 2002, 16 ACS Career Planning Officers, representing 11 ACS institutions, met with selected members of the ACS Environmental Program's Student Development and Engagement (SDE) Alliance. They shared existing environmental options for students on ACS campuses and explored the questions, "If you could make a wish to improve such things as 'green' program visibility, what would it be?" and "What would it take to make this happen in your office/ department?" In addition, Kevin Doyle, Director of Career Education at the Environmental Careers Organization (ECO) in Boston, spoke to the group and shared information about environmental careers. As a result of this meeting:

- a "Green Careers and Internships Officers" email list was created to facilitate conversations among the career planning officers and the SDE Alliance members.

- the co-directors of the Student Development and Engagement Alliance revised their request for proposals (rfp) to accept grant proposals/requests from ACS career planning officers. To date, one career officer has submitted a proposal.

While another meeting of this group has not been scheduled, several career officers have expressed interest in meeting again to discuss other issues. Once they propose an agenda it will be shared with the larger group to determine interest and availability.

#### 4. **Institutional Research Directors**

In the 2001, First Year Report, six activities and strategies were mentioned as possible activities for Institutional Research Directors/Coordinators. While there are numerous areas in which institutional research directors might provide ACS with invaluable information, it has been difficult to identify the one or two that will be the catalyst to bring these individuals together to meet as a group. In the last three months, one area has emerged that may be the stimulus for which we have been searching.

In late 2001 and early 2002, as part of the diversity initiative, a staff member at one ACS institution began collecting statistical data on faculty and students of color at ACS institutions and making the information available in charts and graphs. Even though the information being collected was a couple of years old, it was felt that such data could provide a basic, overall picture of diversity within our institutions and offer a benchmark against which to evaluate future efforts. When this person left his position and became employed elsewhere, there was no one readily available to fill the void created by his departure. Several possibilities are being explored, including asking institutional researchers to provide desired and more current statistics.

For the first time, the ACS Institutional Research Directors attending the HEDS meeting in January 2003, in Santa Fe, New Mexico, will meet as a group for a short session. The agenda will include discussion of the results of a survey conducted in late December 2002, that was designed to determine the level of interest in meeting as a group; the kinds of collaborative activities in which this ACS group might engage; and the types of statistics that may be useful for ACS to collect, to share, and to archive.

### V. **Organization and Structure of the Grant Program**

Each program and/or initiative has been and continued to be guided by a core planning committee that worked closely with ACS staff to provide direction in determining goals, establishing policies, developing programs and activities, and maintaining fiscal responsibility. In addition, the ACS Council of Deans and presidents maintained their active interest in and support of the programs supported through the New Dimensions Grant. The Council of Deans received updates at their February, May, and October 2002 meetings. The ACS presidents received scheduled updates in January and June 2002. Both groups received interim reports throughout the year via email communications.

This grant provided by The Andrew W. Mellon Foundation enabled ACS to bring together segments of its constituents who might not otherwise have a readily available opportunity to pursue collaborative activities within the consortium. Such conversations and activities provided a richness that comes only from interaction and the pursuit of common goals with colleagues and peers. For faculty, especially, these opportunities offer a "safe" place to test here-to-fore uncharted waters and/or infuse existing programs with new life.

#### **IV. Conclusion**

The generous grant from The Andrew W. Mellon Foundation enabled *ACS* to make significant strides in 2002 in the programs begun during year one of the New Dimensions Grant. The Foundation's support has provided the necessary underpinnings for momentum to gather and propel projects forward. Without this tangible manifestation of the Foundation's interest, the conversations would not have been as productive or as rich. All of the *ACS* constituents who benefit from the collaborative projects and programs that are made possible by this grant thank the Foundation for its generosity. We look forward to another productive year in 2003.

(Mellon grant - year two) 12/31/02